

**THE INTERNAL CURRICULUM SUPERVISION OF LIFE SKILLS
EDUCATION IN PUBLIC SECONDARY SCHOOLS
IN LUGARI SUB COUNTY, KENYA**

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**A Thesis Submitted to the School of Education in Partial Fulfilment of the
Requirements for the Award of the Degree of Master of Philosophy in
Curriculum Development, Department of Curriculum,
Instruction and Educational Media**

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DECLARATION

Declaration by the Student

This thesis is my original work and has not been presented for academic purposes in any other University. No part of this work should be produced without the prior permission of the author and/or Moi University.

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DEDICATION

I dedicate this work to my parents Jane and George who started it all and have continuously encouraged me to work hard. Thank you very much Mama and Papa! To my husband Mark Anaswa and my daughters Ivy and Precious, thank you very much for your patience, support and encouragement.

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ABSTRACT

The internal curriculum supervision (ICS) is very vital for effective implementation of the school curriculum. The internal curriculum supervisors (ICSs) have a vast of roles to play to enhance effective implementation of the school curriculum. The purpose of this study was to investigate the roles of (ICSs) in the implementation of Life Skills Education (LSE) in secondary schools in Kenya. The objectives of this study were; to explore the extent to which the ICSs are versed with LSE objectives in the secondary school curriculum, to investigate the type of instructional materials the ICSs provide to the teachers of LSE, to examine the extent to which the ICSs facilitate staff development programmes to teachers of LSE, to determine the frequency to which the ICSs oversee the preparation of the professional document of teachers of LSE, to assess how often the ICSs undertake classroom observation on LSE lessons. The study was based on the behavioural theory of leadership that describes instruction leadership behaviour. The study used a mixed method research methodology. The study adopted a descriptive survey research design. The target population comprised of 19 public secondary school principals, 19 heads of guidance and counselling and 290 teachers in Lugari Sub County, Kakamega County. The sample size for the study involved 165 teachers of LSE who were selected using systematic random sampling. Principals and heads of guidance and counselling were selected purposively. Questionnaires for heads of guidance and counselling and teachers of LSE, interview schedules for the principals and document analysis and observation checklist were used to provide quantitative and qualitative data. The collected data was coded and analyzed using descriptive statistics; frequencies, percentages, means and standard deviation. The findings were presented in tables, charts and graphs. Qualitative data was analysed using content analysis method. The results of the study showed that LSE curriculum in public secondary schools in Lugari Sub County was partially implemented. The internal curriculum supervisors (head teachers and guidance and counselling teachers) lacked adequate knowledge on the objectives of LSE. It was also found out that LSE materials were inadequate in majority of schools. The ICSs rarely organised staff development programmes, monitored, assessed or observed LSE lesson in classrooms. The study recommended that due to partial implementation of LSE, the ministry of education need to organise for workshops and seminars for ICSs and LSE teachers to emphasise the meaning and importance of LSE objectives. The ICSs need to provide the right materials needed for the teaching of LSE in public secondary schools in Lugari Sub County. Seminars, workshops and staff clinics need to be organised to equip teachers of LSE with relevant knowledge. Regular checking of teachers' professional documents like schemes of work and lesson plans and regular classroom observations must be conducted to ensure effective implementation of LSE. The findings may be useful to the MOE to ascertain the level of supervision of LSE. It may create awareness, to ICSs on how best they can supervise LSE and it may also be useful to teachers of LSE since it provides information on the assistance they should get from ICSs to effectively implement LSE.

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LIST OF ABBREVIATION

AIDS	-	Acquired Immune Deficiency Syndrome
CARICOM	-	Caribbean Community
CSO	-	Civil Society Organization
EFA	-	Education For All
HDI	-	Human Development Index
HFLE	-	Health and Family Life Education
HIV	-	Human Immune Deficiency Virus
HOD	-	Head of Department
IAR	-	Instructional Assessment Resources
ICS	-	Internal Curriculum Supervision
ICSs	-	Internal Curriculum Supervisors
KICD	-	Kenya Institute Curriculum Development (formerly KIE)
LSE	-	Life Skills Education
MDGs	-	Millennium Development Goals
MES	-	Ministry of Education and Science (Armenia)
MIE	-	Malawi Institute of Education
MINED	-	Ministry of Education (Mozambique)
MOE	-	Ministry of Education
MOEST	-	Ministry of Education Science and technology
NIE	-	National Institute for Education
OJT	-	On the job training
PCAR	-	Primary Curriculum and Assessment Reforms
PE	-	Physical Education
PIASCY	-	Presidential Initiative on AIDS Strategy for Communication to the Youth
QASOs	-	Quality Assurance and Standards Officers
SAP	-	School Awareness Programmes
SPSS	-	Statistical Package for Social Sciences
SRH	-	Sexual and Reproductive Health
TSC	-	Teachers service commission
UNESCO	-	United Nation Educational Scientific and Cultural Organization
UNICEF	-	United Nations Children Education Fund
WHO	-	World Health Organization
ZQASOs	-	Zonal Quality Assurance and Standards Officers

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter forms the introductory basis of this study. It highlights the background to the study, statement of the problem that is meant to be addressed by the study, research objectives, research questions, assumptions, scope, limitations and delimitations of the study. The chapter also presents the study justification, significance of the study, theoretical framework, conceptual framework and operational definitions of terms.

1.2 Background of the Study

The importance of supervision in Kenya can be traced back to the time of colonial government where it saw the need for supervision of schools. Beecher report (1949) cited by Somerset (2007) recommended efficient supervision of schools. Ornstein and Hunkins stated that:

The field of curriculum instruction is directly related to the field of supervision. Once curriculum is created, it needs to be looked at and be supervised on how it is being delivered (1993:201).

The overall education policy of the government of Kenya is to achieve education for all (Ministry of Education [MOE], 2008). The priority is to ensure equitable access and improvement in quality and efficiency at all levels of education. Education for all and the provision of quality education are among the Millennium Development Goals (MDGs) and Kenya Vision 2030 respectively. To ensure quality of education is maintained, certain bodies are set up by the government and stakeholders to monitor instructional activities in schools.

According to MOE Handbook for Inspection of Education Institutions (2002), the process of quality control can be internal or external depending on the person exercising it. Internal quality control is done by the school principal as one of the managerial tasks. This can either be centralized or delegated to the Heads of Department (HODs). Controlling instruction ensures that tasks are carried out effectively; observing and evaluating work through feedback on the work done so that actual performance may be compared with the set standards. External quality control is done by Quality Assurance and Standards Officers. Internal Curriculum Supervision (ICS) includes school management plans for carrying out curriculum goals such as availing instruction materials, organising staff development programmes, regularly checking of professional records and regular classroom supervision.

ICS promotes change and effectiveness in the teaching and learning process (Okumbe, 1999). Supervised learning technologies in general have positive effects on student achievement in all subject areas, they improve achievement of high aptitude learners, assist the teaching and learning of students with special needs, produce positive effect on attitude towards learning, help teachers in the use of technology more effectively to enhance learning of their students', improve student attitude and motivation, improve students team work and help develop higher order thinking skills (Okumbe, 1999; Olembo, Wanga & Karagu, 1992; Sifuna, 2005).

Life skills are psycho-social competences and abilities that help individuals to effectively deal with the demands and challenges of everyday life (Kenya Institute of Education [KIE], 2008). In Kenya, Life Skill Education (LSE) is a compulsory subject in the secondary school curriculum that was introduced in the year 2008 with an aim of equipping students and teachers with the adaptive and positive behaviour

that would enable them deal effectively with the demands and challenges of everyday (Republic of Kenya [RoK], 2010). The introduction of LSE in Kenya was spurred up by the many challenges that the youths are facing because of the fast changing world (Rungu, 2008). These challenges may be psychological, social, and economic compounded by various factors such as complex development changes during adolescence, lack of positive role models, negative influence by mass media, inadequate, inaccurate and unreliable sources of information (UNESCO, 2005). When the psychological and social needs are not met, they become mal-adjusted and the resultant behaviour could be drug abuse, early marriages, teenage pregnancies, indiscipline, school unrest, poor career choices, premarital sex, increased crime, violence, rape, incest, suicide, HIV and AIDS pandemic, poor academic performance and loss of valuable employment among others (KIE, 2002; Mutai, 2013; Lutomia & Sikolia, 2006).

LSE is intended to teach thirteen core living values such as love, unity, co-operation, simplicity, tolerance, respect, peace, freedom, honesty, responsibility, humility, happiness and integrity (KIE, 2008). The main goal of the Life skills approach is to enhance young people's ability to take responsibility for making choices, resisting negative pressure and avoiding risky behaviour. Through LSE, learners acquire and develop skills such as critical thinking, problem solving, decision making, interpersonal relationships, stress and anxiety management, effective communication, self-esteem and assertiveness. These skills are addressed in the objectives of LSE.

The teaching methods recommended in LSE are learner centred, youth-friendly, gender sensitive, interactive and participatory (KIE, 2008)

LSE is a non-examinable subject and has been allocated one lesson per week in each class. Education in Kenya is largely examination oriented. The current education

system stresses too much on passing examination at the expense of other aspects of life the school should be pumping learners with; therefore, non-examinable subjects are often dropped to pave way for teaching and learning of other subjects in preparation for examination (Kipngetich, 2008). This prompted the researcher into investigating the supervision of LSE by the ICSs.

A situation analysis conducted by Rungu (2008) to ascertain the level of implementation of LSE in Kenya found out that there was still need for comprehensive sexual education in schools to equip the young students with knowledge and skills to make responsible choices in living particularly where there is greater exposure to sexual exploits materials. This means that LSE is not fully incepted in the school curriculum as expected.

Any successful curriculum must be implemented although the process of curriculum implementation is a complex one (Shiundu & Omulando, 1992). Fullan (2001) stipulates that adopting an innovation may be easy but it is at the implementation stage when the practicality of the innovation is realized. Gross, Giacquinta and Bernstein (1971) cited by Kemunto (2009) puts forth factors that influence the implementation of any innovation these includes: clarity of the innovation by implementers, the capability of the implementer, availability of resources and facilities, compatibility of the innovation with the existing organizational arrangement, provision of management support and teacher and pupils attitude towards the innovation. This means that if there is lack of awareness about the innovation, lack of in-service training, unavailability of teaching and learning resources, lack of support from the management, complexity of the innovation and teachers and students attitudes that could be hindrance in the implementation of an innovation.

Thobega and Miller (2008) citing Miles (1983) asserts that there should be strong and continuing administrative commitment to any change. Administrators should put pressure on the users to implement the curriculum. Therefore, the ICSs have a big role to play in supporting implementation of LSE in schools. They should organize in-service courses for teachers, provide teaching and learning resources, motivate and encourage teachers, explain and classify curriculum objectives to teachers and solve the need of the teachers. Sifuna (1975) quoted by Kemunto (2009) contends that internal and external supervision of teachers has a role of improving the quality of teaching. He adds that aspects like unwarranted absenteeism, negligence in lesson preparation and marking of books are easily curbed through regular supervision. Supervision is a strategy for curriculum improvement; therefore, effective supervision of instruction is important because it monitors whether teaching is going on or not. It also helps teachers adapt to changes concerned with the curriculum. It further assists teachers to translate themes learnt in classroom into practice and finally it motivates teachers to accomplish their instructional goals (Black, 1995). Based on the discussions on this section, this study was initiated to find answers on the effectiveness of ICS on the implementation of LSE in public secondary schools in Lugari Sub County, Kakamega County, Kenya.

1.3 Statement of the Problem

The need to focus on internal curriculum supervision (ICS) of LSE in this study was informed with the challenges facing young people in Lugari Sub County in particular. Mutai (2013) and Lugari Constituency Strategic Plan (2010-2015) highlighted the challenges that young people in the area were facing. These challenges include: youth becoming culprits of sexual exploit material, early pregnancies, indiscipline, school unrest, premarital sex, HIV and AIDS pandemic, poor academic performance among

others. The Ministry of Education has been aware of the need to adopt LSE as remedy to these psychosocial challenges (KIE, 2002). Different strategies have been put in place to enable the learner manage these challenges and they include establishment of Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) projects, development of LSE materials, orientation of teachers on mainstreaming of LSE to the curriculum and monitoring exercise on the implementation of the LSE.

MOE has spelt out clearly the roles of Internal Curriculum Supervisors (ICSs) and these roles are well known and documented. Among the roles include; provision of appropriate materials, facilitation of staff development programmes, checking of teacher professional records, supervising classroom teaching and learning, giving direction to schools to offer approved and diversified curriculum in accordance to circularised guidelines from the MOE and supporting organisations. For these initiatives to succeed, supervision is critical. ICS allows for constant monitoring, evaluation and review of LSE implementation in schools to ensure it attains its objectives. The gap created in this study is between internal supervisory roles and the implementation of LSE. The study sought to examine the efforts the ICSs have put to enhance effective implementation of LSE in public secondary schools in Lugari Sub County.

1.4 Purpose of the Study

The purpose of the study was to examine the internal curriculum supervision in the implementation of LSE in public secondary schools in Lugari Sub County, Kakamega County, Kenya.

1.4.1 Research Objectives

The research objectives were:

1. To explore the extent to which the Internal Curriculum Supervisors (ICSs) are versed with Life Skills Education (LSE) objectives in public secondary schools in Lugari Sub County.
2. To investigate the type of instructional materials the ICSs provide to the teachers of LSE in public secondary schools in Lugari Sub County.
3. To examine the extent to which the ICSs facilitate staff development programmes to teachers of LSE in public secondary schools in Lugari Sub County.
4. To determine the frequency to which the ICSs oversee the preparation of the professional documents by teachers of LSE in public secondary schools in Lugari Sub County.
5. To assess how often the ICSs undertake classroom observation during LSE lessons in public secondary schools in Lugari Sub County.

1.4.2 Research Questions

The research questions were:

1. To what extent are the ICSs versed with LSE objectives in public secondary schools in Lugari Sub County?
2. What types of instructional materials do the ICSs provide to the teachers of LSE in public secondary schools in Lugari Sub County?
3. To what extent do the ICSs facilitate staff development programmes to teachers of LSE in public secondary schools in Lugari Sub County?
4. How often do the ICSs oversee the preparation of professional documents by teachers of LSE in public secondary schools in Lugari Sub County?

5. How often do the ICSs undertake classroom observation of LSE lesson in public secondary schools in Lugari Sub County?

1.5 Justification of the Study

Life Skills Education was introduced as a stopgap measure to the many challenges that youths are facing today. Research reveals that the youth still face these challenges despite the introduction of LSE as a compulsory subject in secondary school. Where LSE is developed and practiced, it enhances well being of a society and promotes positive outlook and health behaviour. Internal curriculum supervision promotes change and effectiveness in the teaching and learning process. Research further reveals that ineffective supervision will result to negligence of the key goals in Education; therefore, ICSs who are administrators should put pressure on the users to implement curriculum (MOE Handbook for Inspection of Education Institution, 2002). Effective supervision of instruction is important because it monitors whether teaching is going on well or not. It also helps teachers adapt to changes concerned with the curriculum. This formed the basis for the research to investigate the internal curriculum supervision of LSE in public secondary schools in Lugari Sub County.

1.6 Significance of the Study

The study findings are significant in a number of ways: they may be useful to the Ministry of Education and policy makers to ascertain the level of supervision of LSE, the study may create awareness to the Internal Curriculum Supervisors (ICSs) on how best they can supervise LSE. The study findings may also be useful to LSE teachers since it provides information on what assistance they should get from the ICSs to effectively implement LSE curriculum. Lastly, the study results serve as a springboard for further research work on the same area.

1.7 Assumptions of the Study

The study made several assumptions that:

1. All respondents were co-operative and provided reliable answers.
2. The entire selected respondents were aware of LSE.
3. The ICSs were trained and qualified persons in the supervision of school curriculum.

1.8 Scope and Delimitations of the Study

1.8.1 Scope

The study investigated the roles of ICSs on the implementation of LSE in public secondary schools in Lugari Sub County, Kakamega County, Kenya. The purpose of selecting principals and heads of guidance and counselling as respondents was because they are the ICSs who have been mandated with the responsibility of ensuring that the teachers of LSE have been equipped with the relevant skills/knowledge and materials to handle the subject. The teachers teaching LSE were selected since they are the ones involved directly in the teaching of LSE. Specifically, this study was centred on looking at the extent to which ICSs were versed with LSE objectives, availability of LSE curriculum materials in schools, ICS and facilitation of staff development programmes, ICS and preparation of LSE professional documents and observation of LSE implementation in classrooms. The sample sizes for the study were 165 teachers, 19 guidance and counselling heads and 19 principals.

1.8.2 Delimitation

The results of the study were based on the response from the principals, HODs and teachers selected. The study investigated the internal curriculum supervision of LSE implementation in public secondary schools. Other supervisory roles by external officers such as Quality Assurance and Standards were not covered. Moreover, the

study delimited itself to get the perception of teachers and head teachers leaving out students who are the actual beneficiary of LSE instruction. This was because the study was on supervision and learners are not part of this. Moreover, the study was conducted in Lugari Sub County owing to the challenges that students are facing in the area. However, it is expected that the findings of the study may be applicable in other sub counties and regions of Kenya.

1.10 Limitations of the Study

During the study some constraints were encountered. Some schools were very difficult to access due to their remoteness and bad weather. To overcome this challenge, the researcher had to plan to visit the schools when the weather was conducive, this therefore delayed data collection. Secondly, some respondents failed to return the research questionnaire in time; therefore the researcher had to make several trips to ensure that all the research instruments were answered. Some teachers were very impatient and viewed filling of questionnaire as an interference with the school programme. To overcome this, the researcher assured the respondents that study was for academic purpose. The researcher also experienced pressure of work since research academic leave had not been granted. It was not anticipated but it affected the time of completion of the study. The reporting of the findings of the study was basically based on questionnaires, interview schedules and document analysis and observation checklists.

1.9 Theoretical Framework

This study was based on the behavioural theory of leadership (Liu, 1984). This theory has been directed towards the supervisors and administrators as instructional leaders (Hopkins, 2001). This theory focuses on the principals and heads of departments who engage in instructional leadership behaviour. Liu describes instructional leadership as

a concept consisting of direct and indirect behaviour that significantly affects teacher's instruction and as a result student learning.

The direct leadership activities involve staff development, teacher supervision and evaluation (Girvin, 2005). Whereas indirect leadership behaviour involves instructional facilitation and resource acquisition that was part of the study. To facilitate staff development, the instructional leaders who are the internal curriculum supervisors (ICSs) work with a committee to plan and implement the staff development programs; they survey members to determine topics and activities for a yearlong staff development plan (Liu, 1984 in Girvin, 2005). ICSs led by the principal who is the manager, plan to carry out curriculum goals. They facilitate courses, seminars, workshops, conferences and staff clinics that result to the clear understanding of the curriculum objective leading to effective implementation.

