

**Challenges faced by Teachers in implementing Life Skills Education Curriculum in
Public Primary Schools in Wareng Sub-County, Uasin Gishu County - Kenya**

By

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DECLARATION

Declaration by the Candidate

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ABSTRACT

The purpose of this study was to determine the challenges faced by teachers in implementing Life Skills Education (LSE) in public primary schools in Wareng Sub County, Uasin Gishu County. The study was guided by the following objectives; to establish the teaching/learning resources related challenges faced in implementation of LSE, to identify the availability of trained teachers of LSE, to establish teaching/learning methods related challenges faced in implementation of Life Skills Education in public primary schools, to examine the effect of the non-examinable status of LSE on its implementation and to identify school management related challenges in the implementation of LSE curriculum in public primary schools in Wareng Sub County. The study adopted social learning theory as well as descriptive survey design. The target population was 285 comprising of head teachers and teachers from the public primary schools in Wareng Sub County. The sample size selected from 35 public primary schools in Wareng Sub County, comprised of 35 head teachers and 70 teachers selected through purposive and simple random sampling respectively. Questionnaire and observational schedules were used to collect data for the study used. Validity and reliability of the research instruments was considered. This was done by conducting a pilot study in Eldoret East Sub-County where six head teachers who were not be included in the final study population took part in the pilot study. Descriptive statistics was used to analyze data and the findings presented in form of frequency distribution tables. From the study most of the schools had inadequate teaching and learning resources for LSE. Schools do not have enough teacher guides for teaching LSE and teachers do not use teaching aids in teaching LSE, as they were inadequate in the schools. The teaching methods used in teaching Life Skills Education was class discussion, brainstorming, demonstration, small groups, educational games, audio and visual activities, storytelling, and debates. Life skills education was not being taken seriously because it was not an examinable subject and this undermines its implementation. The subject was not taught, despite being included in the timetable. In conclusion most of the schools had inadequate, teaching resources, course books and teaching aids for teaching LSE. The teaching resources and facilities influence the implementation of Life Skills Education through their availability and quality. There was poor preparation of teachers due to short course training period. The school management contribute to the successful implementation of a curriculum by fulfill their role as curriculum and instructional leaders by planning staff development programs, modifying school environment to improve instruction. Based on the findings, this study recommends that adequate opportunities for in-service training be provided for practicing teachers to enhance their teaching skills. The government should provide adequate teaching and learning materials for life skills Education in all the public primary schools. The study findings will be helpful to education planners, quality assurance officers, teachers of LSE and learners.

DEDICATION

This thesis is dedicated to my mother Mary Kenei, my brothers Sammy Kenei and Martin Kenei. My Sisters Anne Kenei, Susan, and Caroline. Also to my lovely son Tony Kipruto and daughter Dorothy for their moral support, financial support and even material support during the entire period of the study.

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LIST OF ABBREVIATIONS

DEO	Sub County Education Officer
DQASO	Sub County Quality Assurance Officer
EFA	Education for All
KESSP	Kenya Education Sector Support Programme
KIE	Kenya Institute of Education
LISP	Life Skills Promoters
LSE	Life Skills Education
LSBE	Life Skills-Based Education
MOE	Ministry of Education
NFE	Non-Formal Education
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction to the Chapter

This chapter presents the background to the study, statement of the problem, justification, purpose and objectives of the study, research questions and significance, scope and limitations. The theoretical and conceptual framework of the study and alongside operational definition of terms

1.1 Background to the Study

The World Health Organization (2003) defines life skills as "abilities for adaptive and positive behaviors that enable individuals to deal effectively with the demands and challenges of everyday life." In primary and primary education, *life skills* may refer to a skill set that accommodates more specific needs of modern industrialized life such as money management, food preparation, hygiene, basic literacy and numeracy, and organizational skills. Life skills in some exceptional instances are distinguished from occupational skills. Although life skills have been closely linked to health related topics, in essence life skills are not confined to a domain or subject, but instead they represent cross-cutting applications of knowledge, values, attitudes and skills which are vital in psychological development and in lifelong learning (UNDP, 2006).

In essence, life skills are a combination of cognitive, personal and interpersonal abilities that assists individuals make informed decisions, solve problems, think critically and

creatively, communicate effectively, build healthy relationships, empathize with others, and cope with as well as manage lives in a healthy and productive manner. Around the world, Life Skills-Based Education (LSBE) is being adopted as a means to empower young people in challenging situations. LSBE refers to an interactive process of teaching and learning which enables learners to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviours. It is also a critical element in UNICEF's definition of quality education (UNDP, 2003).

UNICEF (2005) defines Life Skills Based Education (LSBE) as an interactive process of teaching and learning which enables learners to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviors. UNICEF definition of LSBE is based on research evidence that suggests that shifts in risk behavior are unlikely if knowledge, attitudinal and skills based competency are not addressed, and thus implies that life skills are essential for pupils' development. Life skills are thus essentially those abilities that help promote the mental well-being and competence in young people as they face the realities of life. The definition extends into consumer education, environmental education, peace education or education for development, livelihood and income generation, among others (UNICEF, 2005).

Boler and Aggleton (2005) describe the obtaining of life skills as a right for all young people and as an important element of quality education. They specifically refer to life skills in two of the six Education for All (EFA) goals; Goal three, focusing on the learning needs of the individual, and Goal six, focusing on delivery systems. According to them Life Skills-Based Education (LSBE) is an approach to education that can

facilitate gender responsiveness and can contribute to gender equity in teaching and learning. LSBE can enhance the value of traditional subjects, such as literacy and numeracy, as well as address topics of increasing relevance to young people, including gender, equality, human rights, HIV/AIDS and sustainable development.

Policies and legislation that protect and promote young people are being created in many countries, with the participation of young people. The United States Census Bureau (2000) reported that by the year 2010, the number of adolescents in the world will be larger than ever before in history as education is considered as a key element in the social and economic development and transformation of societies. It is through education that human beings acquire knowledge, skills, moral values and attitudes which are necessary to sustain a society (UNESCO, 2005).

A good example of Life Skills Education in Africa is found in Lesotho which aims at equipping learners with various life skills in an attempt to promote acceptable attitudes and behaviors. LSE in Lesotho ensures that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes; and improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (MOEST, 2005). In Kenya, the government recognizes the value of education and training of its citizens in equipping learners with understanding and knowledge for informed decision making on good choices concerning their lives and the Kenyan society (Republic of Kenya, Vision 2030, 2007).

In Malawi, there are challenging circumstances which adversely affect the implementation of Life Skills Education documented; these include lack of instructional materials and the unprofessional conduct of the teachers (MIE, 2006). Rembe (2006) points to the cascade model of teacher training as one of the challenges in the implementation of a Life Skills program in Zimbabwe. The cascade training strategy of teachers is disappointing because few teachers are chosen to receive training and they in turn, train others in schools and this leads to the required information not to be transmitted properly and it consequently fails to equip teachers with the requisite skills.

According to Kabiru and Njenga (2009), life skills are a positive behavior pattern that enables individuals to deal effectively with demands and challenges of everyday life. They are psychosocial and interpersonal skills that help people make informed decisions, solve problems, communicate effectively, build healthy relationships, empathize with others, cope and manage their lives in a healthy way (Kabiru and Njenga, 2009).

In Kenya, a policy framework for education, training, and research was established by the government to adopt the goals of Kenya Education Sector Support Programme (KESSP) which include to improve all aspects of education and training quality teachers to attain measurable learning outcomes, Ministry of education (MoE) has so far trained education officers who include head teachers on how to mainstream LSE into school curriculum. Head teachers play a significant role in the implementation of LSE by ensuring that the essential resources are available and sufficient. Internal supervision is done to ensure planning and delivery of LSE is affected by preparing schemes of work, lesson plans and lesson notes (MoE, 2008).

Life Skills Based Education (LSBE) is distinguished from other education strategies in that it is designed to enhance efforts to positively develop or change behaviors through a balance of knowledge, attitudes and skills. The approach uses a wide variety of participatory and interactive techniques like small group discussions, role-playing, debating, community partnerships and projects, and other exploratory learning techniques to achieve the key goal of attitudinal and behavioral change in students. Sample subject areas for children in schools in such an approach could include friendships, human relationships, family and community involvement, healthy lifestyles, environmental protection, conflict management, and sexual education. Life Skills Based Education often refers to a certain kind of learning rather than a specific content topic. The topic might be HIV/AIDS or the environment, and the venue might be a regular lesson or non-formal education (NFE), but the point with life skills as a focus and method is that it deals with ways of thinking about/managing information and experience across several areas of life, (UNICEF, 2005).

As children grow from infancy to adolescence and young adulthood, they need to learn many kinds of skills. Language, reading, writing and mathematics are considered the most basic of the skills children must master. In addition, they must learn a great variety of practical skills, like tooth brushing, how to drive a car or use public transportation, food preparation, and basic safety and survival skills. They also need to learn skills associated with work, income generation and money management. Last but not least, experience in the field of health education has demonstrated that children need another group of skills that are now generally referred to as “*life skills*.” The challenges children and young people regularly face are many, and require more than even the best numeracy

and literacy skills. That is why the 164 nations committed to Education for All have included "life skills" as a basic learning need for all young people (UNICEF, 2006).

Life Skill promoters (LISP) has been implementing the Life Skills Education in primary and primary schools, churches, youth groups, community organizations especially those targeting children and youth in over eight sub-counties in Kenya. The implementation of LSE is timely, to impart value based life skills to children and youth by building their capacity and that of the people who influence them and advocating for a supportive environment for life skills development (LISP, 2010). Life Skills Education attempts to develop in both boys and girls responsible and safe sexual behaviour. In essence, equipping adolescents with life skills is an attempt to empower girls for example to avoid pregnancy. Promoting sensitivity and raising awareness in equity in gender relations, as well as to prepare boys and young men to be responsible fathers and friends (LISP, 2010). Equally, Life Skills Education approach encourages adults, especially parents, to listen and respond to young children avoid risks and hardships and involve them in decisions that affect their lives. It is through life skills that teenagers can cope with challenges and also be able to make informed decisions.

1.2 Statement of the Problem

In an ideal situation obtaining life skills is a right for all school going children since it is an important element of quality education. However, this is not the case in majority of primary schools. Literature has often revealed that LSE in primary schools is not given the seriousness it deserves since it is regarded as a non-examinable subject. Teaching of LSE in primary schools is faced with a lot of challenges. Among them is poor preparation

of teachers under the cascade approach is further undermined by the short duration of the courses (one to three days). Primary schools have poor physical resources, poor sanitation, crowded classes and educational environments in which the opinions of the pupils are not respected or taken seriously. In her study, Abobo (2012) found out that most schools of the sampled schools in Tran-Nzoia lacked adequate teaching learning materials which included textbooks, teacher's guides, reference materials, charts, and video influenced negative implementation.

The Life Skills Education teacher in Malawi receives in-service training through a cascade model where a national core team of trainers, consisting of Education Methods Advisers and curriculum developers, orients trainers of teachers at sub County level. Rembe (2006), points to the cascade model of teacher training as one of the challenges in the implementation of the program. He notes that the cascade training strategy of teachers is disappointing because few teachers are chosen and receive training and they in turn, train others in schools and this leads to the required information not to be transmitted properly and it consequently fails to equip teachers with the requisite skills.

Teachers are an important resource in the teaching and learning process and their training and utilization therefore requires critical consideration. The current government programmes for teacher education aim at providing qualified teachers and are, therefore, central to ensuring the provision of quality education (UNESCO, 2012). Besides, difficulty is the unmotivated and unprepared teachers. Teachers require a distinct type of training to teach life skills, but pre-service and in-service training are vastly inadequate. Assessment of life skills is also another factor that requires change in the classroom

practices. Traditional paper and pencil test emphasizing rote memorization is not appropriate for assessing life skills.

Although there have been many empirical studies on LSE they have been carried out in developed countries. Little if no studies on the challenges faced by teachers in implementing LSE curriculum have been done in Kenya and in particular Wareng sub-county. Therefore this study sought to establish the challenges faced by teachers in implementing LSE in primary schools in Wareng Sub County, Uasin Gishu County.

1.3 Purpose of the Study

The purpose of this study was to determine the challenges faced by teachers in implementation of Life Skills Education curriculum in public primary schools in Wareng Sub County, Uasin Gishu County.