Teacher supervision and evaluation involves all staff members. The ICSs need to conference with individual teachers to review their instructional plans. Teacher supervisors should regularly monitor the teaching of LSE; check professional documents like; schemes of work, lesson plans, lesson notes, records of work covered and student's progress records. Evaluation of teachers is meaningless if the teachers are not able to define with their supervisors the objectives for evaluation. Resource acquisition includes all the appropriate materials required to facilitate the teaching and learning processes. These materials should be made available by the supervisors. These resources should be acquired adequately to facilitate the effective teaching of LSE. Liu found out that any effective leader should engage in the above instructional leadership behaviour.

Supervisors who strive to exhibit instruction leadership must be prepared to engage in a wide range of activities that support the instruction priorities of the school.

Behavioural theory of leadership suits this study because the theory summarizes the roles of the instruction leaders who are the ICSs (Liu, 1984; Hopkins, 2001; Girvin, 2005). The study focused on the roles of the ICSs in relation to the implementation of LSE in public secondary schools in Lugari Sub County. Explicitly, the study centred on looking at teachers, principals and HODs guidance and counselling understanding of LSE objectives, availability of LSE materials, staff development, supervision of LSE professional documents, and classroom observation on the implementation of LSE in public secondary schools in Lugari Sub County.

1.11 Conceptual Framework

The study was conceptualized based on the variables that were used in the study as presented Figure 1.1.

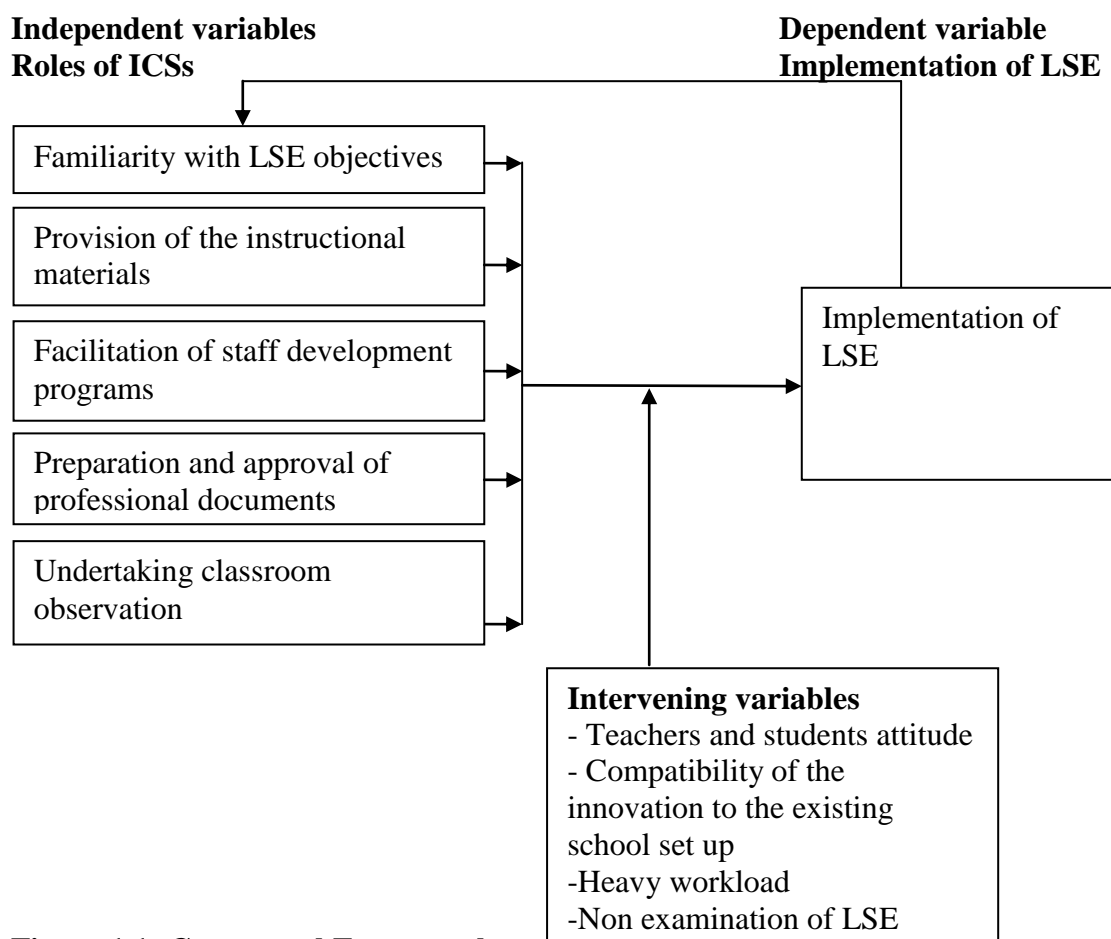


Figure 1.1: Conceptual Framework

Source: Author (2013)

The focus was on the implementation of LSE as the dependent variable. The independent variables were the roles performed by the ICSs that is: being versed with LSE objectives, facilitating resource materials, facilitating staff development, checking of teachers' professional records and regular class observation. The conceptual model is useful to the study in various ways. The study is based on the premise that ICSs play a significant role in determining the quality of teaching and learning of LSE in public secondary schools in Lugari Sub County. ICS encompasses a variety of roles whose effective operationalisation positively may result to achievement of the expected goals of LSE.

1.12 Operational Definitions of Terms

Classroom observation: refers to overseeing LSE lessons by the ICSs to ascertain its implementation in the schools. This takes place when the teacher is conducting the lesson.

Curriculum Implementation: is putting into practice the government policy of LSE. The government adopted LSE as a remedy to psychosocial challenges which include; informed decision, solving problems, thinking creatively and critically, communicating effectively, building healthy relationships among others.

Curriculum objectives: refers to the intended outcome of the process of education (Farrant, 1980). This study seeks to explore the extent to which the ICSs are versed with LSE objectives. The aims of LSE is to promote thirteen core living values which are co-operation, simplicity, tolerance, respect, peace, freedom, unity, love, honesty, responsibility, humility, happiness and integrity.

Instructional materials: These items are required for use in the process of implementing LSE. They comprise of LSE syllabus, reference materials, charts among others.

Internal curriculum supervisors: These are instructional leaders who include the principals and heads of the department of guidance and counselling who have been given the responsibility to oversee that LSE is implemented in secondary schools.

Life Skills Education: A newly introduced subject in the secondary school curriculum, which addresses the challenges of the youths, or the problems that the youths encounter because of the fast changing world.

Professional documents: Documents that the teacher requires to enhance effective and efficient teaching of LSE. This study was centred on teachers' schemes of work, lesson plans, lesson notes, students' progressive records, and records of work covered for LSE.

Public secondary schools: Any school under the four cycles that is given teachers by government. This study was done in public secondary schools in Lugari Sub County, Kakamega County.

Staff development programmes: refers to in-service programmes such as seminars, workshops, conferences and staff clinics that are provided to teachers of LSE.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the internal curriculum supervision of Life Skills Education. The literature is discussed under the following headings; LSE concept, LSE in other parts of the world, LSE curriculum in Kenyan schools ,ICS and curriculum implementation process, ICS and LSE objectives, provision of instructional materials in the curriculum implementation process, staff development and curriculum implementation process, planning for instruction by teachers, classroom observation and school improvement.

2.2 Life Skills Education

The conceptual basis for most of the life skills work undertaken by the United Nations and its partners is the World Health Organisation's (WHO) Skills for Health.

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with and manage their lives in a healthy and productive manner (WHO, 2001:8).

World Education Forum in Senegal-Dakar in April 2000 resulted in a Dakar Framework for action 2000 which refers to Life Skills in Goal 3 (Opio, 2010). LSE are abilities which enable an individual develop adaptive and positive behaviour so as to effectively deal with challenges and demands of everyday life. The main goals of the life skills approach is to enhance young people's ability to take responsibility for making choices, resisting negative pressure and avoiding risky behaviour. Where LSE is well developed and practiced, it enhances the well being of a society and promotes positive outlook and healthy behaviour. WHO ten skills divided into three broad

categories: (1) communication and interpersonal skills, (2) decision-making and critical thinking skills, and (3) coping and self management skills.

Table 2.1 Life Skills Categories

Communication and Interpersonal Skills	Decision-Making and Critical Thinking Skills	Coping and Self-Management Skills
<ul style="list-style-type: none"> • Interpersonal Communication Skills • Negotiation/Refusal Skills • Empathy Building • Cooperation and Teamwork • Advocacy Skills 	<ul style="list-style-type: none"> • Decision-Making/Problem-Solving Skills • Critical Thinking Skills 	<ul style="list-style-type: none"> • Skills for Increasing Personal Confidence and Abilities to Assume Control, Take Responsibility, Make a Difference, or Bring About Change • Skills for Managing Feelings • Skills for Managing Stress

Source: WHO (2001; 9).

In 2004, UNESCO hosted a meeting of the Inter-Agency Working Group on Life Skills in EFA (UNESCO, 2004), which discussed the links between life skills, lifelong learning and sustainable human development, and identified the need for a life skills-based education conceptual framework (including monitoring). It was hoped that such a framework would help to integrate a range of divergent perspectives (Somerset, 2007). As an approach, it was agreed that life skills-based education should be cyclic and sustained (repeated over time), and employ participatory methods. It was also agreed, as a matter of practicality, that manual skills (first aid, using a condom) should not be considered life skills. However, this separation of psycho-social skills from practical skills is neither straightforward nor universally accepted, as the following quote from UNESCO demonstrates:

“...life skills (are) not a domain, or a subject, but cross-cutting applications of knowledge, values, attitudes and skills, which are important in the process of individual development and lifelong learning. They are not just a set of skills, nor are they equal to survival skills, livelihood skills, or vocational skills but part of these skills.” (UNESCO, 2005: 5).

Life skills-based education can be understood as either a part of a general process which develops complete individuals (public schooling), or something which is defined by the specific issues it is applied to (HIV prevention, conflict mediation). The debate over whether life skills-based education is a process or something defined by application is now being held in South Asia. In assessing the delivery of life skills-based education in South Asia, it is clear that many of these global issues and concerns are relevant to this region (UNICEF, 2005).

LSE is a concept that originated in thinking about training and education (Opio, 2010). This kind of education covers the skills and competencies that an individual needs for sustaining and enriching life and also the kind of behaviour-based learning that the individual needs for coping with predictable developmental tasks (Rungu, 2008). The central reason for including LSE in school curriculum is that an interventional, preventive and developmental approach to equipping school children in the senior phase with coping skills will help them to deal effectively with predictable developmental tasks and an ever-changing world.

Throughout the world, youths face many physiological, psychological, social and economic challenges. Since the majority of the youth are in the school system, LSE is designed to help them cope with these challenges. The WHO defines life skills as abilities for adaptive and positive behaviours that enable individuals to effectively deal with demands and challenges of everyday life (WHO, 2001).

2.2.1 LSE in Other Parts of the World

Every education system has a duty to support the development of life skills among its clients in order to enable them function effectively in society. Many countries are considering the development of LSE in response to the need to reform traditional

education systems which appear to be out of step with the realities of modern social and economic life problems. LSE contributes to basic education, gender equality, quality and efficiency of the education system, the promotion of lifelong learning, quality of life and the promotion of peace (Wasamu, 2011). United Nations Children Education Fund [UNICEF] (2012) has had a significant role in LSE development and initiative at both national and international levels. A global stocktaking exercise in 2006/2007 to assess progress of LSE at country level found 156 countries with UNICEF supported LSE activities of which 145 had integrated LSE into the curriculum at primary and secondary level and 70 had made LSE a compulsory subject.

In Barbados, LSE in the school curriculum followed the regional (Caribbean) curriculum framework for Health and Family Life Education (HFLE) which was developed with support from UNICEF East Caribbean office and the pan American Health Organization and endorsed by the regional economic organization, Caribbean Community (CARICOM) in 1996. This regional approach aimed at addressing shared or similar challenges facing young people across the region as: poverty, youth, unemployment, natural disasters, prostitution (particularly in relation to the growth of forum), drug and alcohol abuse, violence and crime, gender inequality, high risk sexual behaviour and the threat of HIV and AIDs.

The aim was to promote regional development, identity and co-operation, preparing young people to become ideal Caribbean citizens as well as enhancing the capacity to contribute to national development. UNICEF East Caribbean has played an important role in the development of Health and Family Life Education (HFLE), acting as co-ordinator for the whole regional initiative. The curriculum has been subject to an on-going regional process of development, evaluation and revision and participation of

stakeholders (teachers and students). It is now available for ages 5 to 16. The HFLE curriculum includes four themes that are: self and interpersonal relations, sexuality and sexual health, health eating and fitness and managing environment (UNICEF, 2012).

LSE was intended to be delivered as a standalone subject and part of the core curriculum to address the social norms and behaviours, providing young people with options for positive behaviours, as well as encouraging the development of self – esteem, confidence and skills to make their own informed choices .Since 2007 LSE has been integrated in some of the subjects and a number of extra curriculum clubs such as scouts, guides and cadets this contributes to life skills development.LSE is provided by the government department and NGO’s in non formal setting for youth, prostitute mothers, united gay and lesbians association of Barbados, teenage mothers behaviourally challenged or delinquent youth and children in residential care (UNICEF, 2012).

In Armenia, LSE was introduced in the mid–1990s among wider education reforms to modernizing the soviet era curriculum. There was an interest in providing an education that recognized individuality and different. Since 1994 the Ministry of Education and Science (MES) had endorsed LSE. UNICEF support in Armenia began in 1997 in partnership with MES working through the National Institute for Education (NIE). The Life Skills project was introduced as a standalone subject in 16 pilot schools for grades 1–7 which aimed to build upon a range of psycho–social skills and with an implicit and strong commitment to an interactive learning methodology. The stand-alone project was implemented with significant resource and support. In 2000 the project expanded to incorporate a further 100 schools and training 192 teachers. The project was later scaled up to 400 schools and expanded to include grade 8 and 9

based on positive evaluation of the project. In 2008 the MES moved LSE from a standalone project to an integrated modality in national curriculum and standard to be taught in all schools nationally (Global Life Skill Education Evaluation-UNICEF, 2012). Most of the countries have embraced LSE to address the emerging concern over HIV challenges facing people across the world which include HIV epidemics, peace reconciliation school dropout, rape etc. the subject is either integrated in other subjects in the curriculum taught as standalone subjects.

LSE and Life Skills–I based HIV prevention are two key government strategic identified in most education and health policies and strategic plans In Malawi (Malawi Ministry of Education [MOE], 2005). The change in the Malawi political system that is the mid 90s, which led to the recognition of the need to educate responsible young citizens able to participate in social, economic and political spheres of the century and responding to the HIV and AIDs pandemic in 1991 led the MOE identified the need to introduce HIV and AIDs education into school (Maganga, 2010).

The government and the MOE in particular has demonstrated a political will to push the LSE agenda in formal and non–formal education despite some reluctance from religious group to address sexuality issues in schools. HIV and AIDs materials were developed in the early 1990s. In 1996–1997 a group of multi-stakeholders led by MOE and the Malawi institute of Education MIE agreed to revise the curriculum and the material while moving from knowledge based to a life skill approach with the aim of influencing behaviours and attitude. By 2004 LSE was a compulsory subject in schools and with the curriculum reform and the roll – out of the primary curriculum and Assessment Reform (PCAR), LSE became a core learning area in 2006. Syllabus and text books were developed for the formal school system at primary level in 2006–

2007, although the reform of the secondary education curricula has not yet taken place, new textbooks were also developed in 2007–2008 to respond to the need for greater SRH education.

In 2010 LSE became an examinable subject, compulsory for the end of primary and junior secondary exams and optional for senior secondary. Between 2005 and 2010, the support of UNICEF has accompanied the transition from the introduction of LSE in school to the national roll out of LSE through PCAR. UNICEF significantly contributed to textbook printing and distributions, training of teachers and awareness; raising more intervention has included capacity development for better management of LSE and support to assessment (Global Life Skill Education Evaluation-UNICEF 2012)

Mozambique was ranked 184 out of 187 on the 2011 Human Development Index (HDI) and dependent upon foreign assistance for more than half of annual budget. It is one of the poorest countries in the world. The country is experiencing one of the most severe HIV epidemics in the world and presents the country with one its greatest development challenges that affect every sector including education. In Mozambique, the basis of LSE intervention has been a focus on tackling HIV and AIDs but over time, this focus has expanded to incorporate a number of other thematic elements such as gender–base violence, alcohol and drugs (UNICEF, 2012).

In 2003, the MOE developed an evolving to HIV sector response to HIV with clear strategies. They included the introduction of LSE into the formal basis education system in order to contribute to HIV prevention among young people. The primary education level was identified as a crucial access point for HIV prevention education programmes because enrolment is high in these schools enabling widespread reach for

LSE, and because of the importance of improving children knowledge of HIV and AIDs before they become sexuality active or involve in high risk behaviours. HIV education has been integrated into the primary curriculum from grade 5 and taught through a selected number of carriers subject including moral and civic education and natural science. The content includes HIV prevention (modes of transmission and prevention) and addressing HIV–related stigma and discrimination (UNICEF, 2012).

At the secondary levels MOE has established HIV information and counselling corners in schools across the country where adolescents and youth attending school can obtain information and counselling from peer educators on HIV prevention access to condoms and referrals to youth friendly health service (Wasamu, 2011). In 2008,MOE approved an incentive package for school–based educators including the waiving of secondary school fees to encourage and sustain these peer education programmes within school (UNICEF, 2012).

The formal education experienced some challenges including inadequate infrastructure, poor learning environment and a severe shortage of trained and qualified teachers. However to strengthen the approach the MOE complemented these formal school efforts with co–curricular and extra – curricular programmes (MOE, 2005). Basic package for Life Skills is an intervention oriented towards ensuring that the problem of HIV and AIDs has special attention within the school system supporting all teachers to accommodate the theme in classes and activities (UNICEF, 2012).

The package has various components which include material, training of teacher and co–ordination it is interactive in approach as it has educative game (jig saw, puzzles, and posters) and textbooks with stories that teachers can use and students can read and

reflect on, focusing on aspect of HIV, gender, feed and nutrition. The second extra – curricular intervention is the School Awareness programmes (SAP) first implement in Maputo in 1999, this programme was implemented under the basic education programme of UNICEF's country programme Act Plan (2007 – 2009).

The main strategy of SAP is to support the development of psycho social skills to prevent curricular life skills sessions led by people living with HIV and AIDs in HIV and AIDs school clubs. SAP is organized under a tripartite agreement been MINED, UNICEF and RENSIDA an umbrella network of association of people living with HIV and AIDs the programme is implemented through RENSIDA and its ten affiliated Civil Society Organization (CSO), supported technically and financially by UNICEF. Under MINED's new sector strategic plan for 2012 – 2016 there are significant plans to place to enhance the formal integration of Life Skills into the education system, including the introduction of HIV prevention education into pre-service teacher training and development of supervision and monitoring guidelines for the life skills programme (Global Life Skill Education Evaluation-UNICEF 2012).

Opio (2010) reports that in Uganda, Life Skills is not a standalone teaching subject, instead as a teacher, you must integrate Life Skills in the teaching process irrespective of which subject you teach. LSE in Uganda is an integral part of the Primary School and Primary Teacher Education curricula. Like it is the case with all other learning areas, for a teacher to be able to effectively support learners in the development of Life skills they must have the relevant competences. The content of the curriculum is based on five themes, each of which is divided into topics (Republic of Uganda, 2011). The five themes are: Introduction to the concept of life skills and Life Skills Education, life skills for knowing and living with oneself, life skills for knowing and

living with others, life skills for decision making, and application of life skills in the world of work.

2.3 Life Skill Education in Kenyan Schools

The introduction of LSE in Kenya dates back to 1999 when the Kenya Government declared HIV and AIDS a national disaster. A part of the measure to tackle the pandemic, HIV and AIDS education incorporating elements of LSE was introduced into the school syllabus. These elements of LSE were further infused into other subjects such as religious education, social studies and biology over the subsequent years. In 2006, Life Skills stakeholders' forum reached a consensus on the need for LSE to be taught as a stand-alone subject in both primary and secondary schools across Kenya (Rungu, 2008, RoK, 2010). LSE could bridge the gap between students' knowledge and behaviour regarding HIV prevention (Global Life Skill Education Evaluation-UNICEF, 2012). With significance support and assistance from UNICEF, the KIE developed curricular and materials for the new subject that was to be taught in one session per week in both primary and secondary school.

The KIE definition in the 2008 syllabus aligns with the world health organization defined LSE in Kenya as a non-examinable subject and the mode of delivery requires a difference pedagogical approach and a paradigm shift in teaching practice and attitude of teachers, pupil, the school management and parents (KIE, 2008). Elements of LSE received further emphasis through the reactivation of Peace Education in some areas following the Post election violence in 2007/8. LSE lessons were to be substituted for one PE lesson per week at all classes.

Life skills are psychosocial competence which enable an individual develop adaptive and positive behaviour to deal effectively with challenges and demands of everyday life. Life skills development is a lifelong process that starts in early childhood and continues throughout one's life. Psychos are skills that deal mainly with the mental function and processes such as problem solving skill while social are the skills that deal with one's interaction with self, others and the environment. Therefore, LSE is the study of abilities for adaptive and positive behaviour that enable individual to deal effectively with the demands and the challenges of everyday life (KIE, 2008). Where LSE is well developed and practiced it enhance well being of a society and promote positive outlook and healthy behaviour.

The LSE syllabus was rolled out in 2008 focusing on the three main areas of skills of knowing and living with one self, skills of knowing and living with others and skills for effective decision making. Under skills of knowing and living with oneself, life skills are closely linked to each and aim at enhancing self-understanding, growth, coping with challenges of life and developing potential. These skills include: self awareness, self esteem, coping with emotions and coping with stress (KIE, 2008). Skills of knowing and living with others are interpersonal relationship skills that help people establish and maintain good relationships in the society; enabling individuals to co-exist harmoniously with others in any society; they include assertiveness, empathy, effective communication, negotiation skills and non-violent conflict resolution skills (KIE, 2008). Skills of effective decision making are skills that equip the young people at all levels and circumstances to enable make effective decisions; they need to be learned and practiced. These skills include creative thinking, critical thinking and problem solving (KIE, 2008).

LSE in Kenya aims to develop nurture and promise thirteen core living values (i.e. co-operations simplicity tolerance, respect, peace freedom, unity, love, honesty, responsibility, humility, happiness and integrity which were in consultation with religious organizations (KIE, 2002).

LSE has long term benefits to the society, these long term benefits include educational, social, healthy, cultural and economic benefits. The educational benefits includes; strengthening teacher and pupil relationship, leading to desirable behaviour change, improving discipline in schools, reducing learner problems such as truancy, absenteeism drug and substance abuse and teenage pregnancies, helping learners to improve their performance (KIE, 2008).

Social benefits includes improving the socialization process among learners such as relating to others in a friendly way, enabling learners to choose to use their leisure time properly assists learners to recognize and avoid risky situation, bringing about meaningful interaction among learners, teachers and school community and helping in character building. Thirdly, health benefit; leads to prevention and control of diseases such as STIs, HIV and AIDS, contributing to a person's general well being (physical mental emotional and social), leads to less strain on health facilities and helping to be responsible for their own and other people's health. Cultural benefits; enables people to adapt and maintain meaningful cultural practices and avoid practices that may put self and others at risk, promotes harmonious interaction between people of different cultures and helps in the clarification of values in the society. Lastly, economic benefits leads to hug and energetic lab our force, saving are increased as money that was used on management and control of HIV and AIDs can be invested elsewhere.

Resources such as time and money are saved as learners acquire skills to manage themselves and their environment (KIE, 2008).

2.4 Internal Curriculum Supervision and Curriculum Implementation Process

The process of curriculum development and implementation must be supervised (Liu, 1984). Someone must monitor what is occurring and determine whether their action is appropriate. Controlling tasks ensures that tasks are carried out effectively, observing and evaluating work through feedback. Ornstein and Hunkins (1998) states that:

“...The word supervision is associated with instruction. Instruction supervised is important especially at the level of implementation. During the implementation phase, not only the manner of teaching but also the content that is actually being addressed needs to be supervised as well. Supervisors provide direction and guidance and make sure teachers have the skills to carry out the change (p.g 314)

Black (1995) conceptualized supervision as directing. Directing is assigning jobs, providing instruction, giving training, coaching and counselling individuals. It is also listening to and working out the related problems of employees and adjusting grievances.

Olembo, Wanga and Karagu (1992) differ with Black (1995) contention that ideally; supervision is not only concerned with overseeing, directing, conducting, regulating and controlling teachers and pupils. It also involves guiding and influencing teachers and pupils to strive towards desirable teaching and learning behaviour in order to achieve educational goals and objectives. This view is supported by Okumbe (1999) according to him supervision is an administrative activity whose strategy is to stimulate teachers towards greater pedagogy effectiveness and productivity. Olembo et al., (1992) states that:

‘... supervision is that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectation of educational systems’ (p30)

It is therefore clear that the ultimate aim of supervision is the improvement instruction; that is improvement of teaching and learning process. The concern is not on the teachers but on the teaching or pupils learning. Supervisors carry out numerous responsibilities to enhance effective implementation (Hopkins, 2001). A few popular ways are classroom observation, demonstration teaching, supervisor-teacher conference, staff development meetings, and grand funding (Hunkin & Ornsten, 1998). The study looked at the head teachers and HODs as the ICSs directly in charge of the implementation of LSE curriculum.

According to the teacher handbook (2010), the principal as an internal curriculum supervisor give directions to the school. They offer a suitable approved and diversified curriculum in accordance to circularized guideline from the Ministry of Education and supporting organizations. The principal causes teachers preparation of schemes of work and development of appropriate instructional material especially teaching aids. They check periodically pupils’ exercise books, assignments and continuous assessment scripts to ensure regular marking and systematic use of guiding learning. They visit, observe and keep a record of learning session in classrooms. They create an environment for staff training and development such as orientation and induction; facilitate teacher course, seminars, workshops, conferences and staff clinic among others. Facilitate equipment and materials including textbooks in the school, they co-ordinate the supervision, motivate and appraisal (KIE, 2002).

The HOD as an internal curriculum supervisor is a pivotal figure in the success of a school (Thobega & Miller, 2008). He is the chief professional in the subject area and is expected to set a positive, enthusiastic lead and to be an example practices to be

followed by the by the department. They are directly responsible for the standard of teaching and the quality of learning that takes place in their subject and are answerable to the head for this. They keep abreast of new curriculum thinking, teaching methods, examination, syllabuses, textbooks and other resources and to ensure that relevant information is communicated to members of the department and acted upon. They also have to support the head teachers in implementing performance management. They observe each member of the department teach twice each academic year. This is important in order to establish the dormant member of the department in the school. They also establish and revise regularly written aims, objectives, syllabuses and schemes of work for department (Thobega & Miller, 2008; Hopkins, 2001).

HODs have to work closely with the special needs in the department to ensure all students have equal access to the curriculum (Okumbe, 1999). They have also to identify strengths and area of development with colleagues, providing outlets for strengths and offer guidance and training for development areas so that teachers within the department continue to improve their professional skills, they have a role to set high standards of work in their subject area and to ensure that the department is working to those standards. they have to review examination results in the light of poor attainment to identify strengths and areas for development in the department and report on external examination for the governing body in order assess if the performance in schools is improving or declining. By this they promote enthusiasm, openness to new ideas, commitment and a happy homogenous departmental team, they assist with the selection of teaching staff for their department after which they allocate staff to classes and pupils to teaching group, this helps to ensure that

classroom assistants and learning support are utilized to the maximum benefit of students (KIE, 2002).

HODs establish in consultation with the deputy head and other heads of the department where relevant timetables for students and teachers. This helps students and teachers in their professional development; they also draw up a departmental framework policy within schools guidelines and ensure these are implemented by all members of the department by regular monitoring and evaluation ,they manage the allocated capitation to ensure maximum pupil progress is attained, they keep the principal fully informed of the departmental developments, projects for the future and revise, monitor and evaluate departmental development plan annually. They also provide such reports on their departments as may be required by the government or the Head teacher, they establish inventories of all books and equipments held by the department to institute an annual stock check and to ensure that lists of resources are available to members of the department. This helps to contribute to the formulation and to co-operate in the implementation of school policies (Okumbe, 1999).

Having looked at the roles of the principal and the HODs as ICSs, it is evident that the main aim of supervision is to improve the teaching and learning process. As instructional leaders, ICSs are expected to possess a superior knowledge about curriculum and instruction, provide expert leadership in all areas of the school programme (Liu, 1984; Hopkins, 2001). For effective implementation of LSE, ICSs should take up their responsibility since their roles are well known and documented. But the question was; how effective were the in ICSs in the supervision of LSE curriculum?

2.4.1 Internal Curriculum Supervision and Life Skills Education Objectives

An effective education system is guided by the set goals and objectives. It is these objectives that guide the teacher on the depth and breadth of content coverage. The general objectives of secondary LSE include:

- (i) Acquire values, attitudes and develop social skills that will enable him/her to operate effectively in the society;
- (ii) Appreciate the importance of Life Skills in everyday life;
- (iii) Appreciate self as a unique human being and develop self-esteem;
- (iv) Develop and demonstrate ability to cope with stress and emotions in everyday life;
- (v) Appreciate the need for peaceful co-existence and demonstrate ability to apply the acquired skills to relate and co-exist peacefully with other people;
- (vi) Develop skills that enable him/her make informed and appropriate decisions in life;
- (vii) Demonstrate ability to apply the relevant life skills in dealing with emerging issues and other challenges effectively;
- (viii) Develop and apply life skills that enhance performance in education;
- (ix) Develop and apply life skills to enhance positive behaviour formation and change;
- (x) Appreciate his/her rights and responsibilities and demonstrate ability to respect other people's rights (KIE, 2008)

LSE program therefore enable learners to gain useful information, develop desirable attitudes and practice life skills (KIE, 2008)

The objectives of LSE help to select from versed of knowledge what is necessary for valid outcomes. Having a clear understanding of the general objectives makes it

easier for the teacher to derive instructional objectives to select the learning experiences and teaching methods and evaluating his learners'. Gross, *et al.*, (1971) and Fullan (1982) asserts that, for effective implementation of a new curriculum, there should be clarity and awareness of the innovation. This innovation must be clear to people through the changed agent who are the ICSs. To achieve clarity of LSE, teachers need to understand the basics nature of the subject, its objectives, content, teaching methods, resource materials, facilities, and evaluation procedure. It is importance for the general objective in the syllabus to be stated in a language that is easily understood. Shiundu and Omulando stated that

‘.....An effective learning situation requires a recognition of the provision for the purpose of the learner .This principle touches upon the need for establishing clear objectives for any programme of study that the school expect the learner to undertake...’ (1992:80)

This study explored whether ICSs were versed with LSE objectives in public secondary schools in Lugari Sub County.

2.4.2 Provision of Instructional Materials in Curriculum Implementation

Liu (1984) asserts that instructional leadership consist of direct and indirect behaviours that significantly affect teacher instruction and, as a result, student learning through provision of adequate resources for learning. Hopkins (2001) pointed out ‘that the prime function of leadership for authentic school improvement is to enhance the quality of teaching and learning. Shiundu and Omulando contend:

For curriculum implementation to be effective, it requires continuous support which may be realized through various support services, some of which may include: providing staff with materials whose utilization can be discussed in relation to the implementation process. (1992:179).

Bishop (1985) considers the importance of resource material in the implementation of innovation. He holds that the teacher’s ability to implement curriculum change is a function of the availability of the tools for the job. Oketch and Asiach (1992) observes

that it is the kind of resource available which have great implication on what goes on in schools today. Olembo *et al.*, (1992) argues that the school administration should take responsibility for the selecting and procurement of institutional materials. Therefore, funds should be available for instructional material.

Eshiwani (1993) supported this when he observes that the expenditure on instructional material per pupil and the management efficiency of material per pupil may boost school achievement. Resource material and facilities are necessary for the implementation of an innovation. In the catalytic role model, Gross *et al.*, (1971) reported that implementation was hindered by the lack of resource material and facilities. Instructional resource provides the link between the world of obstruction and real life situation and these resource material used in curriculum implementation need not only be available but also be in the right quantities.

Resources are necessary for any implementation of an innovation lack of resource materials and facilities frustrate teachers and diminish their motivation (Girvin, 2005). Adequate material and facilities boosts the teacher confidence thus effective and productive. The instructional material is crucial ingredients in learning and the intended curriculum cannot be implemented without them. Instructional materials provide information; organize the scope and sequence of information thereby presenting an opportunity for students to use what they had learned before. Girvin advised that it is the responsibility of the ICSs to assist the teachers in identifying instructional materials for use in teaching. This study investigated whether the internal curriculum supervisors provided appropriate material to the teachers of LSE.

2.4.3 Staff Development and Curriculum Implementation Process

Gross *et al.*, (1971) contended that teachers need to be competent to perform new roles. They must be trained in the innovation to have the necessary skills required to carry out the task. Shiundu and Omulando maintained that:

In-service education helps acquaint the practicing teacher with the latest innovation in the curriculum of his subject area. In this way the teacher is most able to cope with new demands in his area of specialization as well as new approaches and methodology intended to enhance teaching and learning. (1992:232)

Maranya (2001) recommended that the introduction of in-service course geared towards providing up-to-date skills, knowledge and values concerning managements of school. Principals must always give careful and detailed assignment to the teachers' student and non-teaching staff.

The session paper No. 1 2005 (RoK, 2005) stated that teachers are an important resource in the teaching and learning process. Thus, their training and utilization requires critical consideration. Current government programmes for teacher education aim at providing qualified teachers hence are central in ensuring the provision of quality education. The objective of teacher education programmes aim at developing communication skills, professional attitudes and values that equip them with the knowledge and ability to identify and develop the educational needs of children. Bishop (1985) note that teachers acquire professional competences through in-service education; and that without training teachers, there is a likelihood of having a mismatch between official curriculum and the classroom curriculum.

Urvebu (1991) clarified that no new curriculum can achieve the desired results unless among other factors teachers are properly initiated into it. A series of orientation courses should be mounted for teachers in which new instructional materials are used as basis, integral and inseparable part of the whole curriculum development and

implementation exercises so as to achieve beneficial changes in our schools. He further notes that teachers need be led, through training to understand and be able to communicate with other less trained teachers, learners and parents on any new curriculum.

Olembo *et al.*, (1992) observed that training should be accomplished through intensive workshops and series of in-service courses in order to develop the necessary content background of the theory underlying the new program. Many scholars agree that effective implementation of an innovation is determined by the capabilities of the implementers. Fullan (1982) agreed that the quality of teaching and learning depends on the competence of the teacher. Gross *et al.*, (1971) reported that among the factors that inhibit the effective implementation of the catalytic role model was the teachers' inability to perform the new role model. Taba (1962) noted that in-service is a pre-requisite for effective curriculum implementation; teachers need training in order to understand curriculum objectives and implement them successfully.

Oluoch (2006) contended that in-service is vital since it assists teachers to remedy deficiencies discovered in their professional skills, develop potential competences in some specialized skills and cope with new demands in the various subject areas; and that staff development through training must be continuous as noted. From the various researchers, it is revealed that successful implementation of any innovation depends greatly on the staff development. This study examined whether ICSs facilitated staff development programmes to teachers of LSE.

2.4.4 Planning for Instructions by Teachers

The ICSs are responsible for the quality of teaching in school consequently it is in the supervisor interest to see that records are kept which help the staff to do the job well (Farrant, 1980). Otunga, Odera and Barasa remarked that:

Instructional document are important tools of instruction because they help the teacher to effectively and appropriately plan for and carry out instruction”
Professional documents include the syllabus, scheme of work, lesson plan, record of work covered and student progress records (2011:103).

Planning is a vital role in implementation of teaching. Planning enables the teacher sub-divided the content into manageable units which is normally guided by the years work considered per term or semester, month, week and lesson level (Otunga, *et al.*, 2011).

The ICSs are served with the responsibility of availing the LSE syllabus to the respective teacher and should ensure that they are in use. The syllabus is a document that gives the objectives for teaching and learning, an outline of the content, the sequence to be followed in a given knowledge area, it provides information on the preferred teaching material, methodology, evaluation or assessment procedure (Farrant 1980; Otunga *et. al.*, 2011).

Scheme of work is also very important for any subject teacher. Since it is a teacher’s plan of work from the syllabus, it shows what is to be covered within a specific period of time (MOE. 2008).It must give a suggested allocation of time for the teaching of each section of the syllabus and perhaps give recommended text books. Schemes of work make teaching both systematic and orderly since it ensures that topics in the syllabus are taught in an orderly manner (Farrant, 1980; Nasibi, 2003). Internal curriculum supervisors should check the teachers’ schemes of work to facilitate effective teaching and learning of LSE.

Lesson plan on the other hand is prepared by the teacher before instruction and used during the actual instructional process in order to have an efficient and effective teaching and learning (Otunga *et al.*, 2011; Farrant, 1980; Nasibi, 2003). Teachers of LSE are required to prepare lesson plan for effective teaching/learning and the Lesson plan should be certified by the ICS since it enable the teacher be familiar with the teaching content and to visualize the best way of covering it (the content). Lesson plan give the teacher security and confidence from having a well developed and organized framework for the day's instructions.