1.4 Objectives of the Study

The objective of the study was to;

1. Establish the teaching/learning resources related challenges faced in implementation of LSE in public primary schools in Wareng Sub County.
2. Identify the availability of trained teachers of LSE in public primary schools in Wareng Sub County.
3. To establish teaching/learning methods related challenges faced in implementation of Life Skills Education in public primary schools in Wareng Sub County.

4. Examine the effect of the non-examinable status of LSE on its implementation in public primary schools in Wareng Sub County.
5. Identify school management related challenges in the implementation of LSE curriculum in public primary schools in Wareng Sub County.

1.5 Research Questions

The research question was:

1. What are some of teaching/learning resources related challenges in the implementation of LSE in public primary schools in Wareng Sub County?
2. What type of training do the teachers of LSE in primary schools have in public primary schools in Wareng Sub County?
3. Which teaching/learning methods related challenges are faced in implementation of Life Skills Education in public primary schools in Wareng Sub County?
4. How does the non-examinable status of Life Skills Education affect its implementation?
5. Which school management related challenges are faced in the implementation of LSE curriculum in public primary schools in Wareng Sub County?

1.6 Justification of the Study

Life skills education was introduced in primary schools in Kenya in 2008 by the MOE. The major reason for its introduction was to equip the students with psychosocial competencies that would help them make informed decisions, solve problems, think creatively and critically, communicate effectively, build health relationships, empathize

with those in need and manage their life in a healthy and productive manner including the fight against HIV and AIDS infections.

Despite the introduction of life skills education in schools, there are challenges which seem to affect its introduction in primary schools. These challenges may reduce the possibilities of life skills education achieving the objectives for its implementation, for example, students may not acquire skills required to deal effectively with demands and challenges of everyday life (Kenya Institute of Education, 2002).

All learners have diverse backgrounds and abilities, thus there's need for life skills to be able to turn their knowledge into immediate action. It is within this background that this study sought to establish the challenges faced by teachers in implementing Life skills in public primary schools in Wareng Sub County, Uasin Gishu County.

1.7 Significance of the Study

The findings from the study will give the status of available of teaching/learning resources for the implementation of LSE in schools, establish the availability of trained teachers, the teaching and learning methods used, non-examinable status of LSE and establish the contribution of school management towards implementation of LSE in Wareng Sub County, Uasin Gishu County. These findings will be significant to education stakeholder in various ways: First on the theoretical value, they would provide greater insights to the effectiveness of the approaches used by teachers to implement Life Skills Education. The findings will also serve as reference point for policy makers in planning and making appropriate decisions with respect to teaching/learning resources, teacher training, teaching and learning methods, and examinable status of LSE and contribution

of school management towards implementation of LSE. It will shed some light on what public primary schools should do in terms of provision of teaching materials, teacher preparation and training before innovation of programmes. Therefore the findings will help in solving the challenges faced by teachers in the implementation of Life skills in public primary schools in Wareng Sub County, Uasin Gishu County.

1.8 Scope of the Study

This study on challenges faced by the teachers in implementing LSE in public primary schools in Wareng Sub-county in Uasin Gishu County, Kenya was conducted between the January 2013 and December 2013 through the use of descriptive survey research design. The study was conducted in 35 public primary schools selected from targeted 110 public primary schools in the study. The data was collected by the researcher using questionnaires and document analysis.

1.9 Limitations of the Study

The study was limited to establishing the challenges faced by teachers in the implementation of LSE in public primary schools in Wareng sub County. The sample size used in this study was not large and this might not have been a representative of the entire population. Lack of reliable data might have limited the scope of the analysis and the size of the sample. Unavailability of properly kept records on implementation of LSE in primary schools may have also impacted on the findings although the study made good use of authenticated cases. The study could not adopt a longitudinal study design due to time constraints. The research was limited to use of questionnaires and document analysis.

The use of other research tools might give more valuable information to the study. The data analysis was limited to only descriptive statistics.

1.10 Assumption of the Study

The assumptions of the study were that:

- i) The research instruments were valid and reliable
- ii) Sampled population was a representative of the larger population in Wareng Sub-County
- iii) The sampled respondents were honest and truthful in filling the questionnaires.
- iv) The target population for the study operated within the same environmental conditions, hence giving related responses that were true and reliable concerning the implementation of LSE in public primary schools in Wareng Sub County.
- v) That the schools in Wareng Sub County have allocated time for LSE in their timetables
- vi) All the teachers taking LSE have been trained to teach the subject.

1.11 Theoretical Framework

1.11.1 Theoretical Framework Defined

The theoretical framework of a study is a structure that can hold or support the problem investigated in a research work. Theoretical framework serves as a basis for conducting this research. This study will adopt social learning theory.

1.11.2 Social Learning Theory

This study used Social Learning Theory or Social Cognitive Theory (SCT) by Albert Bandura (1986). This theory explains that children learn to behave through both formal instruction (for example how parents, teachers and other authorities and role-models tell them to behave) as well as observation, and for example, as they see adults and peers behaving). The children's behavior is reinforced or modified by consequences of their actions and responses of others to their behaviors. Students learn to behave, through observation and social interaction, rather than just verbal instruction. Similarly students taught skills through process of instruction, rehearsal, and feedback rather than just instruction. Bandura also stressed that self-efficacy, defined as confidence in one's abilities to perform appropriate behavior, is important to learning and maintaining behaviors (Bandura, 1986).

Bandura (1986) provided a view of human behavior in which the beliefs that people have about themselves are article elements in the exercises of control and personal agency. These individuals are viewed both as products and as producers of their own environments and of their social systems. Because human life are not lived in isolation, Bandura expanded the conception of human agency to include collective agency. People work together on shared beliefs about their capabilities and common aspiration to better their lives.

Using social learning theory as a framework, teachers can work to improve their pupil's emotional states and to correct their faulty self- beliefs and habits of themselves (personal

factors), improving their academic skills and self-regulatory practices (behaviour), and alter the school classroom structures that may work to undermine students success. The theory is rooted in a view of human agency in which individuals are agents proactively engaged in their own development and can make things happen by their actions. Key to this sense of agency is the fact that, among other personal factors, individuals possess self-beliefs that enables them to exercise a measure of control over their thoughts, feelings and actions than what people think, believe and feel affects how they behave (Bandura, 1986).

In the school situation, social cognitive theory contends that teachers teaching life skills education need to create an appropriate environment where skills teaching need to replicate the natural process by which students learn positive behavior through role-modeling, observation and social interaction. Teachers' reinforcement is important in the teaching/ learning of life skills education and shaping students' behavior (Abobo and Orodho, 2014).

Positive reinforcements by teachers are applied for behaviour skills that need to be adjusted to build more positive actions of students. Teachers are important role-models, standard setters and source of influence so that they need appropriate training to be able to handle life skills education, they also need positive attitude towards life skills education so that they make students develop similar attitudes towards the subject, teachers need to use teaching and learning materials which can effectively implement life skills education and finally use participatory methods in which students identify their

own problems, discuss solutions, plan and carry out effective action (Abobo and Orodho, 2014).

1.12 Conceptual Framework

According to Bogdan and Biklen (2003) a conceptual framework is a basic structure that consists of certain abstract blocks which represent the observational, the experiential and the analytical/ synthetical aspects of a process or system being conceived. This is based on the assumption that identifying the challenges faced by teachers in implementing LSE in primary schools will be useful coming up better strategies to implement LSE.

The dependent variable in this study was the implementation of Life Skills Education in primary schools while the independent variables were: availability of teaching/learning resources, teacher training, teaching/learning methods, and contributions of school management. The independent variables in the study have influence on the dependent variables in that they can lead into effective implementation of Life Skills Education in primary schools.

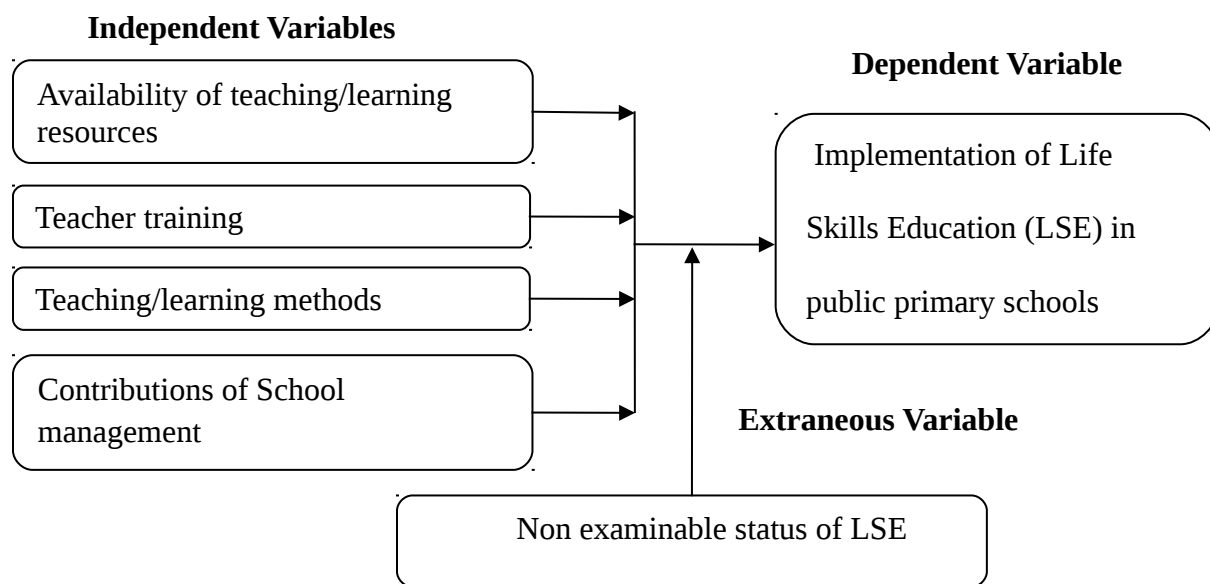


Figure 2.2: Conceptual Framework

The illustration shows that when LSE is implemented, positive effects are realized and this lead to high performance in schools. When good methods are used, interests of learners are enhanced and they put more effort in learning. Similarly, if teachers are adequately trained on LSE, enough time and sufficient materials allocated for teaching LSE its implementation will be effectively achieved. Teachers need appropriate training to be able to handle Life Skills Education in primary schools, teachers also need to use proper teaching and learning aids which leads to successful implementation of Life Skills Education, finally teachers should use participatory methods which make pupils identify their own problems and hence lead into effective implementation of Life Skills Education in primary schools and finally school management should positively contribute towards implementation and teaching of Life Skills Education in primary schools so as to make pupils develop same attitude towards Life Skills Education.

1.13 Operational definition of terms

Attitudes	Refers to a way of behaving towards life skills because of the feelings or opinion about life skills.
Curriculum	is a “plan or program of all experiences which the learner encounters under the direction of a school” (Tanner and Tanner, 1995: 158). The curriculum is viewed as a composite whole including the learner, the teacher, teaching and learning methodologies, anticipated and unanticipated experiences, outputs and outcomes possible within a learning institution.
Challenges	These are things which imbued with sense of difficulty and victory in implementing LSE curriculum
Implementation	Process of putting into practice the teaching and learning of LSE Curriculum in public primary schools.
Life Skills	It has been used to connote the teachings that pupils learn in class and in real life that helps them overcome challenges in life.
Life Skills Education	- Refer psycho-social and interpersonal competencies which assist young people to make informed choices, communicate and develop self-management strategies that may lead to a healthy and productive life.

Resources	These are the materials that are used in teaching life skills like reference books and the teachers who train the pupils.
Teaching	This is the dissemination of knowledge to the learners.
Training	This implies to the instilling of new skills on how to teach LSE curriculum
Monitoring	This is the internal assessment by the head teacher to ensure planning and Implementation is done in LSE subject

1.14 Chapter Summary

This chapter discussed the background of the study, statement of the problem, purpose, objectives of the study, research questions, and significance of the study, scope of the study, limitation of the study, theoretical framework and operational definition of terms.

The next chapter discussed the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction to the Chapter

This chapter provided a review of literature related to the implementation of Life Skills Education curriculum. The chapter is organized into various subtopics as follows: Life skills education and training in Kenya, availability of teaching/ learning resources, teachers training in handling life skills subject, teaching and learning methods adopted, examining the effect of the non-examinable status of LSE, the contribution of school management to the implementation of LSE, critical review and chapter Summary.