Record of work covered is another document that needs to be kept by the subject teachers. Otunga *et al.*, (2011) asserted that the record of work covered is a document that helps the teacher to keep a clear account of the areas of the syllabus that are covered. The internal curriculum supervisors should check to ensure that LSE teachers keep the record of work covered book in order for them to record what they have taught. To summarize, professional documents are very important for any teacher to facilitate effective and efficient teaching and learning. These documents are prepared by the teacher teaching a particular subject or course under the supervision of the internal curriculum supervisors for effective implementation of the curriculum. This study sought to determine the frequency to which ICSs oversaw the preparation of professional documents by the teachers of LSE in public secondary schools in Lugari Sub County.

2.4.5 Classroom Observation and School Improvement

Fullan (1992) revealed that school improvement can be realized when the teachers and educational administrators frequently observe each other teaching and provide each other with useful evaluation of teaching. Supervisors provide direction and

guidance and make sure teachers have the skills to carry out the change. Those changed with supervising curriculum development and implementations are responsible for overseeing or directing the work of others. The recent concept in instructional supervision is clinical supervision. Okumbe referred to clinical supervision as:

“The rational and practice designed to improve the teacher classroom performance.” (1999; 176)

The data of clinical supervision is obtained from the events which take place in the classroom. The relationship between the teacher and the supervisor in clinical supervision is aimed at improving the teachers learning behaviour. Internal curriculum supervision should strive at improving all factors involved in pupil learning to enhance the teaching and learning of LSE. Administrative support is provided through supervision by school administrators.

According to Olembo *et al.*, (1992), supervisory role includes, working closely with teachers to establish their problems and need of the students, building a strong group morel and securing effective team work among teachers and providing assistance to teachers so as to help them develop greater competence. The inspectors can also assist beginning teachers to translate the theories learnt in college into class room practices. They work with teachers to identify and analyse learning difficulties and help in planning effective remedy instruction. Thobega and Miller (2008) emphasized the role of supervision in providing motivation, a feeling of self-respect and high morel which leads to increased competence on the job and greater job satisfaction. To him supervision can only be productive if it involves training on what he refers to as on the job training (OJT).

Maranga (1977) asserted that supervisory instructional role is concerned with helping in devising the rationale for curriculum development first and then proceeds to dynamics of implementation and direction for creating action program and lasting evaluation. He further points out that supervising teachers is the single most effective and important professional model in trainee development. Failure of the school management to support teachers leads to failure in implementation of the catalytic role model. The study assessed the extent to which ICSs undertook classroom observation during LSE lessons in public secondary schools in Lugari Sub County.

2.5 Review of Related Studies

Chirwa (2009) revealed that curriculum is not implemented with a contextual vacuum. The study identified key role players in curriculum implementation that is the teacher, learners, principal, district official and the community in Malawi. The study findings suggested that the implementation of Life Skills is constrained by a variety of social and structural contextual factors. Some of the crucial factors hampering the teaching of Life Skills are poor conditions. Teachers were paid very little salaries and this affects their motivation to teaching making some of these teachers giving most attention to what they perceived as priority subjects such as math and languages at the expense of life skills.

The cascade model of training leaves the responsibility of training Life Skills teachers to school principals who are not subject specialists. The duration of training of teachers in Life Skills curriculum was short that is two days thus not sufficient to develop understanding of content and empower teachers to mediate sensitive topics with confidence. The inaccessible language used within the teacher's guide contributes to the omission of areas of the curriculum by teachers who struggle to understand and teach certain topics. The prevalence of HIV/AIDs affect both the

teacher of Life Skills and their learners resulting in teachers feeling uncomfortable and reluctant to teach that which affect them and their learners other teachers believe that it is inappropriate to teach sexual matters to children (Chirwa, 2009).

The study showed that hunger experienced by learners also affected their concentration in class and leads to frequent absences. It has also been found out that the Life Skills curriculum is not supported by all sectors of the community rural communities' cultural belief and the Life Skills programme. These factors were found to be among the challenges facing the implementation of Life Skills curriculum in Malawi. This study concentrated much on the teachers and learners attitude. This study narrowed to the ICSs who are among the key implementers LSE. The study sought to examine ICS in the implementation of LSE in public secondary schools in Lugari Sub County.

Musungu and Nasongo (2008) in their research paper 'The head teacher's instructional role in academic achievement in Vihiga Sub County' revealed that the head teachers' role was to promote academic performance. The findings of the study showed that head – teacher's instructional role included regular checking of teachers' professional records, regular class supervisions and management plan for carrying out curriculum goals. Therefore, since the role of the head teacher was associated with high student achievement, the study recommended that head teachers should ensure internal supervision of teachers. This study looked into the roles that principals played as ICSs to enhance effective implementation of LSE.

Maranya (2001) study on; 'the supervisory roles of secondary schools head teachers in curriculum implementation in Machakos sub county Kenya' established that effective supervision leads to effective implementation. The findings revealed that;

Head teacher should render useful supervisory services in school system, introduce in-service courses for teacher to provide up-to-date skills, knowledge and values concerning management of schools. Head teachers must arrange for supplementary individual supervision and direction of staff and should be available for guidance of the school community members in case of difficulties among others. The role of ICS in the implementation of LSE in Kenya is general towards the roles of the ICSs who included the Head teachers and HODs guidance and counselling. The study aimed at finding out whether the ICSs performed the roles assigned to them by the MOE.

Syomwene (2003) studied the implementation of the 8-4-4 secondary school English curriculum in Kitui Sub County Kenya. The study revealed the barriers that hindered the implementation of 8-4-4 secondary school English curriculum. English subject teachers lacked a clear understanding of curriculum innovative especially on objectives after integrating literature and English language during the advent of the 8-4-4 system of education in Kenya. The competence of the teacher was inadequate, in-service courses were rarely organized for teachers, schools lacked important resource materials and facilities, the English syllabus was too wide to be covered within stipulated time, Students and teachers had a negative attitude towards the English curriculum and teachers lacked management support during implementation of the curriculum.

In the conclusion of the study, Syomwene (2003) found out that the 8-4-4 secondary school English curriculum was poorly implemented. The researcher recommends the need for in-service training of teachers to enable them to improvise and innovate resource materials, there was need to equip schools with adequate resource materials and facilities. There was also need to revise the English curriculum and to intensify supervision and inspection of schools to improve the implementation of the English

curriculum. The ICS of LSE in public secondary schools in Lugari Sub County had several objectives among them was to explore whether the ICSs were versed with Life Skills objectives, to determine whether the ICSs facilitate staff development, whether they provide resource materials, whether they approve professional documents and observe teachers in classroom teaching. The study stressed so much on the need for ICSs to intensify supervision for effective implementation of LSE which was also a need in Syomwene's (2003) research.

Kipng'etich (2008) carried out a research on the Implementation of the physical education curriculum in secondary school. A case of Bomet Sub County in Rift Valley Province Kenya in the research findings, P.E. was not being implemented as recommended by the KIE and therefore there should be liaisons among KIE, Quality Assurance and Standards Office and the school on the implementation of the Physical Education Curriculum. The study found out that the students in secondary schools were largely denied a chance to participate fully in physical education, which is their fundamental human right as stipulated by the UN convention.

Kipng'etich found out that there are very few teachers of physical education currently practicing and their other subject of specialization overworks the few that are in the field. The majority of the teachers given the responsibility of delivering quality physical education are not trained. The study also revealed that inadequate equipment and facilities hindered the implementation of physical education. Kipng'etich study is related to the ICS of LSE since the study considered the need for supervision which may result to effective implementation of LSE.

Teuzi (2009) in 'An investigation into the implementation of Business studies syllabus in secondary schools in Kwale Sub County of Kenya' highlighted the factors

that hindered the implementation of the subject as teachers are not trained in the integrated approach to teaching of business studies although adequate in numbers. Teaching material resources were inadequate; the syllabus was found to be overloaded; insufficient administrative support from the Ministry of Education. The study recommends the need to organize regular in-service courses to up-date teachers on the relevant teaching approaches of the new integrated subject and assist them in solving problems encountered. Need for more management support, the ministry of education science and technology should increase the personnel in the Quality Assurance and Standards unit and appoint a business studies specialist at the provincial level for consultation. It should further facilitate supervision by making it possible for the QASOs to visit schools frequently from the study it is clearly evident that supervision of any innovation may result to effective implementation. This study is related to ICS of LSE since Teuzi looked at supervision of an innovation resulting to effective implementation.

2.10 Chapter Summary

Literature review reveals that successful implementation of a curriculum depends on the supervisory roles. It further reveals that the ICSs by virtue of their positions are privileged to enter any classroom to observe, assess and evaluate any teaching and learning taking place. They should ensure that there is availability of facilities and materials needed for curriculum implementation and facilitate staff development programs. The ICSs who are instructional leaders are the most important means of achieving the goal of a school. Effective supervision of instruction can improve the quality of teaching and learning. Researchers in educational theory agree that supervision exist for the primary purpose of improving instructions. This study sought

to explore whether the ICSs carry out their responsibility so that the actual performance in the implementation of LSE may be compared to the set standards.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focused on the description of the method that was applied in carrying out the research. It was concerned with the methods that were employed to obtain data. It described the research methodology, research design, study area, target population, sampling techniques and sample size, data collection instruments, validity and reliability of data collecting instruments, data analysis and ethical considerations.

3.2 Study Area

This study was conducted in Lugari Sub- County in Kakamega County of Nzoia region. The Sub- County has three zones namely; North, South and Central (Appendix G). The Sub- County borders Bungoma County to the North, Uasin Gishu County to the South, Likuyani Sub County to the South East, Kakamega North Sub County to the West and Trans Nzoia County to the East. The Sub County experiences equatorial climate with long rains between March and September, short rains occur between October and November. Subsistence farming and small-scale business are the main economic activities in this area. Lugari Sub County has a total of 19 public secondary schools.

The study was carried out in Lugari Sub County since the studies have shown that youths in Lugari sub county experience many challenges because of the fast changing world and LSE is intended to serve as the stop gap measure to challenges such as teenage pregnancies, poor academic performance, school drop outs rates among others (Lutomia & Sikolia, 2006; Mutai, 2013). The Lugari strategic plan (2005-2010) also found out that young energetic population in Lugari has turned to alcoholism at the expense of economic growth in recent years (Mutai, 2013). It is understood that

LSE programs in secondary schools such as peer counseling, capacity building, sports, and integrated group activities are a possible solution to these problems. Under these circumstances, the study sought to explore what efforts the internal curriculum supervisors put in to enhance effective implementation of LSE.

3.3 Research Methodology

The research methodology adopted in this study was mixed method research. According to Creswell (2011), mixed method refers to an emergent methodology of research that advances the systematic integration or ‘mixing’ of quantitative and qualitative data within a single investigation or sustained programme of inquiry. The basic premise of this methodology is that such integration permits a more and complete and synergistic utilisation of data than to separate quantitative and qualitative data collection and analysis. Quantitative approach was used to collect data from questionnaires while qualitative approach was used to collect data from interview schedules.

3.4 Research Design

The study adopted a descriptive survey design. Description survey is a means by which views opinion, attitudes and suggestions for improvement of educational practices and instruction can be collected (Cooper & Schindler, 2006). Kombo and Tromp (2006) state that the major purpose of descriptive research is description of the state of affairs as it exist. This survey reveals area of interest where more in depth data collection is needed. The researcher has no control of any variable but only report what is happening. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individual (Orodho, 2004). In this study, the researcher was interested in gathering facts on the ICS of

LSE in public schools in Lugari Sub County . The design was suitable for the study since views were collected from people without manipulating variables.

3.5 Target Population

The study targeted public secondary schools in Lugari Sub County. According to statistics at the Sub County Education Office, Lugari Sub County had 19 public secondary schools which taught LSE. The target population of the study included all 290 teachers, 19 HODs of Guidance and Counselling and 19 principals in the Sub County (Table 3.1).

Table 3.1 Target Population

S/NO.	Population	Target population
i.	Teachers	290
ii.	HODs G & C	19
iii.	Principals	19
Total		328

3.6 Sampling Procedure and Sample Size

Sample size determines the precision with which population values can be estimated (Mugenda, 2008). Therefore experts emphasize that the sample size has to be reasonably large to obtain accurate estimates. Considering that the number of principals and heads of guidance and counselling was small, a census was used to select all of them to participate in the study. According to Mugenda and Mugenda (1999), where the target population is very small, selecting a sample is meaningless and taking the whole population in such a case is advisable.

However, the number of LSE teachers is high and therefore could prove to be tedious in administration of research instruments; a sample size was selected to act as a representative of the whole population. Since the population under study is less than

10,000, the following formula was used in selecting sample size as proposed by Mugenda and Mugenda, (2003);

$$nf = \frac{n}{1 + \left(\frac{n}{N}\right)}$$

Where: nf = the desired sample size (when the population is less than 10,000)

n = the desired sample size (when the population is more than 10,000) =384

N = the estimate of the population size = 290

$$\text{Therefore } nf = \frac{384}{1 + \left(\frac{384}{290}\right)} = 165 \text{ LSE teachers}$$

Therefore, the final sample size for the study comprised of 203 respondents (19 HODs, 19 principals and 165 LSE teachers). In selecting the respondents for the study, purposive and systematic random sampling methods were used. There were 19 public secondary schools in Lugari Sub County and all of them were included in the study. From each school, the principal and one head of department of guiding and counselling were automatically selected to provide useful information on the roles undertaken by internal curriculum supervisors in the implementation of LSE curriculum.

The teachers of LSE were selected through systematic random sampling. For example, a school that had 15 LSE teachers, only 7 were selected to participate in the study at an interval ratio of 2. The researcher selected a random number as a starting point, for example LSE teacher number 3, the next respondent was LSE teacher number 5, the same procedure was repeated for all LSE teachers in 19 secondary schools in Lugari Sub County. The advantage of using systematic random sampling is that it reduces systematic bias in sampling (Mugenda, 2008) and it is considered to be more precise than simple random sampling technique. Moreover, gender was not a factor during selection of respondents.

Table 3.2 Target Population and Sample Size

S/NO.	Population	Target population	Sampling technique	Sample size
i.	Teachers	290	Systematic random sampling	165
ii.	HODs G & C	19	Purposive sampling	19
iii.	Principals	19	Purposive sampling	19
Total		328		203

3.7 Data Collecting Instruments

The study utilised questionnaires, interview schedules and document analysis and observation checklists to collect data. Different questionnaires were administered to teachers who teach LSE and HODs of guidance and counselling while interviews were prepared for the principals.

3.7.1 Questionnaires

Kothari (2004) 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. Questionnaires give a relatively objective data and endeavour themselves well to the survey design of this study. Questionnaires ensure confidentiality since respondents was anonymous and this can yield honest answers. Questionnaires are collection of items to which a respondent is expected to react to by writing (Creswell, 2011). The method; therefore, is usually suitable if the population is literate. One type of questionnaire was used for teachers of LSE another type for the HODs.

The questionnaires helped to bring out various aspects of the ICS of LSE in public secondary schools in Lugari Sub County. The questionnaire had six sections. Section A dealt with general information of the ICSs and the teachers who are the main implementers of LSE. Section B contained questions on familiarity with LSE

objectives; Section C contained questions that sought to explore whether the ICSs provided instructional materials to teachers of LSE. Section D of the questionnaires contained questions that investigated out whether the ICSs facilitated staff development programs to teachers of LSE. Section E provided questions that sought to determine whether the ICSs oversaw preparation of professional documents by the teachers of LSE. Lastly section F questions sought to assess whether the ICSs undertook classroom observation during LSE lessons. This information is represented in the thesis in appendix section (A and B).

3.7.2 Interviews

Interview is defined as oral administration of questionnaire or face to face encounters (Kothari, 2004). Interview can also be defined as a data collecting instrument that involves presentation of oral–verbal responses. Interviews enable the researcher to collect information that cannot be directly observed or is difficult to put down in writing and captures meaning beyond words (Creswell, 2011).

Interviews provides in–depth data, prevent confusion allowing for required responses, extract very sensitive and personal information through honest and personal interaction, and enable respondents to give more complete and honest information that verifies data from questionnaires (Mugenda & Mugenda, 2003). Under normal circumstances, more people are willing to communicate orally than in writing; it provides data as it does not restrict the respondent (Gay, 1992). Interviews are rather more expensive since the researcher must travel to reach the respondent; it could be misused to get unnecessary detailed factual response, and require big level of (communication and interpersonal) skills not possessed by many researchers hence need for interviewee training to avoid bias (Mugenda & Mugenda, 2003). In this study, the researcher interviewed 13 school principals.

The researcher used interview schedules to get information from the principals (Appendix C) on how versed they were with the LSE objectives, whether they provided instructional materials to teachers of LSE, whether they facilitated staff development programs, whether they oversaw the preparation and use of professional documents by teachers of LSE and whether they undertook classroom observation during LSE lessons.

3.7.3 Document Analysis and Observation Checklists

Document analysis is the systematic examination of professional documents such as syllabi, assignments, lecture notes, and course evaluation results in order to identify instructional needs and challenges and describe an instructional activity (Instructional Assessment Resources [IAR], 2007). IAR (2007) adds that document analysis works best when the purpose is to gain insight into an instructional activity or approach. The researcher perused through teacher professional documents that are relevant: lesson plans, lesson notes, schemes of work, record of work covered and students' progress records to confirm their availability. This was done with a view to obtain the roles carried out by ICSs in the implementation of LSE in the selected schools (Appendix D).

3.8 Validity and Reliability of Research Instruments

3.8.1 Validity

Validity is the extent to which research instruments measure what they are intended to measure (Creswell, 2011). According to Orodho (2004), validity is the degree to which results obtained from a study actually represent the phenomena under study. It ensures that research instruments are relevant to the objective of the study. Validity of questionnaires and interview schedules was determined through consulting and discussing with the thesis supervisors and masters of philosophy students in the

Department of Curriculum, Instruction and Educational Media. They ticked or crossed on the item in the questionnaires and interview schedule to determine whether they measured what they intended to measure.

3.8.2 Reliability

Reliability is a measure of the degree to which a research instrument supplies consistent results or data after repeated trials (Cooper & Schindler, 2006). Reliability of measurement concern the degree to which a particular measuring procedure gives similar result over a number of repeated trials (Orodho, 2004). The reliability of the questionnaires and interview schedule was improved through test re-test reliability method. Two Principals and two Heads of Department of Guidance and Counselling and four teachers of LSE from Kakamega North Sub County were requested to respond to questionnaires and interview schedule.