2.2 Life Skills Education and Training in Kenya

There is a growing body of literature on preparedness to implement curriculum which touches on a wide range of areas including teacher training, attitudes of the teacher and learner and availability and/or adequacy of instructional resources, especially with regard to implementation Life Skills Education (Bizimana & Orodho, 2014; Bunyi, 2000; Jansen, 2008; Krilik, 2008; Republic of Kenya/UNESCO, 2012). In reviewing literature along these lines, it is instructive to be cognizant of the genesis of life skills education in Kenya to help understand the issues related to its implementation.

The government of Kenya introduced the teaching of Life Skills Education as non-examinable subject in schools in 2008 with the intention to empower pupils with psychosocial competencies that would help them make informed decisions, solve problems, think creatively and critically, communicate effectively, build health

relationships, empathize with those in need and manage their life in a healthy and productive manner including the fight against HIV and AIDS infections (Republic of Kenya, 2012). It is a comprehensive behaviour change approach that concentrates on the development of the psychosocial skills needed for life. The course goes beyond providing information to the development of the whole individual. One of the benefits of Life Skills Education is that the topics covered are adaptable to many different contexts (KIE, 2008).

Teachers play a crucial role in the successful implementation of a curriculum innovation. Just as teachers, pupils also must accept a curriculum for it to be effective (Orodho, 2013). It is when pupils react to the experiences they encounter in the curriculum with the cooperation, that a successful implementation of a curriculum can be achieved at classroom level. If these pupils see little relevance in the curriculum activities taught, they are not going to be motivated to participate to learn (Orodho, 2013).

It is the teacher who finally decides the arrangement of learning experiences and the methods of content presentation and he/she does most of the evaluation. It is the teacher therefore, who initiates, develops and directs students' learning. Therefore, a teacher who has a positive attitude towards Life Skills education and uses appropriate instructional strategies is likely to influence the students develop the same attitude (Omulando and Shiundu, 1992). This study therefore, sought to find out if students' and teachers' attitude affect the implementation of life skills education in primary schools.

The life skills education syllabus and the Teachers' Guide suggest that teachers use participatory teaching and learning methods in which learners identify their own

problems, discuss solutions, plan and carry out effective action programmed (Republic of Kenya, 2006).

The Kenya Institute of Education (KIE) which is the curriculum development and research Centre for all levels of education below university, identifies ten stages of curriculum development process and these are: policy decision/formal request stage, needs assessment, conceptualization and policy formulation, formulation of curriculum design, development and selection of teaching and learning materials, teacher preparation, piloting, curriculum implementation and curriculum monitoring and evaluation (MOE, strategic plan 2007)

Curriculum implementation is the act of putting the prescribed curriculum into practice in the schools. It is the ultimate objective of curriculum development process because only after this has been done will the learners have opportunity to experience the curriculum and benefit from it. Teachers are the implementers of curriculum and this is usually facilitated by education officers, Quality assurance and standards officers (Q.A.S.O.s) and the school system steered by the school head teachers, teachers, advisory center's (T.A.C.s) among others. Essential steps should be taken to ensure effective implementation of the development curriculum (Otunga, 2011).

Oluoch (2006) identifies nine sub-processes in curriculum implementation as: persuading people, keeping the public informed, educating the teachers, educating teacher educators, providing necessary facilities and equipment, supply of curriculum materials, actual presentation of the new curriculum, institution of appropriate students assessment procedures, and continuous support for teachers.

Life Skills Education (LSE) curriculum was introduced in the year 2008. After assessing the existing curriculum it was realized that there was need to address the challenges of daily lives (Kenya Institute of Education, 2002). This is because there are many challenges facing the youth as a result of fast changing world. These challenges may be psychological, social and economic among others. These are compounded by various factors such as complex development are changes during adolescence, lack of positive role models, negative mass media influence and inadequate, inaccurate and unreliable sources of information. When the psychological and social needs of the youth and children are not met, they become mal-adjusted and the resultant behavior could be drug abuse, early pregnancies, pre-marital sex, and increase in crime, violence, riots and general indiscipline. LSE enables the youth manage their lives in a healthy and productive manner (MoE Teachers handbook, 2008).

Life Skills Education is aimed at developing skills aimed at lessening violent behavior; increase pro -social behavior and decrease negative, self-destructive behavior; increase the ability to plan ahead and choose effective solutions to problems; improve self-image, self-awareness, social and emotional adjustment; increase acquisition of knowledge; improved classroom behavior; gains in self-control and handling of interpersonal problems and coping with anxiety It also leads to improved constructive conflict resolution with peers, impulse control and popularity. Research studies have also shown that sex education based on life skills is more effective in bringing about changes in adolescent contraceptive use; delay in sexual debut; delay in the onset of alcohol and marijuana use and in developing attitudes and behavior necessary for preventing the spread of HIV/AIDS. This review shows that life skills education can affect learners

positively in the following ways: Developing Social Skills, Developing Cognitive Skills and Developing Emotional Coping Skills (Devine and Jensen, 2003).

2.3 Availability of Teaching/ Learning Resources

In many countries, the education sector is resource constrained across the board, in terms of teachers, teaching and learning materials, curriculum time, class sizes, etc. Given this background, there is a wide variation in the priority given to LSE resources. Resource constraints were cited by respondents as the most limiting factor to successful implementation of life skills education (UNIADS, 2010).

Availability of teaching and learning materials is a core determinant in the successful implementation of any curriculum. The success of a life skills program to development of teaching and learning materials including life skills manuals to guide teachers on how to handle Life Skills sessions (WHO, 2004).

Teaching resources and facilities influence the implementation of a curriculum in that their availability and quality have a great influence on curriculum implementation (Whitaker 1993). Kadzamira (2006) indicates that the primary school system in Malawi faces the challenge of lack of facilities such as staffrooms, classrooms, teaching and learning materials especially the rural primary schools. Romiszowski (1998) says that special characteristics of some pupils will directly influence the type of materials to be chosen. For instance it would be unrealistic to use some kind of materials for the slow learners. This is in line with the findings with teachers taking into consideration learner characteristics in selecting, developing and using language materials. The material

selection models and approaches have stressed the importance of teachers' knowledge on learners' characteristics (Romiszowski, 1998).

KIE (2008) assert that resources are valuable possessions used to enhance the teaching/learning process. They may be tangible or intangible, human or non-human. In Life Skills Education tangible resources include: material equipment, media and books among others. Intangible resources include time, human skills, energy and knowledge. Resources help in increasing learner's attention span thus making teaching/learning more effective. They make it easy for the students to acquire concepts and skills which enable them to relate to the world around them (KIE, 2008).

The teacher should determine the best resources for a particular lesson and the resource should be used in the most natural and logical manner known to reinforce a particular learning activity. However, they should complement teaching and learning and not replace the teacher. Some resources can be bought or sourced from the environment, locally made, borrowed or shared at departmental inter-school levels. The importance of teaching/learning resources is as follows: they make the learning of Life Skills Education interesting, real and enjoyable, they encourage students to retain knowledge, life skills and attitudes learnt, they appeal to some senses such as sight, touch, smell, among others, they make it possible for students understand abstract ideas, and clarify concepts and ideas, and finally they provide stimulus variation in the teaching learning process thus making the lesson captivating (KIE, 2008).

A study by Orodho (2013) conducted in public primary schools in Kenya demonstrated most schools do not have adequate and appropriate instructional resources that facilitate effective instruction for effective implementation of curriculum. In a similar study by Birimana and Orodho (2014) on teaching and learning resource availability and teachers effective classroom management and content delivery in primary schools in Huye District, in Rwanda, reached a verdict that most of the schools in the study locale had inadequate instructional resources hence compromising the quality of education through poor curriculum implementation strategies. They suggested that teaching and learning resources should be equitable distributed in schools.

Birimana and Orodho (2014) argue that besides using teaching materials, teachers must ensure that a variety of the same are availed in class for effective teaching and learning. The materials and equipment presented in the classroom situation should be chosen to provide many and varied opportunities for students to acquire the learning they need. This ensures that students are offered many opportunities to practice and master Life Skills Education through a variety of materials, and hence lead into successful implementation of life skills education.

Abobo (2012) also found out that most schools of the sampled schools in Trans-Nzoia lacked adequate teaching learning materials which included textbooks, teacher's guides, reference materials, charts, and video influenced negative implementation. This study therefore was to reveal the level of availability and adequacy of teaching learning facilities whether they affect the teaching of LSE in primary school.

Therefore teaching learning resources in LSE should assist in the development of positive attitude in learners. Teachers require classroom supplies such as textbooks, charts and other equipment. Without these materials, learning is compromised. Availability or non-availability of the materials heavily influences the implementation of a curriculum, that is whether the implementation becomes successful or not.

2.4 Teachers Training in Handling Life Skills Subject

There are many factors that affect the implementation of a school curriculum. According to Orodho (2013), one of the factors in curriculum implementation is the pre-service and in-service training of teachers, pre-service is the training of teachers on a certain curriculum before they start teaching while in-service is the training of teachers on how to implement a certain curriculum while they are already in the field. Given their vital role in curriculum implementation, teachers need appropriate relevant training to be able to handle a new programme including life skills education. Curriculum specialists must utilize the saying that “No education is better than its teachers”. It is the teacher who translates the broad general goals into instructional objectives (Orodho, 2013).

Teachers are an important resource in the teaching and learning process and their training and utilization therefore requires critical consideration. The current government programmes for teacher education aim at providing qualified teachers and are, therefore, central to ensuring the provision of quality education (UNESCO, 2012). Current teacher training programmes cater for the production of teachers for pre-primary, primary, primary, special, vocational and technical education. The objectives of teacher education programmes aim at developing communication skills, professional attitudes and values

that equip teachers with the knowledge and ability to identify and develop the educational needs of the child (Republic of Kenya, 2013).

The Life Skills Education teacher in Malawi receives in-service training through a cascade model where a national core team of trainers, consisting of Education Methods Advisers and curriculum developers, orients trainers of teachers at sub County level. Rembe (2006), points to the cascade model of teacher training as one of the challenges in the implementation of the program. He notes that the cascade training strategy of teachers is disappointing because few teachers are chosen and receive training and they in turn, train others in schools and this leads to the required information not to be transmitted properly and it consequently fails to equip teachers with the requisite skills. The poor preparation of teachers under the cascade approach was further undermined by the short duration of the courses (one to three days). Deep conceptual content knowledge and skill development requires significantly more time (Kunje and Chimombo, 2009).

In Kenya, before the implementation of LSE started in schools a cascade system of training was adopted. Education officers were trained who in turn trained principals and two teachers from every school. The two trained teachers were to train other teachers in the school to teach LSE (MOEST, 2009).

In Kenya, Life Skills has been introduced in the curriculum and it is taught 1 lesson per week but nobody has done a follow up to establish whether the curriculum is being implemented or not. Although some teachers are willing to implement the programme, they still experience many challenges. These include: lack of support from the Ministry of Education; inadequate time allocation for teaching LSE and insufficient support and

monitoring from the LSE department. They are also burdened by a workload and shortage of materials (Francis, Abobo, 2012).

There is need to provide adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training. There is need for teachers to be in-serviced on emerging issues, such as LSE, drugs and substance abuse, gender issues guidance and counseling. Teacher personality, identity, knowledge of a curriculum, resistance to change, and professional development are factors restricting a teacher's ability to implement a curriculum effectively.

2.4.1 Teacher's Content Knowledge of the Curriculum

Teachers should understand the goals and content of a curriculum document or syllabus well in order to implement it effectively. Teachers who are supposedly implementing a new curriculum sometimes cannot even identify its main features. The greatest difficulty is likely to be encountered when teachers are required to change their educational approaches to teach this new curriculum (Pratt, 1980). Mahlangu (2001), raises a concern about introducing a curriculum to teachers and leaving them to implement without further guidance. Mahlangu (2001) argues that such decisions are likely to have profound effects on the success of the implementation. According to Mahlangu, (2001) such implementation is likely to waste time, money and effort because the desired outcomes will not be achieved, suggested a planned and systematic approach to implementation. He further argues that innovators should be concerned with the more difficult task of maintenance of the curriculum rather than just introducing it in the schools.

Implementation decisions have to be made by people who know its possible effects on individuals.

Successful implementation of Life Skills Education needs more than just a teacher who has sufficient pedagogical and content knowledge of Life Skills Education. As Life Skills Education deals with the teaching of values, teachers whose conduct is perceived by learners as inappropriate are unable to be successful facilitators of the program as high moral standards are important requisites for the successful implementation of these programs, (Prinsloo, 2007).

Kadzamira's (2006) study on, teacher motivation and incentives in Malawi noted that teacher misconduct in Malawi has increased over the past ten years. This is partly due to the poor preparation of teachers in the Malawi Integrated In-service Teacher Education Program (MIITEP), which pays relatively little attention to professional ethics. The unprofessional conduct of some teachers includes, drug and alcohol abuse, sexual relations with pupils and theft of teaching and learning materials (Kadzamira, 2006).

2.4.2 Teacher Development

The effectiveness of an innovation can only be determined when it is negotiated at the classroom level. The teacher can either make the curriculum succeed or fail. According to Ratsatsi (2005), teachers implement only those aspects of the curriculum that fit well with their beliefs. If the activity does not work, it is quickly dropped or radically altered. Fullan (1992) concurs with Ratsatsi and argues that individual

teachers will implement a new program in ways that are consistent with their own beliefs and practice. On these grounds, Mahlangu (2001) argues that implementation often requires that educators change their traditional roles and give up practices in which they feel secure. Educators are expected to adopt new practices in which they feel insecure. Teacher development in relation to these new learnings is therefore important or else the implementation will not happen (Mahlangu, 2001). Abandoning one's comfort zone is not a straight-forward simple process. Barnet et al. (1995) study in Pakistan and India on the challenges facing a Life skills Education program illustrates how teacher development as an economic factor affects the implementation of a curriculum. The study found that training of teachers is considered as an implementation cost. This results in schools selecting teachers who are not trained and sometimes who are also inexperienced and newly qualified to teach the subject and this negatively affects the teaching of the subject

2.4.3 Personal Circumstances of Teachers

A teacher's personal social circumstances such as personal or family health and poverty are also factors that can undermine the implementation of a curriculum. For example, Lowe (2008) argues that many teachers in Malawi are constrained by social circumstances such as caring for sick children, personal ill-health (including HIV/AIDS) and a meager income. These social circumstances often cause teachers to absent themselves from work. Describing teacher absences in Malawi, Lowe (2008), explains that at the first school he visited there should have been five teachers present, but three,

including the principal, were absent on that day. If we add to this the claimed number of classes with no teachers at all, we see reasons why children might lose interest in school.

2.5 The Teaching and Learning Methods for Life Skills Education

The Life Skills Education syllabus and the teachers' guide suggest that teachers use participatory teaching and learning methods in which learners identify their own problems, discuss solutions, plan and carry out effective action programme (MOE, 2006).

The participatory teaching and learning methods assume that learning is best achieved by requiring learners to be actively involved during lessons. Influential cognitive psychologists, like Piaget (1896-1980) believed that learners learn by constructing their own language. According to studies of Abobo (2012), the findings show that the participatory teaching and learning methods recommended for the teaching of LSE includes: case studies, brainstorming, field visits, pane discussions, storytelling, song, group discussion, debates, posters, role play, games, projects, poetry recitals and drama (KIE 2008).

Story-telling involves telling of narratives with particular theme based on actual event. They give accounts of detailed information about an event in an interesting way while still passing a moral message. Stories can be composed or collected based on specific themes of life skills for example assertiveness, negotiations and decision making. When reading or telling stories, they should be dramatic and larger than real life experiences. The stories could be presented in a variety of ways for example, tone variation, use of facial expression, and involvement of audience. Pupils should, therefore, be encouraged

to come up with their own stories from their communities or any other source (KIE, 2008).

Case studies are true or an imaginary which describe a problem, a situation or a character. It may be a dilemma in which the participants should come up with opinions on how they would resolve the conflict. Sometimes it offers clues on how to solve a problem or provoke the reader's abilities to solve the problem (KIE, 2008).

Case studies should be interesting, appealing and relevant to the reader's imagination. They are useful when the teacher want to appeal to the learners' emotions, expect the learners to identify and internalize the concepts and issues raised in the case, expects the learners to apply the skills learned to solve similar problems that they may encounter and when he/she wants the learners to appreciate that others undergo similar challenges, case study can be developed by a teacher or selected from already developed ones in relevant books (KIE, 2008).

Role plays are short drama episode in which participants experience how a person feels in a similar real life situation. Role play can be used when: developing specific skills such as negotiation, assertiveness, communication and self-awareness when discussing sensitive issues such as gender which the teacher may feel uncomfortable with, clarifying new and unfamiliar concepts and demonstrating how a skill can be applied in a given situation. Role plays are considered to require little preparation and are not necessarily rehearsed. They should be spontaneous as possible. However, the teacher needs to bear in mind situations when and where to use them in the teaching process (KIE, 2008).

Games are interesting and exciting activities which have set rules. They can be used when: clarifying difficult issues, discussing sensitive issues enhancing the quality of interaction in a group, learning and practicing new life skills, increasing the participants' knowledge of each other and making presentations interesting (KIE, 2008).

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

Questions and answer method. It is where the teacher or the learner tries to find out information through asking questions and getting answers from respondents. It is usually a flow of information from the teacher and the learner. It is an effective method of teaching life skills education because it stimulates learners' thinking and creativity. It is therefore, central to effective teaching of LSE (KIE, 2008).

The argument put forward by UNICEF is that the Life Skills approach does not aim to present all the information known about a topic; rather it seeks to present only the information considered necessary to influence pupils' attitudes and achieve the higher goals reducing risk behaviors or promoting knowledge, positive attitudes and behaviors. This attention to behavior change distinguishes Life Skills from information-only approaches which assume that if only people had more information they would change their behavior for the good. While information is a necessary element, it is generally not sufficient to make enduring impact on behavior (UNICEF, 2000).

For an approach that aims at bringing about change or improvement in the behavior, it should be grounded within and supported by a clear pedagogy that frames life skills as an educational process. Life skill-based education is a process to be applied to various learning areas, not a domain or subject itself (UNESCO, 2004).

Content load in the curriculum or textbook cannot be supportive in bringing about desired Effective skill-based health education replicates the natural processes by which children learn behavior. These include modeling, observation, and social interactions. Participatory teaching learning methods for building skills and influencing attitudes include: class discussions, brainstorming, demonstration and guided practice, role play, small groups, educational games and simulations, case studies, storytelling, debates, practicing life skills specific to a particular context with others, audio and visual activities such as arts, music, theatre, dance, decision mapping or problem trees, (WHO 2005).

Pedagogical base to Life Skills Education is found to be weak. The realities of the formal education systems conflict with some of the pre-requisites for the successful introduction of life skills. Teaching in most of the formal systems tends to be didactic, non-participatory, inflexible and assessment-driven. In contrast, Life Skills Education is intended to be participatory and responsive, raising questions rather than providing clear-cut answers, challenges pupils to find new ways of relating to one another. Life skills-based education supports child centered approaches and challenges traditional authoritative teacher role (Boler and Aggleton, 2005; UNICEF, 2005).

Boler and Aggleton (2005) even argue that no attempts should be made to promote life skills in schools until such pedagogy is in place. A clearly defined pedagogical

framework for learning and teaching should be the starting point of any such educational process. It is important to clarify which skills should be taught in life skills, why these skills are chosen, and how they should be taught.

2.6 Contribution of School Management in Implementation of Life Skills Education

Monitoring is a means of offering to teachers in a collegial, collaborative and professional setting, specialized help in improving instruction and thereby student achievement. Lovell and wiles Ralph and Kings (1997) have defined attitude as a mental predisposition towards people, objects, events, situations or ideas. Attitude may be considered as a mental state of readiness to respond that is organized through experiences and will exert a directive influence on behavior.

2.6.1 School Principals

School principals are role players within the structural context of school organization. Principals contribute to the successful implementation of a curriculum if they fulfil their role as curriculum and instructional leaders (Ornstein & Hunkins, 1993). In their role as curriculum and instructional leaders the principals are expected to „spend time visiting teachers in the classroom, plan staff development programs and modify school environment to improve instruction, (Ornstein & Hunkins, 1993).

Under the Life skills program in Malawi, training was organized at the outset of the Life skills program to orient principals and their deputies to the teaching of Life skills and to sensitize them to the philosophy underlying school-based support to untrained Life Skills teachers (Ministry of Education, Science and Technology, 2000). Principals are then

expected to take a major role in the training processes of the Life skills teachers in their schools. They are expected to take a major role in the training processes of Life skills teachers.

Prinsloo (2007) in South Africa found that a lack of commitment by some school principals to make the program a success at the school level is a challenge facing the implementation of the Life skills program. Some principals indicated that it was difficult for them to support the implementation of Life skills because many learners in their schools are careless, irresponsible and have no vision or mission in life. The principals felt that there was little impact Life Skills Education could make on the learners even if the principals provided some support for the teaching of the subject in their schools. The principals' excuse for their lack of commitment to make the Life skills program a success in their schools may be considered as a defeatist attitude; they were blaming learners for the problems in their schools (Prinsloo , 2007).

2.6.2 Supervisors and Curriculum Directors

Curriculum Directors, on the other hand, are the full time centralized directors who oversee the entire curriculum activities (Ornstein & Hunkins, 1993). They spearhead the development of a curriculum. Directors of curriculum can assist teachers in implementing a curriculum effectively by organizing teacher development activities in which they can furnish teachers and principals with pedagogic and content knowledge of a curriculum. The curriculum directors also need to train school principals in supervising instruction of the curriculum in the classroom (Ornstein & Hunkins, 1993). In the case of Malawi, the

Malawi Institute of Education is the national curriculum development centre, the curriculum director in the country. Malawi Institute of Education may be expected to perform the roles described above in order to enhance effective implementation of Life Skills Education (Ornstein & Hunkins, 1993).

Supervisors are also key role players within the structural context of the school organization. Supervision by Sub County Education officers plays a crucial role in the successful implementation of a curriculum. Supervisors need to monitor both the manner of teaching and the content that is actually being addressed by the teacher in the classroom (Ornstein & Hunkins, 1993). It is the role of supervisors to provide direction and guidance to teachers on how to implement the curriculum effectively. The supervisor checks that teachers have the required knowledge and skills by observing classrooms to identify the needs of teachers as they implement the curriculum. If supervisors are effective, it is more likely that teachers, will feel committed to and comfortable with the curriculum being implemented, (Ornstein & Hunkins, 1993).

The duties of supervisors should include organizing staff development meetings where they can conduct some practical demonstration of how to go about teaching the contents of a curriculum (Ornstein and Hunkins, 1993). In Malawi, Primary Education Methods Advisors (PEAs) are the supervisors of curriculum implementation activities. Their major role is to visit schools regularly to guide and advise school staff on good practice in teaching, (Kadyoma, 2003). The Primary Education Advisors (PEAs) are expected to monitor the teaching of Life Skills Education. In cases where the teachers experience

difficulties in teaching the subject, the supervisors are expected to advise the teachers appropriately on how best they can teach the subject.

2.6.3 Parents and Community Members

Parents and community members are key role players within the social context of the school environment at large in which a curriculum is implemented. Parents and community member's social characteristics such as their beliefs and their demographic characteristics such as levels of literacy influence the implementation of a curriculum. Parents and community members play a role in the implementation of a curriculum through their involvement in their children's schooling. For example, Lowe (2008) noted that many adults in Malawi are not able to contribute to their children's school learning because they are illiterate, having had little or no education themselves. The ability of parents to support schooling of their children therefore facilitated or undermined the implementation of a curriculum.

Parents and community members also play a role in the implementation of a curriculum because schools are considered to belong to the community and are not the possession of educators. Parents and community members may have a say on what is being offered to learners in the schools in given communities. Parents may influence learners to reject subjects or courses they consider detrimental to the interests of the community group. The 2006 findings of the Malawi Institute of Education survey on the implementation of Life Skills Education in Standards 5-8 of primary school illustrates the influence parents and community members have in the implementation

of a curriculum implementation. Parents argued that it was immoral for primary school children to be taught the human sexual and reproductive content in the curriculum. The Ministry of Education decided to proceed with the implementation despite parents' concerns. This undermined the effective implementation of the curriculum and has resulted in the topics on human sexual and reproductive issues in the Life skills program not being taught at all in some primary schools (Kishindo, Mzumara & Katundulu, 2006).

International literature acknowledges conflict between community and curriculum. In South Africa for example, Rooth (2005) indicates that sexuality education in Life Orientation/Life skills receives resistance from certain religious groups. Numerous letters to the media and public comments on the Revised National Curriculum Statement indicate resistance to HIV/AIDS and sexuality education. Similarly, Prinsloo (2007) indicates that there is lack of parent involvement in their children's learning process to ensure successful implementation of Life Orientation, a Life skills program. This lack of linkage between home and school limits the learning of children. Principals indicated some reasons for parents not getting involved in their children's learning – impoverished parents, struggling to feed and clothe their families, lacked the energy to become involved in school matters; but affluent parents, overly concerned with their careers, did not spend much quality time with their children.