After two weeks the researcher re-administered the same questionnaires to the same group to establish the degree to which the same result could be obtained with repeated measure of accuracy. The score obtained from the first and second test was analyzed using Cronbach Alpha coefficient test with the help of SPSS. The first alpha value was 0.9713 for teachers questionnaire and the second was 0.9081 for HODs questionnaires giving average alpha coefficients value of 0.939 for the two research instruments. A high correlation co-efficient of above 0.5 implied that the instruments were reliable (Kothari, 2004).

3.9 Data Collection Procedure

Once the supervisors approved the researcher's proposal, the researcher obtained an introduction letter from Moi University to obtain research permit from the National Council for Science and Technology (NCST). The researcher further obtained permission from; Sub County Commissioner Office and Sub County Education Office

in Lugari Sub County to carry out research in the Sub County. The researcher then visited the participating schools for familiarization and to obtain permission from each principal to conduct the proposed research in the school at an agreed upon day or time.

The researcher visited each sampled school to collect data from the principals, HODs and teachers of LSE using the relevant research tools. The researcher interviewed the principals and administered questionnaires to HODs and the teacher of LSE allowing them adequate time to respond appropriately. The researcher also assured the respondents of total confidentiality and guarantee of no victimization due to the information given. The researcher collected complete questionnaires and interview schedules at the end of the exercise each day from each school.

3.10 Data Analysis

Data analysis involves preparation of the collected data that is collecting, coding and editing of data in order for it to be processed (Kothari, 2004). Data in this study was analysed using quantitative and qualitative methods. Quantitative data from close ended questions was coded and entered into electronic spreadsheets with the help of Statistical Package for Social Sciences (SPSS Version 18) computer program. Analysis was done using descriptive statistics; mean, standard deviation, frequencies and percentages.

Analysed data was presented through use of tables and graphical illustrations. Quantitative data was analyzed by arranging responses according to the research questions and objects. Qualitative data was analysed using content analysis method. This involved specifying the content characteristics obtained from the interviewed. The research then selected categories and sub-categories of the qualitative data in relation to the study research objectives. Thereafter a content analysis guide was

developed and results presented in narrative in tandem with quantitative data obtained from questionnaires.

3.11 Ethical Considerations

Ethics is a branch of philosophy that deals with one's conduct and serves as a guide to one's behaviour (Neuman, 2007). First, permission to carry out the study was sought after presentation of study proposal at Moi University School of Education. Thereafter, research permission was also sought from National Council for Science and Technology (NCST) in Nairobi, Lugari Sub County Deputy Commissioner's Office, Lugari Sub County Education Office and principals of selected schools within the Sub County. To the respondents, the nature and purpose of the study were explained to the respondents by the researcher. The researcher treated all the information given by the respondents with a lot of confidentiality to safeguard the respondent's personal integrity concerning university's ethical considerations. Respondents' privacy and confidentiality was upheld during the study process.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study on the roles of internal curriculum supervision in the implementation of LSE in Kenya with specific reference to Lugari Sub County, Kakamega County. The participants for the study comprised of 13 principals, 19 guidance and counselling heads and 144 LSE teachers from 19 public secondary schools in the study area. The responses rate for the study was 100% for guidance and counselling heads, 68.4% for head teachers and 87.27% for LSE teachers. The instruments used for the study were questionnaires, interview schedules, document analysis and observation checklists. The presentation and discussions follows the objectives of the study which were to:

1. To explore the extent to which the Internal Curriculum Supervisors (ICSs) are versed with Life Skills Education (LSE) objectives in public secondary schools in Lugari Sub County.
2. To investigate the type of instructional materials the ICSs provide to the teachers of LSE in public secondary schools in Lugari Sub County.
3. To examine the extent to which the ICSs facilitate staff development programmes to teachers of LSE in public secondary schools in Lugari Sub County.
4. To determine the frequency to which the ICSs oversee the preparation of the professional documents by teachers of LSE in public secondary schools in Lugari Sub County.
5. To assess how often the ICSs undertake classroom observation during LSE lessons in public secondary schools in Lugari Sub County.

4.1.1 Demographic Characteristics of Teachers

In order to know the background characteristics of the respondents who participated in the study, their demographic profiles were sought and are presented in Table 4.1

Table 4.1 Teachers Demographic Characteristics

Sex	Frequency	Percent
Male	82	56.9
Female	62	43.1
Total	144	100.0
Age		
Between 20 - 25 years	34	23.6
Between 26 - 30 years	36	25.0
Between 31 - 40 years	46	31.9
Above 40 years	28	19.4
Total	144	100.0
Teaching experience		
Less than 5 years	88	54.2
Between 5 - 9 years	26	18.1
Between 10 - 15 years	8	5.6
Between 16 - 20 years	12	8.3
More than 20 years	20	13.9
Total	144	100.0

The findings of the study showed that 82 (56.9%) of the respondents were males and 62 (43.1%) were female LSE teachers. On the age bracket, 34 (23.6%) were aged between 20–25 years, 36 (25%) were aged between 26–30 years, 46 (31.9%) said that they were aged between 31–40 years while 28 (19.4%) were aged above 40 years. When asked to indicate their teaching experience, 88 (54.2%) had less than 5 years of teaching, 26 (18.1%) had teaching experience spanning between 5–9 years, 8 (5.6%) had taught for 10–15 years, 12 (8.3%) had 16–20 years experience while 20 (13.9%) had more than 20 years of experience in teaching in secondary schools.

4.1.2 Teachers Professional Qualification

The teachers were asked to indicate their professional qualification. The results are presented in Figure 4.1.

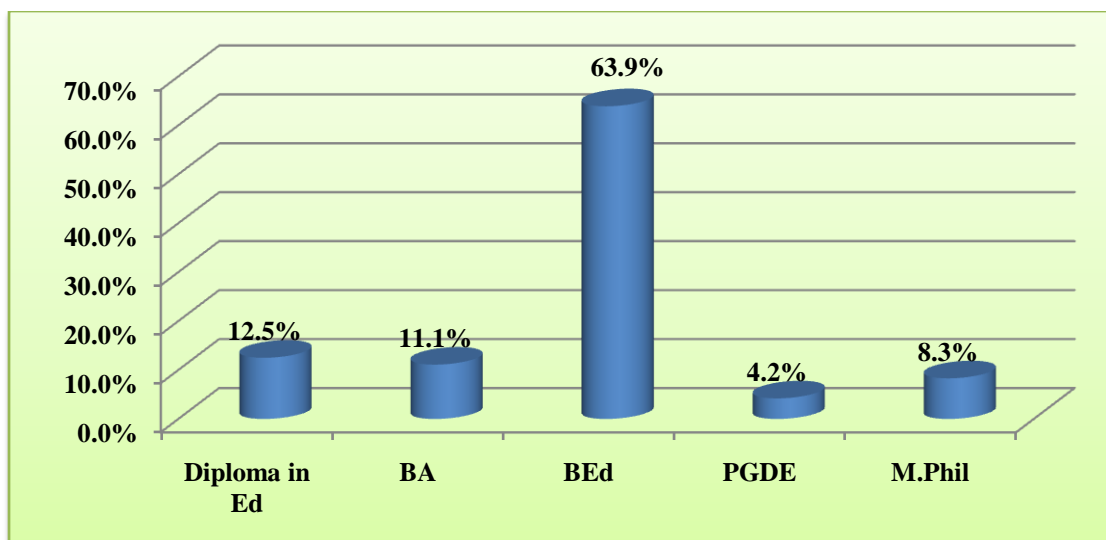


Figure 4.1 Teachers Professional Qualification

Regarding the education of LSE teachers, 18 (12.5%) had diploma in education, 16 (11.1%) had Bachelor of Arts degree, 92 (63.9%) had Bachelors of Education degree, 6 (4.2%) had post graduate diploma in education and 12 (8.3%) had M.Phil level of qualification.

4.1.3 Teacher Workload per Week

The teachers were asked to indicate the number of lessons they taught per week in their schools. Their responses are given in Figure 4.2.

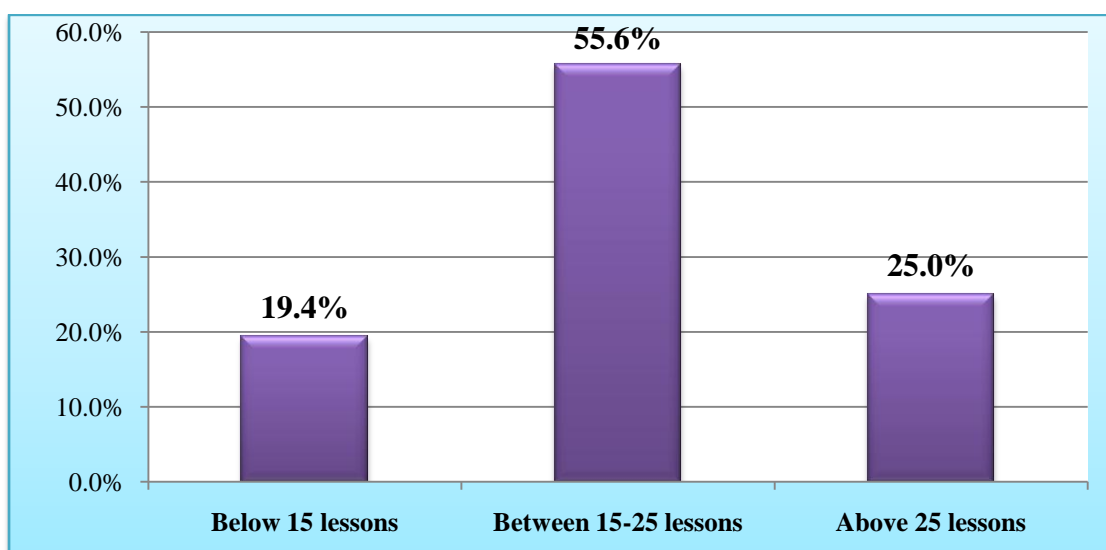


Figure 4.2 Workload Per Week

Figure 4.2 shows that 28 (19.4%) had below 15 lessons in a week, 80 (55.6%) had between 15–25 lessons while 36 (25%) indicated that they had an average of more than 25 lessons per week.

4.2 Internal Curriculum Supervision and Familiarity with LSE Objectives

The first objective of the study was to investigate the internal curriculum supervisors' familiarity with LSE objectives. Principals, guidance and counselling heads and LSE teachers were asked to give their opinion on how they were versed with LSE objectives on a scale of 3: 1 – Very familiar, 2 – Moderately Familiar and 3 – Not familiar with LSE objectives. The descriptive results for LSE teachers' responses are presented in Table 4.2.

Table 4.2 LSE Teachers' Evaluation on their Familiarity with LSE Objectives

LSE Objectives	N	Mean	SD
i. Acquiring of values, attitudes and developing social skills	144	1.7778	.65253
ii. Appreciating the importance of life skills in everyday's life	144	1.5417	.52723
iii. Appreciating self as a unique human being and developing self esteem	144	1.4167	.59720
iv. Developing and demonstrating ability to cope with stress and emotions	144	1.6528	.60672
v. Appreciating the need for peaceful coexistence	144	1.5000	.68958
vi. Developing skills that enable one make informed decisions	144	1.6528	.60672
vii. Demonstrating ability to apply the relevant life skills in dealing with emerging issues and challenges effectively	144	1.6944	.54552
viii. Developing and applying life skills that enhance performance in education	144	1.6389	.58670
ix. Developing and applying life skills to enhance positive behaviour formation and changes	144	1.6250	.58983
x. Appreciating one's right and responsibilities and demonstrating ability to respect other people's rights	144	1.5417	.64640
Valid N (Listwise)	144	1.6042	0.6048

Results of the study reveal that LSE teachers were moderately familiar (M=1.7 and SD=0.65) with LSE objective on acquisition of values, attitude and development of social skills. Furthermore, LSE teachers tended to be more familiar (M=1.54 and

SD=0.52) regarding appreciation of importance of life skills in life. The result implies that LSE teachers in Lugari Sub County seem to be more familiar with LSE objectives. This is inconsistent with Opio (2010) who found out that all the teachers both from schools near camps and far from camps were aware of LSE objectives in Uganda. This showed great awareness of LSE among LSE teachers in Uganda as compared to their counterparts in Lugari, Kenya.

Moreover, on acquaintance with objective on appreciation of one's right and responsibilities, the LSE teachers seem to more moderately familiar (M=1.54 and SD=0.64). From the findings, it is evident that LSE teachers are somewhat versed on LSE objectives as stipulated by Kenya Institute of Curriculum and Development (KICD). Similarly in Kenya, Kipng'etich (2008) also found out that majority of teachers in Bomet secondary schools were unaware of the objectives of physical education curriculum. Because of majority of teachers who taught PE were untrained. This is in contrast with research by Chirwa (2009) conducted in Malawi that found out that All the six teachers in the sample were able to identify the goals of LSE. Syomwene found out that most of teachers were not familiar with curriculum objectives after integration of English and Literature. The guidance and counselling heads were also asked to indicate their familiarity with LSE objectives as; not familiar, moderately familiar and familiar. Their responses are given in Table 4.3.

Table 4.3 Guidance and Counselling Heads Evaluation on their Familiarity with LSE Objectives

LSE Objectives	G & C heads		
	N	Mean	SD
i. Acquiring of values, attitudes and developing social skills	19	2.0000	.57735
ii. Appreciating the importance of life skills in everyday's life	19	1.7368	.65338
iii. Appreciating self as a unique human being and developing self esteem	19	1.6316	.68399
iv. Developing and demonstrating ability to cope with stress and emotions	19	2.1053	.31530
v. Appreciating the need for peaceful coexistence	19	1.9474	.70504
vi. Developing skills that enable one make informed decisions	19	1.8421	.60214
vii. Demonstrating ability to apply the relevant life skills in dealing with emerging issues and challenges effectively	19	2.0526	.52427
viii. Developing and applying life skills that enhance performance in education	19	1.8421	.60214
ix. Developing and applying life skills to enhance positive behaviour formation and changes	19	2.0000	.47140
x. Appreciating one's right and responsibilities and demonstrating ability to respect other people's rights	19	2.0000	.66667
Valid N (Listwise)	19	1.9158	0.5802

Results from Table 4.3 shows that out of the ten objectives of LSE, guidance and counselling heads appeared to be familiar with appreciating the importance of life skills in everyday's life ($M=1.73$ and $SD=0.65$) and appreciating self as a unique human being and developing self esteem ($M=1.63$ and $SD=0.68$). Composite scores showed that G&C heads were moderately familiar ($M=1.91$ and $SD=0.58$) with LSE objectives. These results corresponds to Opio (2010) study conducted in Uganda that showed that teachers in primary schools revealed that many of them lacked the necessary competence support learners in LSE.

4.2.1 Head teachers Familiarity with LSE objectives

Instructional leadership is about guiding and inspiring the teachers in putting their school curriculum into practice and improving it (Liu, 1984). It ensures that there is a culture of teaching and learning in the school because it is a path to good learning and teaching. As the main internal curriculum supervisor in schools, the head teachers interviewed were asked whether they were familiar with LSE objectives.

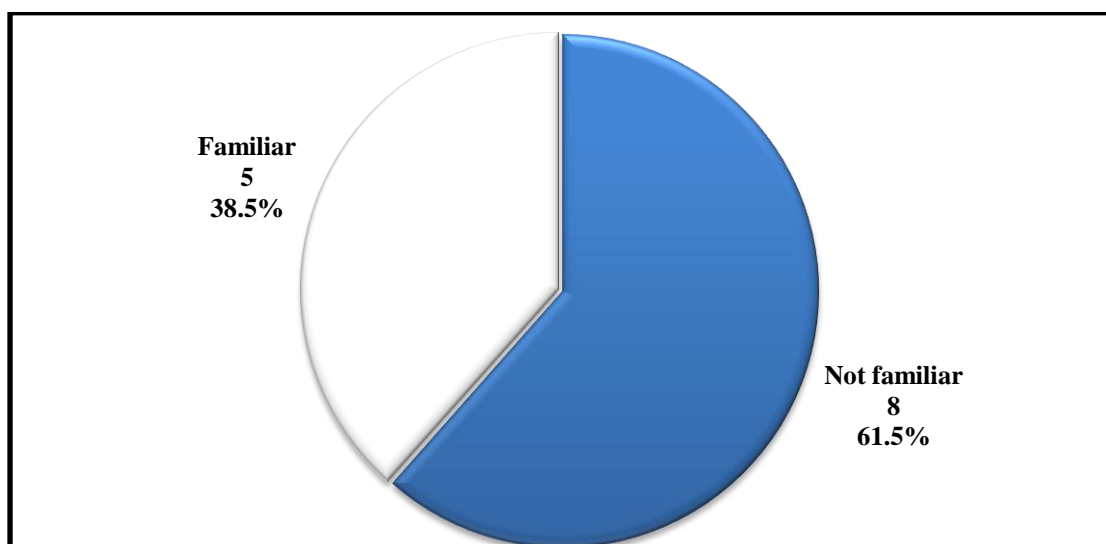


Figure 4.3 Head Teachers Familiarity with LSE Objectives

Most 8 (61.5%) of head teachers interviewed were not familiar with LSE objectives with only 5 (38.5%) indicating that they were familiar with LSE objectives. For those who indicated that they were aware of LSE skills objectives involved: they were aware of training on psychosocial skills, learner development and appreciation of everyday's life. The result shows that majority of principals in Lugari sub county secondary schools were not acquainted with LSE objectives.

4.3 ICSs and Provision of Instructional Materials for LSE

For effective implementation of LSE, the two major resources required are text-books for learners and teachers guide books for teachers. It is the duty of ICSs to oversee the provision of these materials. Therefore, the second objective of the study was to

establish the availability and adequacy of LSE instructional materials in schools. In order to bring about successful reform within the classroom environment, ICSs need to have an understanding of the process of change within the classroom teacher and this in turn, requires a greater understanding and appreciation of teacher knowledge by provision of adequate materials required for learning (Hopkins, 2001; Liu, 1984). Therefore, the LSE teachers were asked to indicate the availability of LSE syllabus, teachers' guides and reference materials in schools. The results of the analysis are given in Table 4.4.

Table 4.4 Teachers' Responses on Availability of Instructional Materials on LSE in Schools

Instructional Material	Available			Total
	Adequate	Inadequate	Unavailable	
i.LSE syllabus guide	26(18.1%)	78(54.2%)	40(27.8%)	144(100.0%)
ii. LSE teachers guide	26(18.1%)	60(41.7%)	58(40.3)	144(100.0%)
iii. Reference materials in LSE	25(17.4%)	63(43.7%)	56(38.6%)	144(100.0%)
Average scores	26(18.1%)	66 (45.8%)	52(36.1%)	144(100.0%)

On the availability of LSE syllabus guides, 26 (18.1%) of teachers said that they were adequate in their schools, 78 (54.2%) said that they were inadequate while 40 (27.8%) did not have LSE syllabus guides in their schools. On the availability of LSE teachers guides, 26 (18.1%) said that they were adequate, 60 (41.7%) said that they were inadequate while 58 (40.3%) indicated that the materials were not available in their schools. The results of the study further shows that 25 (17.4%) of schools had references materials in LSE, 63 (43.7%) said the references materials were inadequate while 56 (38.6%) did not have these materials. Average results show that only 26 (18.1%) of schools had adequate instructional materials on LSE, 66 (45.8%) had LSE instructional books but were insufficient while 52 (36.1%) of schools did not have

LSE materials. Lack of adequate materials result to ineffective curriculum implementation (Shiundu & Omulando, 1992).

Result from the observation checklists (Table 4.15) showed that instructional materials were inadequate in all secondary schools visited by the researcher. Teaching aids and charts were not available in 75% of the schools. Students progress records and records of work covered did not exist in all secondary schools visited (Table 4.14). The findings are inconsistent with Chirwa (2009) study in Malawi that showed that most teachers in the sample confirmed that their principals do their best to ensure that resources such as chart papers and text-books are available at their schools for teaching LSE. All the principals and the teachers in Chirwa's (2009) study indicated that they had enough teachers' guides but did not have enough text-books. Syomwene (2003) established that lack of important resource materials and facilities can hinder implementation of curricula. Kipngetich (2008) found out that inadequate equipments and facilities hindered the implementation of Physical Education curriculum in secondary schools in Bomet District. Olembo *et al.*, (1992) noted that school administration should take the responsibility of providing instructional materials to enhance curriculum implementation. Similarly, Bishop (1985) said that for teachers to implement curriculum change, the resource materials should be made available. From this observation, it is evident that for effective teaching and learning of LSE in secondary schools, provision of adequate instructional resources is important.

4.3.1 LSE Course Books Available in Schools

Still on the same objective, the LSE teachers were asked to give the course books of LSE available in their schools as illustrated below.

Table 4.5 LSE Course Books Available in Schools

Course book (based on publisher)	Available	Not available	Total
i. Essential Life Skills by Oxford	58(40.3%)	86(59.7%)	144(100.0%)
ii. Life Skills Education for the Youth (KIE)	38(26.4%)	106(73.6%)	144(100.0%)
iii. Making Life's Responsible Choices Students (JKF)	24(16.7%)	120(83.3%)	144(100.0%)
iv. Let's Talk About Child Sexual Abuse (KLB)	16(11.1%)	128(88.9%)	144(100.0%)

The results of the study revealed that 58 (40.3%) of schools had course book on 'Essential Life Skills' published by Oxford University Press (EA), 38 (26.4%) had 'Life Skills Education for the Youth' course book published by KIE, 24 (16.7%) indicated that they had 'Making Life's Responsible Choices Students' published by JKF and 16 (11.1%) said that they had 'Let's Talk About Child Sexual Abuse' course book published by KLB. The result implies that most secondary schools in Lugari Sub County did not have approved course books for LSE teaching and learning and this could influence the internal curriculum supervision process. Findings correspond to Opio (2010) survey in Ugandan primary schools that found out LSE Manuals were not available in 75% of schools.

The course books available were only straight talk newsletters, Presidential Initiative on AIDS Strategy for Communication to the Youth (PIASCY) charts, and charts by UNICEF, on the walls in the staff rooms and head teachers offices. This shows that majority of students were not able to access the LSE course books and this indicates that vital information on LSE did not reach majority of students. Girvin (2005) explained that inadequate provision of resource materials would lead to teachers frustration hence this diminished their motivation.

4.3.2 Guidance and Counselling Heads Responses on Availability of Instructional Materials on LSE in schools

It is the responsibility off ICSs to assist teachers in identifying the instructional resources to be used for teaching (Girvin, 2005). Therefore, heads of guidance and counselling from 19 secondary schools in the Sub County were also asked to give the availability and adequacy of LSE instructional materials in schools. The results of the analysis are presented in Table 4.6.

Table 4.6 Guidance and Counselling Heads Responses on the Availability of Instructional Materials on LSE in Schools

	Available			Total
	Adequate	Inadequate	Unavailable	
i. LSE syllabus guide	1(5.3%)	12(63.2%)	6(31.6%)	19(100.0%)
ii. LSE teachers guide	3(15.8%)	9(47.4%)	7(36.8%)	19(100.0%)
iii. Reference materials in LSE	1(5.3%)	11(57.9%)	7(36.8%)	19(100.0%)
Average	2(8.8%)	10(56.2%)	7(35.1%)	19(100.0%)

The findings show that 1 (5.3%) of guidance and counselling teachers said that LSE syllabus guide and reference materials are adequate in schools while 3 (15.8%) indicated that LSE teachers guide were adequate in schools. on reference materials, 1 (5.3%) of schools had adequate, 11 (57.9%) had inadequate while 7 (36.8%) did not have. Average results shows that only 2(8.8%) of schools have adequate LSE instructional materials, 10 (56.2%) of schools were found to have inadequate LSE instructional materials while 7 (35.1%) of guidance and counselling heads reported that LSE instructional course books materials were unavailable in schools.

The results of the study concurs with LSE teachers findings that showed that close to 36% of schools in Lugari Sub County did not have LSE instructional materials. Information from principals interviewed said that they availed LSE course books in their schools like; textbooks (8.46%), teaching aids (7.7%) and reference materials (23.1%). This shows that most secondary schools did not have adequate or no instructional materials on LSE as revealed by teachers. Syomwene (2003) also found out secondary schools in Kitui Sub County had inadequate resource materials for the implementation of 8-4-4 secondary school English curriculum. This hindered the effective implementation of the curriculum.

The Guidance and Counselling heads were further asked to state the LSE course books available in their schools as presented in Table 4.7.

Table 4.7 LSE Course Books Available in Schools

	Available	Not available	Total
i. Essential Life Skills by Oxford	7(36.8%)	12(63.2%)	19(100.0%)
ii. Life Skills Education for the Youth (KICD)	2(10.5%)	17(89.5%)	19(100.0%)
iii. Making Life's Responsible Choices Students (JKF)	0(0.0%)	19(100.0%)	19(100.0%)
iv. Let's Talk About Child Sexual Abuse (KLB)	0(0.0%)	19(100.0%)	19(100.0%)

It is evident that even LSE course books for students in Lugari Sub County secondary schools are unavailable as only 7 (36.8%) of schools reported to have “Essentials Life Skills” by Oxford University Press. “Life Skills Education for the Youth” by (KICD), Jomo Kenyatta Foundation “Making Life's Responsible Choices” and Kenya Literature Bureau LSE book “Let's Talk About Child Sexual Abuse” were not available in schools according to guidance and counselling heads. The finding of the study corresponds to LSE teachers' result that showed that approved course books for

LSE are not accessible in majority of secondary schools in the Sub County. The study coincides with Maranya (2001) who found out that schools had few instructional resources for implementation of secondary schools curriculum in Machakos Sub County, Kenya. When schools have inadequate instructional materials, curriculum implementation becomes ineffective (Syomwene, 2003).

4.3.3 Student–book Ratio for LSE Course Books

After identifying the availability of different course books on LSE in schools in Lugari Sub County, the study was interested in establishing the student–book ratio in different schools in the area. The results are presented in Figure 4.4.

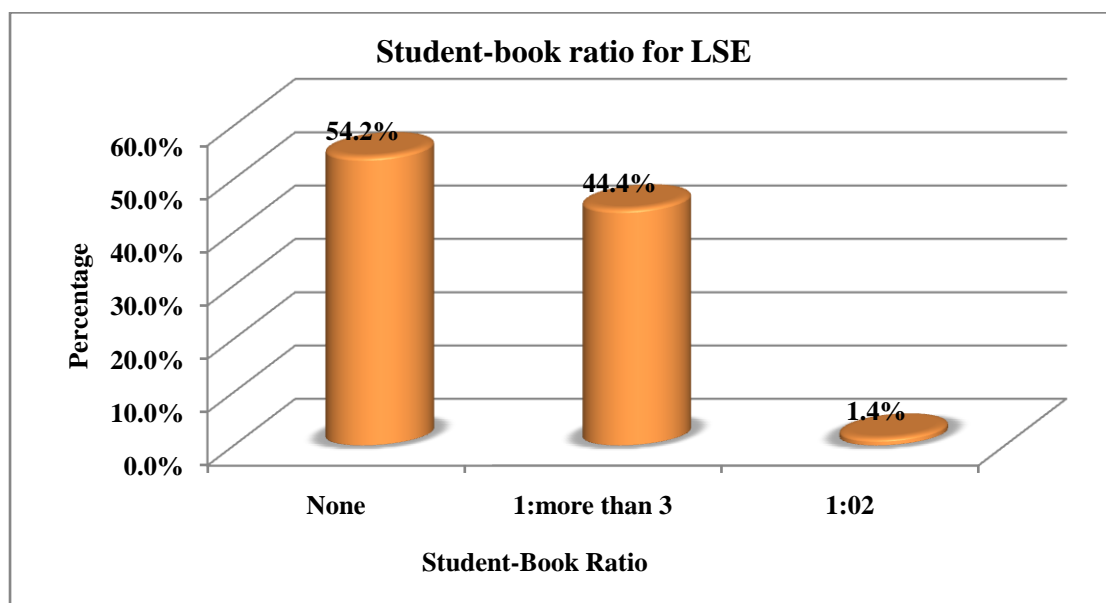


Figure 4.4 Student – Book Ratio for LSE Course Books in Schools

The findings indicated that 44.4% of schools had student-book ratio of 1 book for more than three students, 54.2% said that they did not have course books for students and only 1.4% said that their student-book ratio was 1:2. This shows that LSE course books are unavailable in most secondary schools in Lugari Sub County. It also shows that ICSs did not provide instructional materials to LSE teachers and therefore affects its effective implementation of the same in classrooms. The findings are reinforced by

guidance and counselling heads who said that student-book ratio was 1 book for more than 3 in 63.2% of schools. This finding underscores the previous results indicated by the study that showed that instructional materials for LSE were not available in majority of secondary schools in the Sub County. Whereas the study by Chirwa (2009) in Malawi found out that principals of selected schools made efforts to avail the instructional materials for effective teaching and learning of LSE in schools. Chirwa found out that in observed lessons where teachers used text-books as instructional resource, more than six learners shared one text-book.

The shortage of text-books resulted in many learners sitting quietly and just listening to their friends without making much contribution to what was going on in the lessons. The findings go against the provisions of behavioural theory of leadership (Liu, 1984) that indicates that ICSs should distribute financial provision to meet the needs of the school curriculum, purchase of equipment, and school supplies. The theory further postulates that ICSs also must know the physical needs to meet all the demands of the curriculum and to ensure there is a comfortable classroom climate, which entails such things as LSE teachers guide, syllabus guide and reference materials.

4.4 ICSs and Staff Development

The third objective of the study was to determine the extent to which internal curriculum supervisors facilitated staff development programmes to teachers of LSE. According to Gross *et al.*, (1971), teachers need to be competent to perform their duties in schools and therefore in-service training and workshops are important. At first, LSE teachers were asked to indicate the frequency at which their ICSs organised or sponsored them to workshops and seminars on teaching of LSE in secondary schools. The findings are given in Figure 4.4.

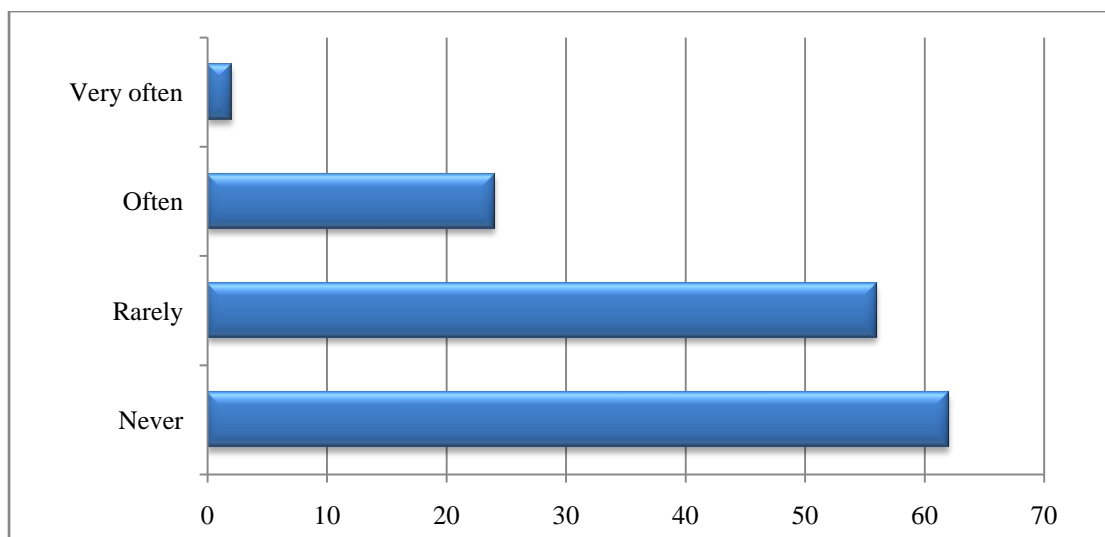


Figure 4.5 Frequency at which ICSs Organize/Sponsor Internal Workshops / Seminars on the Teaching of LSE in School

The results from Figure 4.5 revealed that 62 (43%) of ICSs do not provide training opportunities for LSE teachers in their school, 56 (39%) said that they are rarely provided with training opportunities on LSE, 24 (17%) said that they are often provided with staff development programmes while 2 (1%) said that their ICSs frequently organise workshops and seminars on the teaching of LSE in secondary schools. lack of adequate training for teachers was also discovered by Kemunto (2009) who established that classroom instruction was affected by teachers level of training. The findings from internal curriculum supervisors (guidance and counselling heads) showed that 2 (10.5%) of them organised capacity building workshops for LSE teachers on often basis, 4 (21.1%) rarely organised and most 13 (68.4%) said that their schools did not organised capacity building programmes for LSE teachers.

Head teachers responses revealed that only 3 rarely facilitated LSE teacher to workshops and seminars in their schools while majority 10 did not. This implied that inadequate support from the school administration to teachers to further their knowledge and training on LSE influenced implementation in classrooms. The

behaviour of ICSs in Lugari secondary schools contradicts Liu's (1984) assertion on the expectations of behavioural theory of leadership as teachers are not given new opportunities of learning new strategies and new learning techniques of LSE. LSE teachers seem to have little or no say regarding staff development. Gross *et al.*, (1971) suggested that for teachers to effectively perform their roles, they need to be regularly trained. Maranya (2001) also added that in-service training for teachers helps them to update their skills knowledge and values on curriculum implementation. From the above discussions, it is therefore necessary for teachers to be provided with adequate training as recommended by researchers (Fullan 1982; Taba, 1962; Oluoch, 2006) to ensure effective curriculum implementation.

4.5 Frequency to which ICSs Oversee Preparation of Professional Documents by Teachers of LSE

The fourth objective of the study was to investigate the frequency to which ICSs oversee the preparation of professional documents of LSE teachers in their schools based on the aspects of objectives, content, teaching methods and methods of evaluation. Teachers' responses are given in Table 4.8. Liu (1984) points out that the principal as a supervisor has the major responsibility of communicating the overall school goals to the teachers as part of the evaluation process and this happens through overseeing the preparation of the professional documents for LSE teachers. The LSE teachers were asked to indicate the extent to which ICSs oversaw the preparation of the professional documents of teachers of LSE and results presented in Table 4.8.

Table 4.8 Frequency to which ICSs Oversee the Preparation of the Instructional Document of Teachers of LSE

Aspect of LSE	Very often	Often	Rarely	Never	Total
i. Objectives	4(2.8%)	44(30.6%)	42(29.2%)	54(37.5%)	144(100.0%)
ii. Content	6(4.2%)	44(30.6%)	46(31.9%)	48(33.3%)	144(100.0%)
iii. Teaching methods	4(2.8%)	36(25.0%)	42(29.2%)	62(43.1%)	144(100.0%)
iv. Method of evaluation	0(0.0%)	30(20.8%)	44(30.6%)	70(48.6%)	144(100.0%)

Findings reveal that 54 (37.5%) of ICSs did not guide teachers on the objectives of LSE, 42 (29.9%) conducted it on rare basis, 44 (30.6%) guided teachers often while only 4(2.8%) guide teachers always on LSE teaching methods. This implies that ICSs do not always guide LSE teachers on the objectives of the LSE curriculum. Furthermore, 48 (33.3%) said that ICSs do not direct them on LSE content, but 46 (31.9%) pointed out that they are directed on rare occasions, 44 (30.6%) noted that they are often guided while 6 (4.2%) said that they are regularly guided on the content of LSE curriculum. Regarding the LSE teaching methods, only 4 (2.8%) were regularly guided, 36 (25%) were often guided by ICSs, 42 (29.2%) were rarely directed on the teaching methods and 62 (43.1%) noted that their ICSs do not guide them on the methods that are appropriate for teaching LSE. On the method of evaluation, none (0%) of ICSs directed teachers on regular basis, 30 (20.8%) often guided teachers, 44 (30.6%) said that they are rarely guided while 70 (48.6%) said that they have never been guided on the method of evaluating LSE curriculum in schools.

It is clear that the guidance of ICSs to teachers on different aspects of LSE is conducted on irregular basis in majority of secondary schools in Lugari Sub County.

Maranya (2001) also found out that head teachers rarely oversaw the preparation of teaching materials for implementation of secondary schools curriculum in Machakos schools. This provides little for direct instructional leadership as Liu (1984) found out that head teachers who talk with teachers and supervise their strengths and weaknesses in the process of teaching and learning foster teacher proficiency. Therefore, ICS's needs a close relationship with teachers in order to supervise curriculum and monitor student progress in LSE learning.

4.5.1 Guidance and Counselling Heads Role in Directing Teachers on LSE

The guidance and counselling heads were requested to give their opinion on how frequent they guided LSE teachers on objectives, content, teaching methods and methods of evaluation of LSE. The findings are given in Table 4.9.

Table 4.9 Guidance and Counselling Heads Role in Directing Teachers on LSE

Frequency of directing	Often	Rarely	Never	Total
i. Objectives	2(10.5%)	8(42.1%)	9(47.4%)	19(100.0%)
ii. Content	4(21.1%)	5(26.3%)	10(52.6%)	19(100.0%)
iii. Teaching methods	2(10.5%)	6(31.6%)	11(57.9%)	19(100.0%)
iv. Method of evaluation	2(10.5%)	6(31.6%)	11(57.9%)	19(100.0%)

It was evident that 9 (47.4%) of guidance and counselling heads had never guided LSE teachers on LSE objectives, 10 (52.6%) said that they did not guide them on the content of LSE, 11 (57.9%) said that they did not guide teachers on the teaching methods while 11 (57.9%) indicated that they did not direct teachers on the method of evaluating LSE learning in schools. This implies that guidance and counselling teachers did not direct LSE teachers on different aspects of the subject. The results also indicate that guidance and counselling heads rarely evaluate LSE teaching, coordinate LSE curriculum, instructional time nor observe the LSE teaching. Duties of instructional leaders as performed by guidance and counselling heads included;

evaluating teaching, coordinating curriculum programs, protecting instructional time, observing teachers, providing incentive to teachers, promoting professional development and providing incentive learning (Okumbe, 1999).