2.7 Critical Review

At the heart of Life Skills Education is the learning of life skills. Life skills are abilities for adaptive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 1997). However, Cornbleth, (1990) argues that implementation of a curriculum may be regarded as successful if learners acquire the planned or intended experiences, knowledge, skills, ideas, values and attitudes. Fullan (1992) and Pratt (1980) have noted that the success of any curriculum hinges on investigating the challenges during its implementation stage. These scholars highlight that the important aspect of a curriculum is its impact on the learners. No matter how well designed a curriculum might be, it is useless if it does not yield the intended results during implementation. Fullan (1992) gives an important reason for investigating the implementation stage of curriculum development. He argues that if the implementation perspective is understood deeply and authentically, it can be a powerful resource for accomplishing real improvements in classrooms and schools. Pratt (1980), similarly contends that many an excellent curriculum has had insignificant results because its designers limited their horizon to production of a curriculum rather than implementation of the program. From this perspective the study will try to unravel the challenges facing teachers in the implementation of LSE curriculum in primary schools.

Implementation of a curriculum may be regarded as successful if learners acquire the planned or intended experiences, knowledge, skills, ideas, values and attitudes (Cornbleth, 1990). However, curriculum implementation does not occur in a contextual vacuum. A curriculum can only be implemented successfully within supportive contexts. Curriculum implementation will be enhanced when impeding aspects of the curriculum

context are identified and addressed. There are two types of contexts which will influence the implementation of a curriculum. These contexts are structural and social (Cornbleth, 1990).

Whitaker (1993) identified key role players involved in the structural context of the organization as the school principals and sub County officials. The key role players in the structural context of the classroom environment are the teacher and the learners. Social context on the other hand refers to the school environment at large in which a curriculum is implemented. Cornbleth (1990) argued that environment includes social, political, economic and demographic conditions and demands and priorities of different groups of people who have some role to play in the education activities of an individual school

Whitaker (1993) identified key role players involved in the social context of the school environment at large as the learners and parents or the community members of a school. Learners are also role players in the social context of the school environment at large because learners come from the community. The learners bring some of the strengths and constraints to their learning situation from their homes or communities. The learner's home background in terms of the social conditions of the communities where these learners come from is one of the major determinants of a learner's success.

The community or the society influence curriculum implementation in that the community has its own perceptions of what the product of the school system should be. This makes educators or teachers to interpret and present curriculum material in a way that takes into account these societal considerations. If this, does not happen, the implementation of a curriculum meets some resistance. For example, some societies may

feel that teaching subjects such as sex education in the schools will undermine their belief systems.

The political conditions of the role players within the social context of the school environment at large include the national ideology and philosophy of the government of the day. National ideology and philosophy have a tremendous influence on the education system. Curriculum materials and their interpretation and presentation are usually heavily influenced by political considerations. For example, one of the reasons why education is financed by the government is to improve the country's economy. The government may therefore put emphasis on those subjects which it feels will develop skills, knowledge base and attitudes in learners required by the industry. The government may ask the teachers to put serious consideration and more teaching and learning time on those subjects. This may result in teachers paying more attention to those subjects which are seen to be the government's priority, at the expense of other curriculum subjects.

Teachers require classroom supplies such as textbooks, charts and other equipment. Without these materials, learning is compromised. However, these materials need financial resources to buy. The financial standing of the government and the community would either make these materials to be or not to be available in the schools. Availability or non-availability of the materials heavily influences the implementation of a curriculum, that is whether the implementation becomes successful or not. The demographic conditions refer to the language, race, age and gender characteristics of the community and the learners.

Demographic characteristics of the community influence curriculum implementation in that the community can have different groupings for example groupings in terms of gender. These groups can bring their views to bear on curriculum implementation. For example the gender grouping may oppose a curriculum that is gender biased against female children because it includes instructional materials that portray negative attitudes towards women and girls. The implementers need to plan to consider how the contextual factors may be impeding curriculum implementation and utilize the enhancing aspects of the curriculum context. I considered each of the role players within the structural and social contexts of the school environment in turn to show how their social, political, economic and demographic conditions influence the way a curriculum is implemented.

2.8 Chapter Summary

This chapter discussed review of literature related to the challenges in implementation of Life Skills Education. The next chapter discussed the research design and methodology adopted in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction to the Chapter

This chapter deals with details regarding the procedures that were used in conducting the study. It covers key areas which include research design, target population, sample size and sampling procedures, research instruments and data analysis techniques.

3.2 Research Design

Schindler (2003) defines research design as the blueprint for fulfilling objectives and answering questions. According to Kombo and Tromp (2006) research design thought of as a structure of research while Orodho (2003) describes it as the scheme, outline or plan that is used to generate answers to research problems. This study adopted descriptive survey research design method. This research design helped in collecting data without manipulating the research variables, rather the status quo remained. Survey questionnaires provided a breadth of coverage, and could credibly apply to a wider population from which the sample of the study is drawn (Brown & Dowling, 1998).

This study employed quantitative techniques of data collection. This research design was suitable in investigating challenges faced by teachers in the implementation of LSE in Wareng sub County, since the researcher targeted a larger population where it was not possible to study all members and hence call for the use of sampling in order to come up

with a generalization and inferences about the whole population. This method lends itself to the administration of questionnaire to the sampled individuals.

3.3 Study Area

This research was carried out in Wareng Sub-County in Uasin Gishu County, in North Rift. It extended between longitudes 34° 50' and 34° 57' East and latitude of 0° 3' South to 0° 1' North. Lying south of the Cherangani Hills, the altitude ranges from 2100 metres to 2700 metres (7000–9000 feet). The Sub-County and its surroundings enjoy the best weather which is relatively moderate to medium high in terms of rainfall and temperatures; with regard to other parts of the country.

The researcher chose the area of the study mainly because of the convenience and that the area experience challenges in implementation of life skills education in primary schools. Another reason for the selection of the study area by researcher is due to the cosmopolitan nature of the area and the familiarity by the researcher. It was therefore believed that the study area would give a wide and varied view of the problem under study. Wareng Sub County was chosen because it was part of the larger Uasin Gishu County. The study sought to determine the challenges faced by teachers in implementing Life Skills Education in public primary schools in Wareng Sub County.

3.4 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). Target population refers to the aggregate or totality of all

objects, subject or members that conform to set of specifications. It consisted of all elements (individuals, items, or objects) whose characteristics were studied (Polit and Hungler, 2005). The target population for this study was 110 public primary schools comprising of 110 head teachers, and 175 teachers as potential respondents chosen to obtain information on the challenges faced in the implementation of Life Skills Education in schools.

Table 3.1: Target respondents

TARGET GROUP	SIZE
Primary Schools	110
Head teachers	110
Teachers	175
Total	395

3.5 Sample Size and Sampling Procedure

3.5.1 Sample Size

A sample is a representation of the total population targeted such that when studied the information obtained can be generalized to the entire population. Polit and Hungler (2005) argued that it is difficult to give precise rules on what sample size is suitable, that suitable sample does not depend on the size of the population nor does it have to include a minimum percentage of that population. They argue that one of the major issues in sampling is to determine samples that best represent a population so as to allow for an accurate generalization of results. It is very important in sampling to determine the most adequate size of the sample that can truly represent the population under study. The fact that time and resources do not allow the researcher to carry out a study with the entire

target population and the researcher needed a study group that is representative of the target group.

The study was based on a sample selected from the study area that is the larger Wareng Sub County. Mugenda and Mugenda (2008) contented that 30% of the population is adequately in a survey study. The sample size for this study comprised of 35 head teachers and 2 teachers from each school sampled to give at total of 70 teachers as shown in Table 3.1.

Table 3.2 Sample Size for Respondents

Respondents	Population	Sample size	Percentage (%)
Head teachers	110	35	33.3%
Teachers	175	70	66.7%
Total	285	105	100%

3.5.2 Sampling Procedure

Sampling is a process of selecting a number of cases from a population such that the selected group contains elements representative of the characteristics found in the group (Orodho, 2005). The study utilized both purposive and simple random sampling technique. Simple random sampling techniques it allows researchers to use statistical methods to analyze sample results while purposive sampling lowers the costs compared to probability sampling technique. To sample these primary schools a table of random numbers was developed and each primary school allocated a number. From these numbers simple random sampling technique was used to select 35 primary schools which was more than 30% of the entire population. Saunders et al (2007) argued that if well chosen, samples of more than 30% of a population could often give good reliability.

The 35 head teachers were purposively sampled because they are more informed and have similar characteristics, i.e. near equal level of education, therefore more homogeneous than when they have different levels of education, included as part of the sample. Simple random sampling was used to select two teachers teaching LSE from the sampled schools. Simple random sampling was appropriate because the entire population was relatively large, diverse and sparsely distributed, hence random sampling technique intended to give all teachers equal opportunity of being chosen the desired objectives. The sample size comprised of 35 head teachers and 70 LSE teachers, giving a total of 105 respondents.

3.6 Research Instruments

In this study, questionnaires and observation schedule were used to collect primary data in public primary schools in Wareng Sub County, Uasin Gishu County. Primary data was collected at source by the researcher through direct communication with the respondents using questionnaires. Primary data included actual questions asked in the questionnaire comprising of both open ended and close ended questions. This was the main source of data for analysis.

3.6.1. Questionnaire

A questionnaire is a research tool that gathers data over a large sample (Kombo 2006). It enabled collection of information from various schools over a short period of time. According to Kothari (2008), questionnaires are usually free from the interview bias as the answers are in respondent own words. Respondents had adequate time to give well thought out answers. The questionnaire choice was based on the fact that they are free

from bias of the interviewer and respondents have adequate time to give well thought out answers.

The researcher constructed closed-ended and open ended questionnaires, which was administered to head teachers and teachers. This allowed the researcher to make conclusions based on the data obtained from the responses. The questionnaire allowed the researcher to collect information from a large sample with diverse background. The nature of the challenges facing the implementation of life skills the use of the questionnaire makes it easy to obtain desired authenticity of the research instrument and findings.

3.7 Validity and Reliability of the Research Instruments

This was attained through consideration of validity and reliability of the research instruments. Before the actual data is collected, the researcher conducted a pilot study in Eldoret East Sub-County among six head teachers who were not be included in the final study population. The questionnaire was administered to teachers twice with the same questionnaires at different interval that is after a week's time in schools in Eldoret East Sub County since it has the same characteristics with the study area. The pilot study made the researcher to determine the reliability and validity, and to familiarize him with the administration of the questionnaires and therefore improve the instruments. The instrument was revised accordingly after the pilot study, ready to be administered to the respondents in the main study.

3.7.1 Validity

According to Patton (2002) validity is quality attributed to proposition or measures to the degree to which they conform to establish knowledge or truth. Validity therefore refers to the extent to which an instrument measures what it ought to measure for example the extent to which an instrument asks the right questions in terms of accuracy. Mugenda and Mugenda (2008) define validity as the accuracy and meaningfulness of inferences, which are based on research results.

Content validity was used as a measure of the degree to which data obtained from the research instruments meaningfully and accurately reflected or represented theoretical concept. The researcher gave some copies of the questionnaire to the Lecturers of School of Education to check if the instrument represented answers to the objectives of the study and get a candid view of scholars and requested to comment on the language and length of the questionnaire. The experts also examined the validity of the measuring instruments as well as the adequacy. The suggestions given were used to improve the instruments.

3.7.2 Reliability

Key (1997) asserts that reliability of a research instrument concerns extent to which the instrument yields the same results on repeated trials. The instrument was administered to the sampled respondents in a pilot study in a consistent fashion to enhance reliability of the measurement instrument. The stability evidence of the instrument was determined using the test re-test method.

To determine the coefficient of reliability, Pearson product moment formula was used. The Pearson's product moment correlation (r) was used to calculate the reliability coefficient between the first and second scores. The reliability coefficient was calculated and the score of 0.650 was obtained and considered high enough for the instrument to be used in the study (Patton, 2002). For likert type questions, Cronbach's Coefficient Alpha was computed for each item. A reliability coefficient of 0.7 reflected the internal reliability of the instruments (Fraenkel & Wallen, 2000).

3.8 Data Collection Procedure

According to Kombo and Tromp (2006), a researcher required a research permit before embarking on a study. The researcher sought an introduction letter from the School of Education, Moi University for the purpose of conducting the research. The letter was used to secure permission from the National Council for Science and Technology to collect data from the field. After obtaining the permit the researcher sought permission from the Sub County Commissioner and from the Wareng Sub County Education Officer to conduct the study. The researcher embarked on collecting data for pilot study on the neighboring Eldoret East sub County, to determine the reliability and validity of the research instruments. After completion of the pilot study the researcher then embarked on the administering of questionnaires personally for the main study. The researcher sought permission from the head teachers of the earmarked school and administered personally the questionnaires to the head teachers and teachers.

3.9 Data Analysis

The reason for carrying out data processing is to prepare raw data for statistical analysis and presentation. According to Kothari (2008) and Mugenda and Mugenda (2008) , this step is essential in scientific and social science research in ensuring that all relevant data are captured for making comparison and analysis. The coding of responses was carried out after checking for errors and exploratory analysis, coding and entered into data analysis program. Finally statistical analysis was done using descriptive statistics with the help of SPSS program. The analysis centered on generating descriptive statistical outputs results. The data collected was used to compute percentages and frequencies presented in form of tables.

3.10 Ethical Considerations

There are ethical issues relevant to this study and the social setting within which research was carried out. Ethical and legal framework for protection of human subjects rests on the principles of autonomy, beneficiaries and justice. The researcher ensured privacy and confidentiality by allowing respondents to have pre-eminence over time and extent to which they can withhold or share information. All respondents were treated with respect and equality. Finally plagiarism was considered by citing all published and unpublished literature materials in the in text and all cited materials referenced properly using APA style.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction to the Chapter

The data for this study were collected from the teachers and head teachers through direct contact questionnaire, of which the resulting data were analyzed using descriptive statistics (frequencies, percentages). The data was presented in Tables. This chapter presents the data analysis on the challenges faced by teachers in implementing Life Skills Education in public primary schools in Wareng Sub County, Uasin Gishu County Kenya. The data were analyzed to enable the researcher achieve the following research objectives:

1. To establish the teaching/learning resources related challenges faced in implementation of LSE in public primary schools in Wareng Sub County.
2. To identify the availability of trained teachers of LSE in public primary schools in Wareng Sub County.
3. To establish teaching/learning methods related challenges faced in implementation of Life Skills Education in public primary schools in Wareng Sub County.
4. To examine the effect of the non-examinable status of LSE on its implementation in public primary schools in Wareng Sub County.
5. To identify school management related challenges in the implementation of LSE curriculum in public primary schools in Wareng Sub County.

4.2 Background Information of Respondents

This section summarizes the respondents' background information sought during the study. The gender, age, education level and teaching experience of the respondents (teachers and head teachers) were established as summarized in the following sections.

4.2.1 Response Rate

During data collection from the field researcher issued 105 questionnaires to the sampled respondents for filling. Researcher managed to collect all filled questionnaires, therefore response rate was 100%.

4.2.1 Gender of Respondents

The gender of the respondents who participated in the study was varied as summarized in Table 4.1.

Table 4.1 Gender of Respondents

Gender	Frequency	Percentage (%)	Cumulative Percent
Male	55	52.4	52.4
Female	50	47.6	100.0
Total	105	100.0	

Fifty-five (52.4%) of the respondents were male and 50(47.6%) were female. This showed that majority of respondents involved in the study were male as compared to female.

4.2.2 Age of Respondents

The age of the respondents involved in the study was varied as shown in Table 4.2.

Table 4.2: Age of Respondents

Age bracket	Frequency	Percent	Cumulative Percent
Below 25 years	4	3.8	3.8
26-35 years	27	25.7	29.5
Above 35 years	74	70.5	100.0
Total	105	100.0	

Most of the respondents 74 (70.5%) were aged above 35 years. However, 27 (25.7%) aged between 26 and 35 years and the least four (3.8%) were aged below 25 years. These findings indicate that majority of the head teachers and teachers were above 35 years of age and may be efficient in teaching life skills in schools. Age of teachers influences how the actively participate in teaching life skills to children.

4.2.3 Type of School

The type of school the respondents drawn were varied as shown in Table 4.3.

Table 4.3: Type of School

Type of School	Frequency
Day	93
Boarding	4
Mixed day and Boarding	8
Total	105

Ninety-three sampled primary schools were day school, 8 were mixed boarding schools and 4 were boarding primary schools. These findings indicate that majority of head teachers and teachers who took part in the study were teaching in day schools as compared to those teaching in boarding and mixed boarding schools.

4.2.4 Teaching Experience of Respondents

The more a teacher is experienced the more he or she knows how to handle the learners. It would also be expected that the more experienced teachers are the better they are able to teach life skills more effectively than less experienced teachers. The teaching experience of head teachers and teachers was varied, as shown in the Table 4.4.

Table 4.4: Teaching Experience of Respondents

	Frequency	Percent	Cumulative Percent
Less than 5 years	38	36.2	36.2
5-15 years	27	25.7	61.9
Above 15 years	40	38.1	100.0
Total	105	100.0	

Forty (38.1%) of the respondents had more than 15 years teaching experience, with 38(36.2%) had below 5 years teaching experience and 27(25.7%) of the respondents had between 5 and 15 years teaching experience. The findings indicate that most of the

teachers and head teachers had above 5 years teaching experience, therefore they were in a good position to teach life skills effectively based on their experience.

4.2.5 Teachers teaching Life Skills Education

The more a teacher teaches life skills the more he or she becomes experienced in teaching the subject. The head teachers and teachers teaching Life Skills Education was varied, as shown in the Figure 4.1.

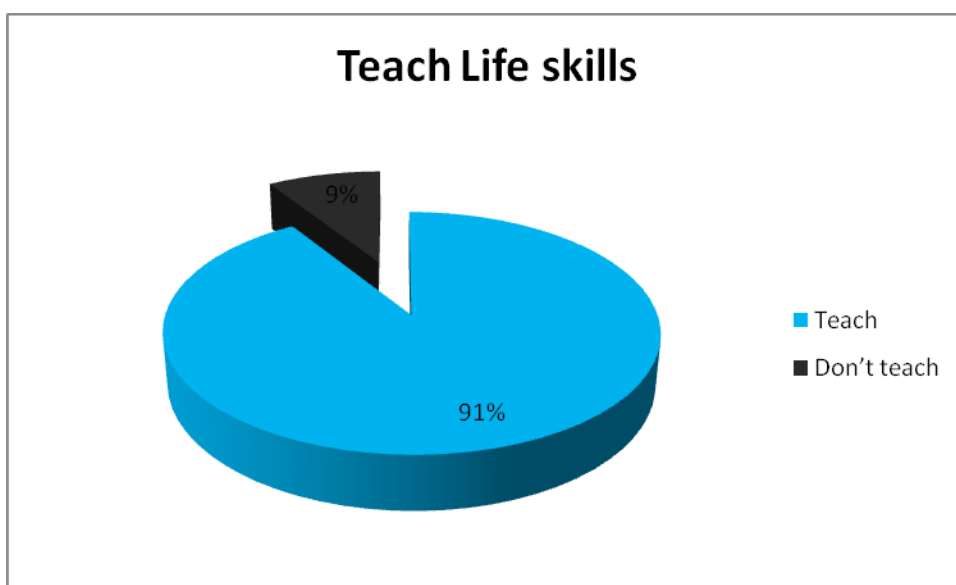


Figure 4.1 Teaching Life Skills Education

Ninety-six (91%) of the respondents teach life skills in their schools and only 9 (8.6%) do not teach life skills. The findings indicate that most of the respondents were teaching life skills in their schools and therefore able to provide reliable information to pupils.

4.3 The Availability of Resources for Implementation Life Skills Education

Teaching resources and facilities influence the implementation of a curriculum in that their availability and quality have a great influence on curriculum implementation. This

study sought the respondent's views on availability of resources for implementation of Life Skills Education in their schools. This was useful to this study in establishing the challenges faced by teachers in implementation of Life Skills Education. The respondents' views on the availability of resources implementation of Life Skills Education were as shown in Figure 4.2 and Table 4.5.

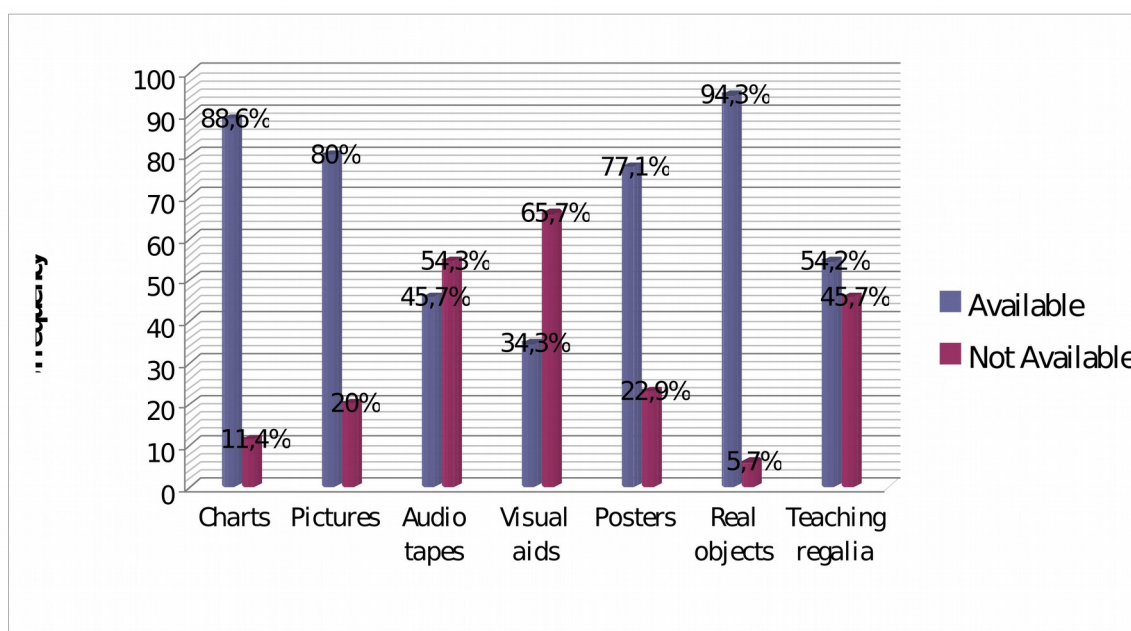


Fig 4.2: The Availability of Teaching Aids used in Life Skills Education

From the findings it can be observed that charts were available in majority of the sampled schools 88.6%, pictures available in 80% of the schools, posters available in 77.1% of schools, real objects available in 94.3% of the schools and 54.2% of the sampled schools had teaching regalia. When it came to audio visuals and visual aids majority of schools did not have them (See Figure 4.2).

Table 4.5: The Availability of Resources in Implementation Life Skills Education

Statement	Available		Don't know		Not Available	
	Freq	%	Freq	%	Freq	%
The school has adequate Life Skills Education course books	50	47.7	5	4.8	50	47.7
The school has enough teachers guide for teaching LSE	48	44.8	4	3.8	53	50.5
In the school, teachers use teaching aids in teaching LSE always	37	35.3	9	8.6	59	56.1
Lack of facilities such as staffrooms, classrooms, teaching and learning materials especially the rural primary schools hampers the teaching of LSE.	59	56.2	7	6.7	39	37.2
The school has adequate teaching aids	58	55.2	27	25.7	54	42.8

Fifty-nine (56.2%) of head teachers and teachers agreed that lack of facilities such as staffrooms, classrooms, teaching and learning materials especially in the rural primary schools hampers the teaching of LSE, while 39(37.2%) disagree that lack of facilities such as staffrooms, classrooms, teaching and learning materials especially the rural primary schools hampers the teaching of LSE. This indicates that schools lack facilities such as staffrooms, classrooms, teaching and learning materials especially the rural primary schools hampering the teaching of LSE.

Fifty-eight (55.2%) head teachers and teachers agreed that their school had adequate LSE teaching resources, while 54(42.8%) disagreed that the school had adequate LSE teaching resources. This indicates that that most schools had adequate LSE teaching resources, while a few had inadequate teaching resources. Fifty (47.7%) head teachers

and teachers agree that school had adequate Life Skills Education course books, while 50 (47.6%) disagree that the school has adequate Life Skills Education course books. This indicates that most schools had adequate and inadequate Life Skills Education course books.