4.5.2 Approval of LSE Professional Documents by ICSs

Professional documents are important tools of instruction because they help teachers to plan and carry out instruction (Otunga *et al.*, 2011). As part of supervision of LSE instruction in schools, approval of key professional documents like: schemes of work, lesson plans, lesson notes, records of work covered and students progress records on a scale of four: 1-Never, 2-Rarely, 3–Often and 4–Very often was suggested. Descriptive results are presented in Table 4.10.

Table 4.10 Approval of LSE Professional Documents by ICSs

Instruction	N	Min	Max	Mean	Std. Deviation
i. Records of work covered	144	1.00	4.00	1.7917	.99205
ii. Students progress records	144	1.00	4.00	1.7500	.98938
iii. Lesson notes	144	1.00	3.00	1.7083	.77709
iv. Schemes of work	144	1.00	3.00	1.6667	.78722
v. Lesson plan	144	1.00	4.00	1.6528	.80770
Valid N (Listwise)	144	1	4	1.7139	0.8707

The results of the study reveal that ICSs in Lugari secondary schools rarely ($M=1.71$ and $SD=0.87$) approve professional documents on LSE teaching in secondary schools. The ICSs approved records of worked covered more ($M=1.79$ and $SD=0.9$) as compared to lesson plans which was the least ($M=1.65$ and $SD=0.87$) approved instruction documents in schools. The results imply that ICSs do not regularly approve professional documents on LSE teaching. The results of Musungu and Nasongo's (2008) survey in Vihiga County schools that found that effective supervision by the head teachers would result to good performance. The practice by

ICSs of not approving professional documents is against the recommendation by Otunga *et al.*, (2011) who said that ICSs should check professional documents to ensure teachers keep records of what was covered in classroom teaching.

4.5.3 Guidance and Counselling Heads Responses on Approval of LSE Documents

It was also important for the study to look at the frequency to which guidance and counselling heads approved various professional documents: schemes of work, lesson plan, lesson notes, records of work covered and students' progress records in schools.

The analysis of results is presented in Table 4.11.

Table 4.11 Guidance and Counselling Heads Responses on Approval of LSE Documents

Approval of LSE documents by G & C head	Often	Rarely	Never	Total
i. Schemes of work	1(5.3%)	4(21.1%)	14(73.7%)	19(100.0%)
ii. Lesson plan	0(0.0%)	7(36.8%)	12(63.2%)	19(100.0%)
iii. Lesson notes	0(0.0%)	10(52.6%)	9(47.4%)	19(100.0%)
iv. Records of work covered	0(0.0%)	7(36.8%)	12(63.2%)	19(100.0%)
v. Students progress records	0(0.0%)	7(36.8%)	12(63.2%)	19(100.0%)

The results of the study show that guidance and counselling heads in secondary schools in Lugari Sub County did not approve LSE documents. The results further showed that guidance and counselling heads rarely approve lesson notes 10 (52.6%) for LSE in schools. Similarly most 12 (92.3%) of head teachers interviewed revealed that they did not approve professional documents for LSE subjects in schools. The results differed with behavioural theory of leadership that Liu (1984) observed that approval process as part supervision of curriculum need to be systematically carried out by the head of departments, such as verifying record books of teachers, overseeing

the process of teaching and learning curriculum, and ascertaining all programs run. However, this seems to be different in Lugari Sub County secondary schools.

4.6 ICSs and Classroom Observation

This was the last objective of the study which investigated the frequency at which internal curriculum supervisors undertook classroom observation during LSE lessons. Supervision of teachers is one of the responsibilities delegated to the head teachers by the Teachers Service Commission (TSC). An instructional leader is responsible for the overall direction and goals of the school (Hopkins, 2001). Head teachers are the overall supervisors of all academic and administrative activities in the school, and the one responsible for improving and maintaining high teaching and learning standards in the school (Liu, 1984).

Fullan (1992) argued that effective curriculum implementation can be realised when head teachers frequently conduct classroom observation regularly and evaluate teaching and learning process in schools. Three statements were framed on the degree to which ICSs conducted classroom observations and the teachers were asked to give their opinion on a Likert scale of five: 1–Strongly Disagree, 2 – Disagree, 3 – Undecided, 4 – Agree and 5 – Strongly Agree on the extent to which head teachers conducted supervision on LSE. The results are presented in Table 4.12.

Table 4.12 Teachers Responses on ICSs and Classroom Observation

	N	Min	Max	Mean	Std. Deviation
i. The internal curriculum supervisors check the students exercise books	144	1.00	5.00	2.6806	1.36171
ii. The internal curriculum supervisor advice me on the proper use of the instructional material	144	1.00	5.00	2.6250	1.36802
iii. The internal curriculum supervisors regularly observe me as i teach LSE	144	1.00	5.00	2.3750	1.35769
Valid N (Listwise)	144	1	5	2.5602	1.36247

The results of the study (Table 4.12) showed that respondents had mixed perceptions ($M=2.56$ and $SD=1.36$) on the ICSs and classroom observation in LSE teaching in Lugari secondary schools. The respondents seem to disagree ($M=2.37$ and $SD=1.35$) that ICSs regularly observed them when they are teaching LSE in classrooms. This is contrary to behavioural theory of leadership tenets that argue that ICSs need to ensure the enforcement of the teaching period for teachers to use instructional time effectively.

Instructional leaders must participate in order to fulfil the school program. It will encourage teachers and students to be involved in school activities (Ching Jen Liu, 1984). The findings of the study further showed that LSE teachers were not advised by ICSs on proper use of instructional materials and their role of checking students' exercise books. This could be because all (100%) of head teachers said that they did not conduct classroom observations on LSE teaching. Maranya (2001) cautioned that failure of ICSs to conduct classroom observation result to failure in the implementation of curriculum. This therefore shows that ICSs non-commitment to conduct classroom observation has resulted to partial implementation of LSE.

An observation by the researcher showed that LSE curriculum was accommodated in the timetable in some schools but there was no emphasis put in the teaching of life skills instead examinable subjects were taught during the life skills lesson. This showed that ICSs did not oversee the implementation of LSE curriculum in schools. The findings correspond to Kipng'etich (2008) survey in Bomet Sub County secondary schools that realised that PE subject lesson paved way for teaching of examinable subjects. This is different from what is happening in Malawi where Chirwa (2009) found out that most of the principals supported the teaching of LSE by

ensuring availability of resources and encouraging teachers to treat LSE seriously, as they treat other subjects.

4.6.1 Guidance and Counselling Heads Roles in Supervision of LSE Curriculum

Supervision is an act by the ICSs of managing, overseeing and giving direction to teachers (Liu, 1984). Guidance and counselling heads were asked to indicate the extent to which they conducted classroom observation on LSE for maintenance of quality control in classroom on a Likert scale of five: 1–Never, 2–Seldom, 3–Rarely, 4–Occasionally and 5–Always. Summary of analysis is given in Table 4.13.

Table 4.13 Guidance and Counselling Heads Roles in Supervision of LSE Curriculum

Roles	N	Min	Max	Mean	Std. Deviation
i. I regularly observe LSE teachers as they teach	19	1.00	4.00	2.2632	1.40800
ii. The internal curriculum supervisors check the students exercise books	19	1.00	4.00	2.1053	1.28646
iii. The internal curriculum supervisor LSE teachers on the proper use of the instructional material	19	1.00	4.00	2.0000	1.10554
Valid N (Listwise)	19				

The results of the study show that guidance and counselling heads seldom ($M=2.26$ and $SD=1.4$) observe teaching of LSE, they also hardly ever check students exercise books ($M=2.1$ and $SD=1.2$) and they rarely ($M=2.0$ and $SD=1.1$) supervised teachers on the proper use of instructional materials. The result corresponds with LSE teachers' earlier response that showed that LSE teaching was rarely supervised by ICSs. The results are consistent with Opio's (2010) findings that showed that there was less involvement of other stakeholders such as counsellors in supervision of life skills programmes in Uganda primary schools.

Chirwa (2009) also found out that disparities arose between urban and rural schools supervision of LSE programme. Chirwa found out that urban schools received

frequent supervision in the teaching of LSE, whereas rural schools did not receive supervision. The conduct of heads of guidance and counselling as internal curriculum supervisors in Lugari Sub County is contrary to the expectations of instructional behavioural theory that states that they are responsible for supervising and evaluating teaching and learning of LSE in secondary schools. This will lead to non-achievement of the school goals since less time is taken to assess the teaching and learning of LSE in classrooms (Liu, 1984). Maranya (2001) adds that effective supervision will lead to effective curriculum implementation in secondary schools. In addition, researchers (Teuzi, 2009; Musungu & Nasongo, 2008; Syomwene, 2003) argued that for achievement of curriculum goals in schools, regular class supervision is important.

4.5.2 Importance of ICS on LSE Instruction in Schools

The implementation of curriculum is an important duty of instructional supervisor. The teachers were requested to give their opinions on the usefulness of internal curriculum supervision for LSE teachers. The results are presented in Figure 4.6.

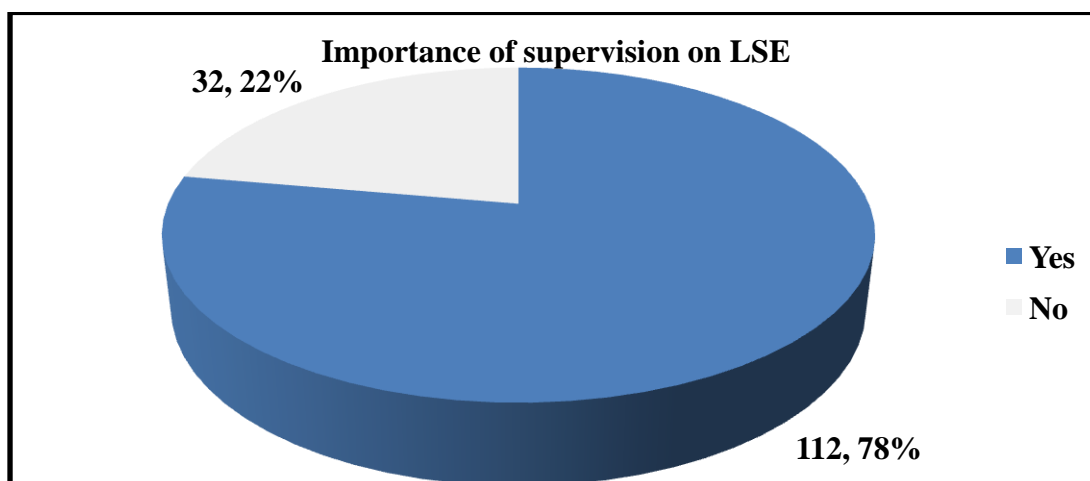


Figure 4.6 Importance of ICS on LSE Instruction in Schools

The result in Figure 4.6 showed that 112 (78%) of LSE teachers indicated that internal curriculum supervision is important for teachers while 32 (22%) disagreed with the statement. For those who agreed with the statement, 68 (47.2%) said that it makes

them well equipped for classroom delivery, promotes student positive behaviour growth and development in schools (30.6%) and 58 (40.3%) said that it ensures that teachers are teaching relevant skills to students.

The results implied that almost three quarters of teachers believe on the work of internal curriculum supervisors towards implementation of LSE in schools. Liu (1984) also found out that instructional leadership is very important for school head teacher excellence. The aim is to improve the quality of teaching in the learning system. Girvin (2005) also established that teacher supervision is central to the improvement of the quality of teaching in a school and if educators are well managed and are aware of the benefits inherent in supervision; they need to be amenable towards supervision.

4.7 Challenges of ICSs on Implementation of LSE in Schools

The LSE teachers were asked to highlight the failures that have resulted to ineffective implementation of LSE in secondary schools through open ended question; fourteen said that there were no trained teachers for LSE, the same proportion number of said that the supervision of ICSs was not useful, ten indicated that LSE instructional materials are not available in schools and similar number lamented that the subject is not supervised well since it was not examined at the national level. The findings are different from Opio (2010) who found out the most significant challenge faced by primary schools in Uganda in executing Life Skills Education in classroom was due to lack of funds and time. This was followed by negative peer pressure and cultural influence.

Poor reading culture and lack of interest among pupils were the fourth challenges respectively. Whilst media influence was the sixth challenge followed by cultural influence and lastly communication problems, in schools near camps. This study is

consistent with Mangrulkar *et al.*, (2001) who reported that; insufficient infrastructure for teacher training, lack of quality teaching materials and participatory methods as some of the barriers to success of skills based health education and life skills education.

On the issue of inadequate time, one teacher reported that the overloaded teaching timetable, coupled with the pressure from the administration for teachers to complete the syllabus early enough, renders the practice and teaching of life skills almost impossible. On their part, LSE teachers also cited lack of Life Skills Education materials as a bottleneck in the promotion of Life Skills Education in secondary schools in Lugari Sub County.

4.7.1 Head teacher's Suggestions on the Effective Implementation of LSE in Secondary Schools

The head teachers were asked to suggest possible ways through which LSE implementation can be improved in schools through open-ended questions. The head teachers recommended that teachers should be in-serviced on teaching of LSE and the government through the ministry of education should make LSE an examinable subject. They also suggested that materials resources should be made available to teachers. Heads also recommended that guidelines should be made clear on which books to use for teaching LSE. Lastly, they indicated that there is need for provision of adequate teachers who are experienced in LSE teaching in schools. In similar situation, Opio's (2010) respondents recommended that there is need for allocation of funds, encouraging parent/child interaction, encouragement of teachers to attend refresher courses, inviting counsellors and distribution of life skills manuals to promote Life Skills Education in schools. Also UNICEF (2012) suggests that there is need for refresher courses on Life Skills Education. Musungu and Nasongo (2008)

recommended that head-teachers should enhance internal supervision of teachers to improve the academic performance of students in KCSE in Vihiga Sub County.

4.7.2 Document Analysis and Observation Checklist Results

The researcher study visited 19 secondary schools in Lugari Sub County to examine the availability and utilisation of various LSE teaching documents. The outcomes are presented in Table 4.14.

Table 4.14 Approval of Teacher Professional Documents on LSE

Teacher professional	Status		Not available
	Approved	Not approved	
i) Schemes of work	2	0	17
ii) Lesson plan	0	0	19
iii) Lesson notes	0	7	12
iv) Record of work covered	0	0	19
v) Students progress records	0	0	19

Results show that only two (2) secondary schools had schemes of work on LSE approved while the rest (17) did not prepare. Further, lesson notes were found in seven (7) schools but they were not approved by ICSs while records of work covered, lesson plans and students progress records were unavailable in all 19 secondary schools in Lugari.

Table 4.15 Resources for Teaching and Learning LSE

Resource	Available		Not available
	Adequate	Inadequate	
i) Syllabus	0	16	3
ii) LSE Teachers Guide	0	0	19
iii) Teaching aids and charts	0	4	15
iv) Reference materials for LSE	0	15	4

LSE syllabuses were available in sixteen (16) schools although inadequate. Teaching aids and charts were also available in four (4) schools but inadequate. The same was for reference materials that were available but inadequate in fifteen (15) schools visited. However, LSE teachers guide was not available in all (19) secondary schools in Lugari Sub County. The results coincide with head teachers, guidance and counselling heads and teachers responses that showed that most schools did not have LSE professional documents. The findings concur with Chirwa's (2009) survey that showed that LSE materials were not available in most schools in Malawi. Lack of instructional resource materials hinder teaching and learning of LSE.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the major findings of the study on the internal curriculum supervision of LSE in public secondary schools in Lugari Sub County, Kakamega County, Kenya. The conclusions are given, recommendations and suggestions for further studies.

5.2 Summary of Findings

5.2.1 Extent to which ICSs are versed with LSE Objectives

The first objective of the study was to investigate the extent to which teachers, guidance and counselling heads and head teachers of secondary schools were versed with LSE objectives. LSE and training fall under the most recent and powerful approaches in handling every day challenges faced by children and enhance handling of psychological problems. In contrast to the importance of LSE, results of the study revealed that LSE teachers were more acquainted with LSE objective on “Appreciating self as a unique human being and developing self esteem” (M=1.41 and SD=0.59) as compared to guidance and counselling heads (M=1.63 and SD=0.68). The findings from head teachers showed that 38% of them were not aware of LSE objectives. This led to the conclusion that internal curriculum supervisors are not well versed with the LSE objectives in Lugari Sub County secondary schools.

5.2.2 ICSs and Provision of Instructional Materials for LSE

The second objective of the study was to look at the type of instructional materials available to be utilised by LSE teachers in classrooms. Surprisingly, LSE teachers’ responses showed that, 18.1% of schools had adequate instructional materials like;

LSE syllabus guide, teachers' guide and reference materials. Similarly, 8.8% of guidance and counselling heads reported that they had adequate number of LSE books in their schools. The head teachers also reported that they did not have enough books on Life Skills Education in their schools. The student-book ratio was low to an extent that those schools that had LSE instructional books, one LSE book was shared by more than three students.

5.2.3 ICSs and Staff Development on LSE

Through this objective, it was evident that 23.1% of head teachers facilitated staff development programmes to LSE teachers in public secondary schools in Lugari Sub County. On the guidance regarding the use of LSE instructional materials, it was evidenced that almost half of the LSE teachers were never directed by their internal curriculum supervisors on objectives, content, teaching methods and evaluation methods of LSE. This showed that internal curriculum supervisors lacked the capacity of leading and directing LSE teachers on the best methods of teaching and evaluating LSE. The findings were reinforced by guidance and counselling teachers' responses that showed that they rarely guided LSE teachers on different aspects of LSE.

5.2.4 ICSs' Role in Overseeing the Preparation of the Professional documents of Teachers of LSE

The results of the study revealed that internal curriculum supervisors rarely approved or oversaw the preparation of professional documents for LSE teaching. Head teachers and guidance and counselling teachers said that they rarely or never approved the professional documents prepared by LSE teachers in secondary schools in Lugari Sub County. Most of the internal curriculum supervisors rarely approved records of work covered, students' progress records, schemes of work of and even lesson notes.

This situation has great implications on the implementation of Life Skills Education curriculum in secondary schools in Lugari Sub County.

5.2.5 Internal Curriculum Supervision and Classroom Observation

In addition to the findings made above, it was clear that the internal curriculum supervisors did not conduct classroom observation on LSE teaching in secondary schools in Lugari Sub County.