Forty-eight (45.8%) head teachers and teachers agreed that the school had enough teachers guide for teaching LSE, while 53(50.5%) disagreed that the school had enough teachers guide for teaching LSE. This indicates that most schools do not have enough teachers guide for teaching LSE, while a few had enough teachers guide for teaching LSE. Thirty-seven (35.3%) head teachers and teachers agree that teachers use teaching aids in teaching LSE always, while 59(56.1%) disagree that teachers use teaching aids in teaching LSE always. This indicates that teachers do not use teaching aids in teaching LSE always.

Whitaker (1993) that teaching resource and facilities influence the implementation of a curriculum in that their availability and quality have a great influence on curriculum implementation. From the study it was established that the lack of facilities such as staffrooms, classrooms, teaching and learning materials especially the rural primary schools hampers the teaching of LSE.

The findings agree with concurs with Kadzamira (2006) who indicated that 'the primary school system faces the challenge of lack of facilities such as staffrooms, classrooms, teaching and learning materials especially the rural primary schools. Most schools do not have enough teachers guide for teaching LSE. The teachers do not use teaching aids in teaching LSE always and schools had inadequate teaching aids for teaching LSE. It also

agrees with Lowe (2008) that there were not enough text books in the schools.

The physical environment, which includes the classroom setting as well as the outdoor setting, should provide opportunities for the children to explore and learn LSE. The International Association for the Education of Young Children (1991) states that the quality of the physical space and material provided affects the level of involvement of children and the quality of interaction between the teacher and the children.

4.3.1 Teaching Aids Used in Teaching LSE

This study sought the views of head teachers and teachers' frequency of using teaching aids in the teaching of LSE. This was found to be useful in implementation of Life Skills Education curriculum and whose views as shown in Table 4.6.

Table 4.6: The Frequency of Using Teaching Aids in Life Skills Education

Teaching Aid	Always		Often		Sometimes		Rarely		Never	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Charts	20	19.0	13	12.4	20	19.0	41	39.0	11	10.5
Pictures	24	22.9	13	12.4	40	38.1	24	22.9	4	3.8
Photographs	22	21.0	15	14.3	30	28.6	24	22.9	14	13.3
Audiotapes	1	1.0	22	21.0	12	11.4	27	25.7	43	41.0
Visual aids	8	7.6	12	11.4	19	18.1	22	21.0	44	41.9
Posters	7	6.7	14	13.3	21	20.0	47	44.8	16	15.2
Real objects	9	8.6	30	28.6	23	21.9	22	21.0	21	20.0
Teaching regalia	21	20.0	19	18.1	27	25.7	23	21.9	15	14.3

From the study 41 (39%) of the respondents rarely use charts in teaching LSE, with 20(19%) always and sometimes use them, while 4(11.4%) always and the least 11(10.5%) had never used charts in teaching of life skills. This indicates that majority of the teachers

sometimes, often and always use charts in the teaching of Life Skills Education. Forty (38.1%) of the respondents sometimes use pictures in teaching LSE, with 24 (22.9%) rarely and always use pictures, while 13(12.4%) often use and the least 4(3.8%) had never used charts in teaching of life skills.

The findings indicated that majority of the teachers sometimes and often use pictures in the teaching of Life Skills Education. Forty-three (41%) of the respondents had never used audiotapes in teaching LSE, with 27(25.7%) rarely using them and 22(21%) sometimes used audiotapes in teaching of life skills. This indicates that majority of the teachers had never used audiotapes in the teaching of Life Skills Education.

Thirty (28.6%) of the respondents sometimes use photographs in teaching LSE, with 24(22.9%) never used and 22(21%) always use photographs in teaching of life skills. This indicates that teachers sometimes use photograph in the teaching of Life Skills Education. Forty-four (41.9%) of the respondent rarely used visual aids in teaching LSE, with 22 (21%) rarely use visual aids and 19(18.1%) sometimes used visual aids in teaching of life skills. This indicates that majority of the teachers rarely used audiotapes in the teaching of Life Skills Education.

Forty-seven (44.8%) of the respondents rarely used posters in teaching LSE, with 21 (20%) sometimes use in teaching of life skills. This indicates that majority of the head teachers rarely used posters in the teaching of Life Skills Education. From the study head teachers sometimes use charts, rarely use pictures and never used audiotapes in teaching LSE. The head teachers had rarely used photographs, visual aids and posters in teaching of Life Skills Education.

The findings agree with Romiszowski (1998) that special characteristics of some pupils will directly influence the type of materials to be chosen. This is in line with the findings with teachers taking into consideration learner characteristics in selecting, developing and using language materials. Young children acquire knowledge in ways that are significantly different from the way older children learn, they learn by manipulating, exploring and experimenting with objects. Teaching learning resources in LSE should assist in the development of positive attitude in learners. Teachers require classroom supplies such as textbooks, charts and other equipment. Without these materials, learning is compromised. Availability or non-availability of the materials heavily influences the implementation of a curriculum, that is whether the implementation becomes successful or not.

4.4 Availability of Trained Teachers of Life Skills Education

Teachers function as role models, advocates for healthy school environments, guides for students in need of services, resources for accurate information, mentors, and effective instructors. This study sought to establish the availability and training on the implementation of Life Skills Education curriculum. This was sought as it would inform the study on the availability of qualified teachers who would implement the LSE curriculum. The respondent's views on the availability of trained teachers in implementation Life Skills Education were as shown in Table 4.7.

Table 4.7: Availability of Trained Teachers for Life Skills Education

Statement	SA		A		UD		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%

The Life skills teacher receives in-service training	13	12.4	22	21.0	22	21.0	22	21.0	26	24.8
The preparation of teachers is undermined by the short duration of the LSE teachers training courses	15	14.3	36	34.3	16	15.2	21	20.0	17	16.2
The training strategy of teachers is disappointing because few teachers are chosen and receive training and they in turn, train others in schools	28	26.7	52	49.5	4	3.8	16	15.2	5	4.8
There is need to provide adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training.	45	42.9	54	51.4	2	1.9	3	2.9	1	1.0
Teachers who are supposedly implementing a new curriculum sometimes cannot even identify its main features.	25	23.8	61	58.1	2	1.9	7	6.7	10	9.5

Forty-eight (45.8%) respondents disagree that Life skills teacher receives in-service training, while 35(33.4%) agree on the statement. This indicates that majority Life skills Education teachers do not receive in-service training, while a few are trained. Forty-one (48.6%) of the respondents agree that poor preparation of teachers is undermined by the short duration of the LSE teacher training courses, while 38(36.2%) disagree on the statement. This indicates that majority of the teachers were poorly prepared and undermined by the short duration of the LSE teacher training courses. Eighty (76.2%) respondents agree that training strategy of teachers is disappointing because few teachers are chosen and receive training and they in turn, train others in schools, while 21(20%) disagree with this statement. From the study majority of the teachers training strategy was disappointing as few teachers are chosen to receive training.

Ninety-nine (94.3%) respondents agree that there was need to provide adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training, while 4 (3.9%) disagree with this statement. This indicates that there was need to provide in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training.

Eighty-six (81.9%) respondents agree that teachers who are supposedly implementing a new curriculum sometimes cannot even identify its main features, while 17(16.2%) disagree. This indicates that majority of the teachers identified that teachers who are supposedly implementing a new curriculum sometimes cannot even identify its main features.

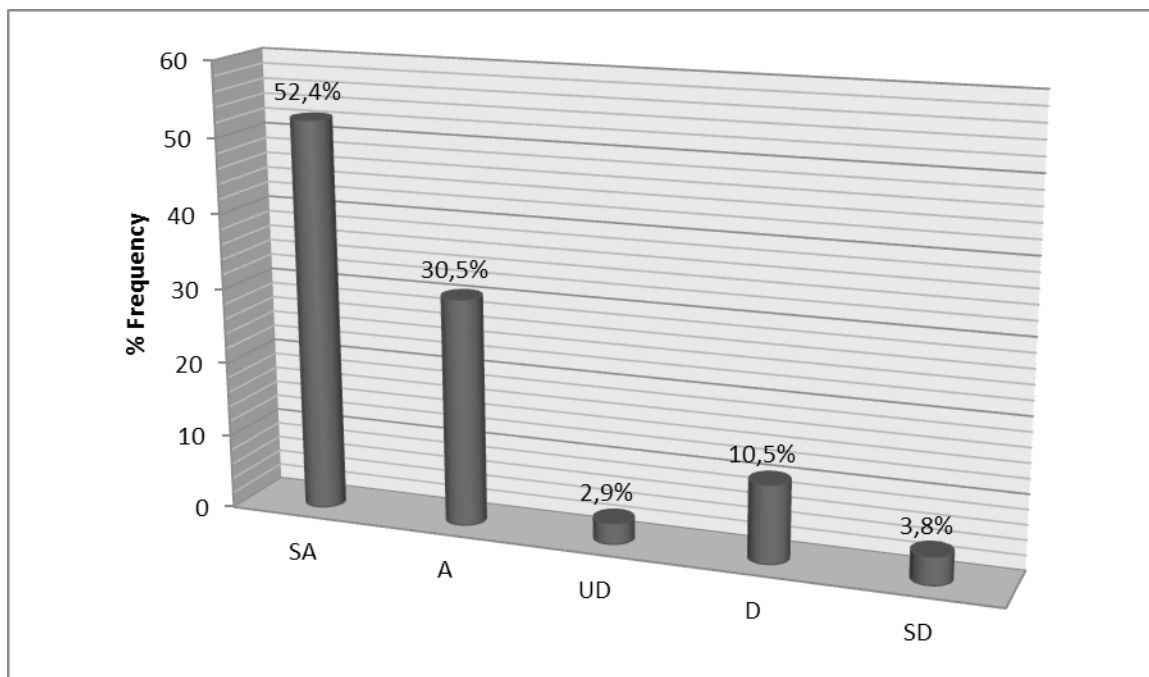


Fig 4.3: Success of LSE implementation depends on teacher's commitment

Eighty-seven (82.9%) respondents agree that success of a LSE curriculum implementation depends on teacher's commitment, while 15(14.3%) disagree on

teacher's commitment. This indicates that majority of the teachers appreciate teacher's commitment in curriculum implementation. This perception is encouraging as no curriculum would be successfully implemented if the teachers do not play their role or are not committed to the curriculum implementation.

From the findings in this section there was poor preparation of life skills Education teachers and it undermined by the short duration of the teacher training courses and training strategy. Teachers who are supposed to implement curriculum sometimes cannot even identify its main features. The success of a LSE curriculum implementation depends on teacher's commitment. From the study most of the Life skills teacher had not received in-service training, while a few had been trained on life skills. There was need to provide adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training.

The findings concur with Rembe (2006), that Life Skills Education teacher in Malawi receives in-service training through a cascade model where a national core team of trainers, consisting of Education Methods Advisers and curriculum developers, orients trainers of teachers at sub County level. The cascade model of teacher training as one of the challenges in the implementation of the program as the training strategy of teachers is disappointing because few teachers are chosen and receive training and they in turn, train others in schools and this leads to the required information not to be transmitted properly and it consequently fails to equip teachers with the requisite skills'. The poor preparation of teachers under the cascade approach was further undermined by the short duration of the courses (one to three days).

Deep conceptual content knowledge and skill development requires significantly more time. Successful implementation of Life Skills Education needs more than just a teacher who has sufficient pedagogical and content knowledge of Life Skills Education. Also Prinsloo, (2007) argues that Life Skills Education deals with the teaching of values, teachers whose conduct is perceived by learners as inappropriate are unable to be successful facilitators of the program as high moral standards are important requisites for the successful implementation of these programs.

4.5 Teaching and Learning Methods for Life Skills Education

This study sought to establish the teaching and learning methods of instruction used for teaching of Life Skills Education. The information provided by respondents on the frequency of using teaching and learning methods as shown in Table 4.8.