5.3 Conclusions

The study noted that life skills are a very important aspect in the growth of young people. Students in schools need to be taught the subject effectively to ensure that they acquaint themselves with different aspects of life within and after school. This is because they enable students to make appropriate choices. Contrary to this expectation, the study findings have revealed the partial implementation of LSE curriculum in secondary schools in Lugari Sub County. The research results indicated that principals, guidance and counselling heads who are supposed to be internal curriculum supervisors had inadequate knowledge on the objectives of LSE. This meant that the level of understanding and knowledge of Life Skills among students in Lugari secondary schools was still inadequate.

On a positive note, the LSE teachers showed some degree of familiarity with LSE objectives as opposed to ICSs. This affected the provision of LSE materials in schools, continuous staff development programmes, preparation of instructional materials, guidance on use of LSE instructional materials and approval and classroom observation practices on LSE. The results of the study revealed that internal curriculum supervisors were more concerned with the implementation of other curriculum subjects at the expense of LSE. This is because there was less involvement

of principals and guidance and counselling heads in promotion of life skills in public secondary schools in Lugari Sub County.

Only 18.1% of secondary schools were found to have adequate professional documents for teaching and learning of LSE in secondary schools. It was also evident that only 23.1% of LSE teachers were facilitated by the internal curriculum supervisors to undergo training and short courses on LSE. Furthermore, the internal curriculum supervisors (principals and guidance and counselling heads) rarely approved professional documents for LSE. In addition, the ICSs rarely oversaw the preparation of professional documents or made classroom observations on LSE teaching in secondary schools in Lugari Sub County. This affected the implementation of LSE in classroom.

Issues that arose concerning the partial implementation of LSE in schools were due to; inadequate provision of LSE teachers in schools, LSE being anon-examinable subject in secondary schools and inadequate LSE resource materials (teachers' handbook, reference books and, teachers guidebooks and syllabus). The study found that there was high pupil to text-book ratio in the schools involved in this study. The inadequacy of LSE instructional materials compromised the quality of teaching and learning of Life Skills Education. Despite the shortcomings, 78% of teachers reiterated the need for internal curriculum supervision on the implementation of LSE in public secondary schools in Lugari Sub County.

5.4 Recommendations

Based on the findings of the study, the following recommendations were made:

- (i) Due to partial implementation of LSE in secondary schools, the Ministry of Education needs to organise for workshops and seminars for the internal

curriculum supervisors and guidance and counselling heads to emphasise the meaning and importance of LSE objectives in secondary schools. This may result to stepping up of supervisory role which may enhance implementation of Life Skills Education.

- (ii) There is need to supply secondary schools with Life Skills Education materials so as to expose more students to life skills activities. This would call for ICSs to come together to aid in the provision of right materials needed for the teaching of LSE in secondary schools since less than 20% of schools surveyed had adequate instructional materials for teaching and learning LSE.
- (iii) The Internal curriculum supervisors should sponsor teachers of Life Skills Education to attend seminars and workshops on LSE
- (iv) To promote the implementation of LSE programmes, there is need for Internal curriculum supervisors to regularly check the professional documents like schemes of work, lesson plans, record of work covered and teachers' notes in order to help the teachers to effectively and appropriately plan to carry out instructions.
- (v) There is need for internal curriculum supervisors to conduct regular classroom observation to ensure effective implementation of LSE.

5.5 Suggestions for Further Research

Based on the findings of the study, the study makes the following suggestions for further research:

- (i) The impact of Life Skills Education on student discipline management in secondary schools

- (ii) A similar research could be conducted on a larger scale to determine the execution of internal curriculum supervision in the implementation of Life Skills Education in secondary schools in other Sub Countys.

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**Section B: Internal curriculum supervision and Familiarity Education (LSE)
Objectives**

6. To what extent are you versed with the following LSE objectives?

LSE objectives	Very familiar	Moderately familiar	Not familiar with the objectives at all
i. Acquiring of values, attitudes and developing social skills			
ii. Appreciating the importance of life skills in everyday's life			
iii. Appreciating self as a unique human being and developing self esteem			
iv. Developing and demonstrating ability to cope with stress and emotions			
v. Appreciating the need for peaceful co-existence			
vi. Developing skills that enable one make informed decisions			
vii. Demonstrating ability to apply the relevant life skills in dealing with emerging issues and challenges effectively			
viii. Developing and applying life skills that enhance performance in education			
ix. Developing and applying life skills to enhance positive behaviour formation and changes			
x. Appreciating one's right and responsibilities and demonstrating ability to respect other people's rights			

Section C: Internal curriculum supervisors and Provision of Instructional Materials

5. Please indicate if the following materials are available and adequate in the teaching of Life Skills Education (LSE). Tick where appropriate.

Material	Available and adequate	Available and not adequate	Not available
(i) LSE syllabus guide			
(ii) LSE teachers guide			
(iii) Reference materials in LSE			

6. What is the title of Life Skills Education (LSE) course book available in your school?

(i) Essential Life Skills by (Oxford) []

(ii) Life Skills Education for the Youth (KIE) []

(iii) Making Life's Responsible Choices Students (JKF) []

(iv) Let's Talk About Child Sexual Abuse (KLB) []

Any other (specify) _____

Do not know []

7. What is the student – book ratio for LSE course books in your school?

1:1 [] 1:2 [] 1:3 [] 1: more than 3 [] None []

Section D: Internal curriculum supervisors (ICSs) and Staff Development

8. How often do the internal curriculum supervisors (ICSs) organise internal workshops/seminars on the teaching of Life Skills Education (LSE) in your school?

Very often [] Often [] Rarely [] Never []

9. How often do the internal curriculum supervisors guide you on the following aspects of LSE? Please tick where appropriate.

Aspects of LSE	Very often	Often	Rarely	Never
(i) Objectives				
(ii) Content				
(iii) Teaching methods				
(iv) Methods of evaluation				

Section E: Internal curriculum supervisors (ICSs) and Professional documents

10. How often do the ICSs approve the following documents that you prepare in the process of teaching Life Skills Education (LSE)? Please tick where appropriate

Documents	Never	Rarely	Often	Very often
(i) Schemes of work				
(ii) Lesson plan				
(iii) Lesson notes				
(iv) Records of work covered				
(v) Students progress records				

Section F: The Internal curriculum supervisors and Classroom Observation

11. The following statements are among the roles the internal curriculum supervisors execute. State whether you Strongly Agree – SA, Agree – A, Undecided – U, Disagree- D or Strongly Disagree - SD.

	SD	D	U	A	SA
(i) The internal curriculum supervisors regularly observe me as I teach Life Skills Education(LSE)					
(ii) The internal curriculum supervisor advice me on the proper use of the instructional material					
(iii)The internal curriculum supervisors check students exercise books to confirm the assignments done by the students and to ensure regular checking by teachers of LSE					

12 (a).In your opinion, do you consider the internal curriculum supervision in Life Skills Education useful to the teachers of LSE?

Yes [] No []

(b) If yes above (12a), give reasons for your answer

(c) If No above (12a), give reasons for your answer

**APPENDIX B: QUESTIONNAIRES FOR HEADS OF GUIDANCE AND
COUNSELLING**

I am a post graduate student in the department of Curriculum Instructional and Educational Media in Moi University. I am carrying out a study on the Role of internal curriculum supervision in the implementation of LSE in Kenya. It is my hope that the result of this study will be useful in improving the teaching and learning of LSE through effective supervision. You are one the heads of guidance and counselling chosen to participate in the study. Your response will be treated with confidentiality and for the purpose of the study, I will forward the summary finding to you at the end of the study.

INSTRUCTIONS

Please write your response by ticking in the brackets provided or by filling in the spaces provided. Thank you in advance for your co-operation

Section A: General Information

1. What is your Sex?

Male Female

2. What is your age?

Between 20-25 years Between 26- 30 years

Between 31-40 years Above 40 years

3. What is your highest professional qualification?

Diploma Ed B.A B.E.D

B. Sc P.G.D.E M. Phil

Doctorate Others(specify).....

4. What is your teaching experience?

Less than 5 years Between 5-9 years

Between 10-15 years Between 16 – 20 years

More than 20 years

5. What is your workload per week?

Below 15 lessons Between 15-25 lessons

Above 25 lessons

Section B: Internal curriculum supervision and Familiarity with Life Skills Education (LSE) Objectives

6. In the following statements provided in the table below, please indicate to what extent are you versed with the following Life Skills Education (LSE) objectives?

LSE objectives	Very familiar	Moderately familiar	Not familiar with the objectives at all
i. Acquiring of values, attitudes and developing social skills			
ii. Appreciating the importance of life skills in everyday's life			
iii. Appreciating self as a unique human being and developing self esteem			
iv. Developing and demonstrating ability to cope with stress and emotions			
v. Appreciating the need for peaceful co-existence			
vi. Developing skills that enable one make informed decisions			
vii. Demonstrating ability to apply the relevant life skills in dealing with emerging issues and challenges effectively			
viii. Developing and applying life skills that enhance performance in education			
ix. Developing and applying life skills to enhance positive behaviour formation and changes			
x. Appreciating one's right and responsibilities and demonstrating ability to respect other people's rights			

Section C: Internal curriculum supervisors and Provision of Instructional Materials

6. Please indicate if the following materials are available and adequate in the teaching of Life Skills Education (LSE). Tick where appropriate.

Material	Available and adequate	Available and not adequate	Not available
(i) LSE syllabus guide			
(ii) LSE teachers guide			
(iii) Reference materials in LSE			

7. What is the title of Life Skills Education (LSE) course book available in your school?

(i) Essential Life Skills by (Oxford) []

(ii) Life Skills Education for the Youth (KIE) []

(iii) Making Life's Responsible Choices Students (JKF) []

(iv) Let's Talk About Child Sexual Abuse (KLB) []

Any other (specify) _____

Do not know

8. What is the student – book ratio for LSE course books in your school?

1:1 [] 1:2 [] 1:3 [] 1: more than 3 [] None []

Section D: Internal curriculum supervisors and Staff Development

9. How often do you as internal curriculum supervisors organise internal workshops/seminars for teachers teaching Life Skills Education (LSE) in your school?

Very often [] Often [] Rarely [] Never []

10. How often do you guide teachers on the following aspects of LSE? Please tick where appropriate.

Aspects of LSE	Very often	Often	Rarely	Never
(i) Objectives				
(ii) Content				
(iii) Teaching methods				
(iv) Methods of evaluation				

Section E: Internal curriculum supervisors and Professional documents

11. How often do you approve the following documents that teachers prepare in the process of teaching LSE? Please tick where appropriate

Documents	Never	Rarely	Often	Very often
(i) Schemes of work				
(ii) Lesson plan				
(iii) Lesson notes				
(iv) Records of work covered				
(v) Students progress records				

Section F: The Internal curriculum supervisors and Classroom Observation

12. Please indicate the extent to which you carry out the following duties in maintaining quality control in the classroom.

	Never	Seldom	Rarely	Occasionally	Always
i. I regularly observe the teacher teaching Life Skills Education					
ii. I advice the teacher of Life Skills Education on the proper use of instructional materials					
iii. I check students exercise books to confirm the assignments done by the students and to ensure regular checking by teachers of LSE					

APPENDIX C: STRUCTURED INTERVIEW SCHEDULE FOR PRINCIPALS

I am a post graduate student in the department of Curriculum Instructional and Education Media in Moi University. I am carrying out a study on the Role of internal curriculum supervision in the implementation of LSE in Kenya. It is my hope that the result of this study will be useful in improving the teaching and learning of LSE through effective supervision. You are one the Principal chosen to participate in the study. Your response will be treated with confidentiality and for the purpose of the study, I will forward the summary finding to you at the end of the study.

Name of the school:.....

Sex:

Academic Qualification:.....

Professional Qualification:.....

1. For how long have you served as the principal?
2. Less than 1 years [] 1 – 2 years [] More than 2 years []
3. For how long have you served in this current station?
4. Less than 1 years [] 1 – 2 years [] More than 2 years []
5. What Life Skills Education(LSE) objectives are you familiar with? (state them)
6. What instructional materials have you provided to teachers of LSE?
7. How often do you facilitate the teachers of Life Skills Education to workshops/seminars?
8. How often do you approve the professional documents of teachers of LSE in your school?
9. How often do you carry out classroom observation on the teaching of Life Skills Education in your school?
10. What suggestions do you have in mind that can improve the implementation of Life Skills Education (LSE) in schools?

APPENDIX D: DOCUMENT ANALYSIS AND CHECKLIST

The researcher will peruse through various documents to confirm their availability, approval and adequacy.

School: _____



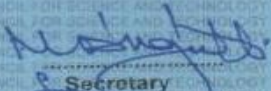

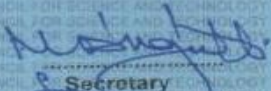

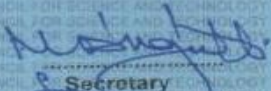
1. Document Analysis


Teacher professional documents	Available		Not available	Comments
	Approved	Not approved		
(i) Schemes of work				
(ii) Lesson plan				
(iii) Lesson notes				
(iv) Record of work covered				
(v) Students progress records				

2. Resources for Teaching and Learning LSE

Resource	Available		Not available
	Adequate	Inadequate	
(i) Syllabus			
(ii) LSE Teachers Guide			
(iii) Teaching aids and charts			
(iv) Reference materials for LSE			

APPENDIX E: RESEARCH PERMIT

<p style="text-align: center;">PAGE 2</p> <p>THIS IS TO CERTIFY THAT: Prof./Dr./Mr./Mrs./Miss/Institution Dorothy Wambani Chenge of (Address) Moi University P.O Box 3900-30100, Eldoret. has been permitted to conduct research in</p> <table border="0" style="width: 100%; margin-top: 20px;"> <tr> <td style="width: 50%; text-align: center;">Lugari</td> <td style="width: 50%; text-align: center;">Location</td> </tr> <tr> <td style="text-align: center;">Central</td> <td style="text-align: center;">District</td> </tr> <tr> <td></td> <td style="text-align: center;">Province</td> </tr> </table> <p>on the topic: The execution of inter al curriculum supervision in the implementation of life skills education in Kenya.</p> <p>for a period ending: 30th September, 2013.</p>	Lugari	Location	Central	District		Province	<p style="text-align: right;">PAGE 3</p> <p>Research Permit No. NCST/RCD/14/013/304 Date of issue 24th May, 2013 Fee received KSH. 1000</p> <div style="text-align: center; margin: 20px 0;">  </div> <table border="0" style="width: 100%; margin-top: 20px;"> <tr> <td style="width: 50%; text-align: center;">  Applicant's Signature </td> <td style="width: 50%; text-align: center;">  Secretary National Council for Science & Technology </td> </tr> </table>	 Applicant's Signature	 Secretary National Council for Science & Technology
Lugari	Location								
Central	District								
	Province								
 Applicant's Signature	 Secretary National Council for Science & Technology								

<p style="text-align: center;">CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit 2. Government Officers will not be interviewed with-out prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice <p>GPK6055t3mt(10/2011)</p>	 <p>REPUBLIC OF KENYA</p> <p>RESEARCH CLEARANCE PERMIT</p> <p>(CONDITIONS—see back page)</p>
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APPENDIX F: RESEARCH AUTHORISATION LETTER



MOI UNIVERSITY

Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: MU/SE/PGS/54

DATE: 26th April, 2013

The Executive Secretary

National Council for Science and Technology
P.O. Box 30623-00100

NAIROBI

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF DOROTHY
WAMBANI CHENGE – (EDU/PGCM/1057/10)**

The above named is a 2nd year Master of Philosophy (M.Phil) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of her M.Phil Studies that she conducts research and produces a thesis. Her research is entitled:

“The Execution of Internal Curriculum Supervision in the Implementation of Life Skills Education in Kenya.”

Any assistance given to her to enable her conduct her research successfully will be highly appreciated.

Yours faithfully,

PROF. P. L. BARASA
DEAN, SCHOOL OF EDUCATION

PLB/d6

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RCD/14/013/804**

Date: **24th May 2013**

Dorothy Wambani Chenge
 Moi University
 P.O Box 3900-30100
 Eldoret.

RE: RESEARCH AUTHORIZATION

Following your application dated **15th May, 2013** for authority to carry out research on "*The execution of internal curriculum supervision in the implementation of life skills education in Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Lugari District** for a period ending **30th September, 2013.**

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

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


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

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



"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development"

REPUBLIC OF KENYA



OFFICE OF THE PRESIDENT

Telegrams "DISTRICTER"
 Telephone: 053-2060871
 Fax: 053-2060884
 When replying please Quote
 Email: dclugari@yahoo.com
 Ref: CD 3/13/VOL.II (55)

DISTRICT COMMISSIONER
 LUGARI DISTRICT
 P.O. BOX 367
TURBO

5th June, 2013

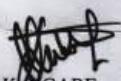
Dorothy Wambani Chenge
 P.O BOX, 3900-30100,
ELDORET.

RE: RESEARCH AUTHORIZATION

This is in reference to a letter Ref.No NCST/RCD/14/013/804 dated 24th May, 2013 on the above subject matter.

In view of this, you have been granted authority to carry out research on "**The execution of internal curriculum supervision in the implementation of life skills education in Kenya**" in Lugari district for a period ending 30th September, 2013.

By a copy of this letter you are required to report to the **District Education Officer**, Lugari for guidance and assistance.


 L.K. NGARE,
 FOR: DISTRICT COMMISSIONER,
 LUGARI DISTRICT.

FOR DISTRICT COMMISSIONER
LUGARI DISTRICT.

MINISTRY OF EDUCATION

Telephone: 020-2611527
Email: ministryedulug@gmail.com
When replying please quote
Ref: LUG/EDUC/TRN/26/52
and Date June 5, 2013



**DISTRICT EDUCATION OFFICE,
LUGARI DISTRICT,
P. O. BOX 305,
TURBO**

**Dorothy Wambani Chenge
Moi University
P.o.Box 3900-30100
Eldoret.**

RE: RESEARCH AUTHORIZATION

The National Council for Research and Technology's letter Ref: NCST/RCD/14/013/804 dated 24/5/2013 on the above subject refers.

You have been granted authority to conduct your research in Lugari district schools for the period starting 15th may to 30th September, 2013.

All stakeholders are requested to accord you the necessary co-operation to enable you carry out your research effectively.

Incase you encounter any challenges in the field, you are free to consult this office.

We wish you success as you under take this exercise.

A handwritten signature in black ink, appearing to be 'AMUKHUMA D.O.', written over a blue official stamp.

**AMUKHUMA D.O.
FOR: DISTRICT EDUCATION OFFICER
LUGARI DISTRICT**

APPENDIX G: LUGARI SUB COUNTY MAP