Table 4.8: Frequency of Use of teaching/learning Methods in Life Skills Education

Teaching method	Always		Often		Sometimes		Rarely		Never	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Class discussions	40	38.1	36	34.3	17	16.2	7	6.7	5	4.8
Brainstorming	49	46.7	16	15.2	30	28.6	6	5.7	4	3.8
Demonstration and guided practice	30	28.6	37	35.2	25	23.8	10	9.5	3	2.9
Role play	30	28.6	19	18.1	36	34.3	14	13.3	6	5.7
Small groups	20	19.0	15	14.3	37	35.2	19	18.1	14	13.3
Educational games and simulations	15	14.3	14	13.3	33	31.4	22	21.0	21	20
Case studies	16	15.2	9	8.6	35	33.3	24	22.9	21	20.0
Story telling	16	15.2	30	28.6	30	28.6	16	15.2	13	12.4
Audio and visual activities	2	1.9	29	27.6	35	33.3	18	17.1	21	20.0
Debates	14	13.3	13	12.4	35	33.3	23	21.9	20	19.0

Participatory teaching and learning methods used by teachers are useful in understanding the implementation of Life Skills Education curriculum. Boler and Aggleton (2005), states that Life skills-based education supports child centered approaches and challenges traditional authoritative teacher roles. However UNICEF (2005) posits that teaching in most of the formal systems tends to be didactic, non-participatory, inflexible and assessment-driven. Life Skills Education is intended to be participatory and responsive raising questions rather providing clear-cut answers, challenges pupils to find new ways of relating to one another.

Forty (38.1%) respondents always use class discussion as teaching method in teaching LSE, with 36(34.3%) often and 17(16.2%) sometimes use class discussion. This indicates that majority of the teachers always, often and sometimes used class discussion in teaching of Life Skills Education. Forty-nine (46.7%) teachers always use brainstorming as teaching method in teaching LSE, with 16(15.2%) often and sometimes use the teaching method and 30(28.6%) had never used brainstorming teaching method. This indicates that majority of the head teachers sometimes, often and always used brainstorming method in teaching of Life Skills Education.

Thirty (28.6%) teachers always use demonstration and guiding practice as teaching method in teaching LSE, with 30(28.6%) sometimes and 16(15.2%) always use the teaching method and 5(4.3%) rarely used demonstration and guiding as practice teaching method. This indicates that majority of the head teachers sometimes, often and always used demonstration and guiding practice in teaching of Life Skills Education.

Thirty-seven (35.2%) teachers sometimes use small groups teaching method in teaching LSE, with 20(19.0%) always and 19(18.1%) rarely use small groups teaching method and 15(14.3%) often used small groups teaching method. This indicates that majority of the teachers sometimes, always and rarely used small groups in teaching of Life Skills Education. Thirty-three (31.4%) teachers sometimes use educational games and simulations teaching method in teaching LSE, with 22(21.0%) rarely used and 21(20.0%) never used Educational games and simulations teaching method. This indicates that majority of the head teachers sometimes, used Educational games and simulations in teaching of Life Skills Education. Thirty-five (33.3%) head teachers sometimes use case studies teaching method in teaching LSE, with 24(22.9%) rarely used case studies teaching method. Twenty (20%) teachers had never used case studies. This indicates that some head teachers had never used case studies and debates methods in teaching of Life Skills Education.

From the study majority of the head teachers and teachers sometimes used case studies, audio and visual activities, storytelling and debates in teaching of Life Skills Education. The findings agree with WHO (2005), that Effective skill-based health education replicates the natural processes by which children learn behavior and method used to teach include modeling, observation, and social interactions. The Participatory teaching learning methods for building skills and influencing attitudes include: class discussions, brainstorming, demonstration and guided practice, role play, small groups, educational games and simulations, case studies, storytelling, debates, practicing life skills specific to a particular context with others, audio and visual activities such as arts, music, theatre, dance, decision mapping or problem trees.

The findings concur with Boler and Aggleton (2005) that no attempts should be made to promote life skills in schools until such pedagogy is in place. It is important to clarify which skills should be taught in life skills, why these skills are chosen, and how they should be taught. Content load in the curriculum or textbook cannot be supportive in bringing about desired behavioral changes in the pupils. It is the classroom process, learning activities, and classroom interactions which frame favorable environment for appropriate learning. This is also equally true in teaching learning of life skills. Teaching and learning methods must be relevant and effective in order to achieve the objective of Life Skills Education. Interactive or participatory teaching and learning methods are essential parts of Life Skills Education. Students learn skills best when they have the opportunity to observe and actively practice them. Learning by doing is necessary. Teachers need to employ methods in the classroom that let young pupil observe the skills being practiced and then use the skills themselves.

4.6 Non-examinable Status of LSE in schools and its influence on the Implementation of the LSE Curriculum

Table 4.9 shows respondents views on the assessment the influence of not examinable status of LSE on the implementation of LSE.

Table 4.9 Non-examinable Status of LSE and its Influence on Implementation

	SA		A		UD		D		SD	
Statement	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Teaching of life skills requires a major input and a change in the classroom practices.	20	19.0	46	43.8	26	24.8	9	8.6	4	3.8
Teachers tend to concentrate on subjects that are	46	43.8	46	43.8	3	2.9	7	6.7	3	2.9

examinable and are thought to promote academic excellence.										
Life skills is not being taken seriously because it is not an examinable subject.	53	50.5	34	32.4	6	5.7	11	10.5	1	1.0
It is not being taught at all despite the fact that it is included on the timetable.	43	41.0	27	25.7	7	6.7	22	21.0	6	5.7
The non-examinable status of Life skills undermines its implementation.	53	50.5	37	35.2	4	3.8	7	6.7	4	3.8

Sixty-six (62.8%) respondents agree that teaching of life skills requires a major input and a change in the classroom practices, while 13(12.4%) disagree on this statement. This indicates that life skills require a major input and changes in the classroom practices. Ninety-two (87.6%) respondents agree that teachers tend to concentrate on subjects that are examinable and are thought to promote academic excellence, while 10(9.6%) disagree on examination of LSE. This indicates that teachers tend to concentrate on subjects that are examinable and promote academic excellence. Eighty-seven (82.9%) respondents agree that Life skills was not being taken seriously because it is not an examinable subject, while 12(11.5%) disagree that Life skills is not taken seriously in schools. This indicates that Life skills were not being taken seriously because it is not an examinable subject.

Seventy (67.6%) respondents disagree that Life skills is not being taught at all despite the fact that it is included on the timetable, while 28(26.7%) agree that LSE should be taught in schools. This indicates that life skills are not being taught despite the fact that it is included in the timetable. Ninety (87.5%) respondents agree that non-examinable status

of Life skills undermines its implementation, while 11(10.5%) disagree on the statement. This indicates that non-examinable status of Life skills undermines its implementation.

From the study the non-examinable status of LSE in schools influences the implementation of a LSE curriculum. The assessment of life skills requires a major input amongst the teachers as they concentrate more on subjects that are examinable to promote academic excellence. Life skills were not being taken seriously in schools and non-examinable status of Life skills undermines its curriculum implementation. The findings agree with Whitaker, (1993) that teaching with the focus on the examinations influences curriculum implementation. Most teachers perceive the evaluation at national level reflect their outstanding efforts and competence. They focus all their time and effort on what will be examined at the Kenya Certificate of Primary Education national exams. This means that the subjects that are not examinable may not receive adequate attention from the teachers, thus the curriculum may not be effectively implemented.

4.7 The Contribution of School Management in Implementing LSE Curriculum

The school management plays a vital role in implementation of LSE. School principals contribute to the successful implementation of a curriculum if they fulfill their role as curriculum and instructional leaders (Ornstein & Hunkins, 1993). The principals are expected to spend time visiting teachers in the classroom, plan staff development programs and modify school environment to improve instruction.

Prinsloo (2007) indicates that there is lack of parent involvement in their children's learning process to ensure successful implementation of Life skills program. This lack of linkage between home and school limits the learning of children. This study sought to

establish the contribution of school management in the implementation of Life Skills Education curriculum. This was found to be useful to this study as it would reveal the role played by school management in the implementation of Life Skills Education Curriculum as summarized in Table 4.10.

Table 4.10 The Contribution of school management in implementing of LSE

Statement	SA		A		UD		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Contribute to the successful implementation of a curriculum if they fulfill their role as “curriculum and instructional leaders”	39	37.1	38	36.2	5	4.8	16	15.2	7	6.7
The head teacher plans staff development programs and modifies school environment to improve instruction	38	36.2	42	40	5	4.8	17	16.2	3	2.9
The school management monitors both the manner of teaching and the content that is actually being addressed by the teacher in the classroom	18	17.1	38	36.2	19	18.1	19	18.1	11	10.5
They provide direction and guidance to teachers on how to implement the curriculum effectively.	14	13.3	53	50.5	10	9.5	17	16.2	11	10.5
The head teacher checks that teachers have the required knowledge and skills by observing classrooms to identify the needs of teachers as they implement the curriculum.	35	33.3	47	44.8	13	12.4	9	8.6	1	1.0
Organizing staff development meetings	24	22.9	54	51.4	14	13.3	10	9.5	3	2.9
Conduct some practical demonstration of how to go about teaching the contents of a curriculum’	37	35.2	35	33.3	9	8.6	15	14.3	9	8.6
The school management work harmoniously with the teachers and parents in enhancing implementation of LSE	24	22.9	44	41.9	15	14.3	18	17.1	4	3.8

Seventy-seven (73.3%) respondents agree that successful implementation of a curriculum occurs if head teachers fulfill their role as curriculum and instructional leaders, while

23(21.9%) disagree on the role of head teachers. This indicates that successful implementation of a curriculum occurred when the head teachers fulfill their role as curriculum and instructional leaders.

Eighty (76.2%) respondents agree that head teachers plan staff development programs and modifies school environment to improve instruction, while 20(19.1%) disagree on this statement. This indicates that majority of the head teachers plans staff development programs and modifies school environment to improve instruction. Fifty-six (53.3%) respondents agree that school management monitors both the teaching and the content that is actually being addressed by the teacher in the classroom, while 30(28.6%) disagree on the monitoring of school management committee. This indicates that school management does not monitor both the manner of teaching and the content that is actually being addressed by the teacher in the classroom.

Sixty-seven (63.8%) respondents agree head teachers provide direction and guidance to teachers on how to implement the curriculum effectively, while 28(26.7%) disagree that on head teachers effectiveness in curriculum implementation. This indicates that teachers provided direction and guidance on how to implement the curriculum effectively. Eighty-two (78.1%) respondents agree that head teachers have the required knowledge and skills to identify the needs of teachers as they implement the curriculum, while 10(9.6%) disagree on head teachers knowledge and skills. This indicates that head teachers have the required knowledge and skills to identify the needs of teachers as they implement the curriculum.

Seventy-eight (74.3%) respondents agree that head teachers organize staff development meetings, while 13(12.4%) disagree. This indicates that majority of the head teachers organized staff development meetings. Seventy- two (68.5%) respondents agree that head teachers conduct some practical demonstration on teaching contents of a curriculum, while 24(22.9%) disagree on their demonstration. This indicates that majority of the head teachers conduct practical demonstration on teaching the contents of a curriculum. 68(64.8%) respondents agree head teachers conduct school management work harmoniously with the teachers and parents in enhancing implementation of LSE, while 22(20.9%) disagree on their harmonious. This indicates that school management work harmoniously with the teachers and parents in enhancing implementation of LSE.

From the study the school management contributes in implementing of Life Skills Education by fulfill their role as curriculum and instructional leaders, planning staff development programs and modifies school environment to improve instruction. They also provide direction and guidance to teachers on how to implement the curriculum effectively. Head teachers organize staff development meetings and conduct practical demonstration on teaching the contents of a curriculum. They work harmoniously with the teachers and parents in enhancing implementation of LSE. The school management monitors both the manner of teaching and the content that is actually being addressed by the teacher in the classroom.

The findings agree with Ornstein & Hunkins (1993) that principals contribute to the successful implementation of a curriculum if they fulfil their role as curriculum and instructional leaders. Also Prinsloo (2007) argued that a lack of commitment by some

school principals to make the program a success at the school level is a challenge facing the implementation of the Life skills program.

4.8 Chapter Summary

This chapter presented the findings derived from the data collected using the research methodology in chapter three. The findings were summarized with respect to the background information and study objectives herein to achieve the purpose of the study.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction to the Chapter

This chapter presented the summary of findings, conclusions drawn from the results and recommendations. This purpose of the study was to establish the challenges faced by teachers in implementing Life Skills Education curriculum in public primary schools in Wareng Sub County, Uasin Gishu County Kenya. The summary was based on the

findings collected from the teachers and head teachers using a questionnaire and observation schedules.

The data were analyzed in order to establish the availability of teaching/learning resources, availability of trained teachers of LSE in schools, establish the teaching and learning methods adopted for Life Skills Education, examine the effect of the non-examinable status of LSE on its implementation in primary schools and establish the contribution of school management to the implementation of LSE.

5.2 Summary of Findings

This section summarized the findings from the study with respect to the study objectives.

5.2.1 Availability of Resources for Implementation Life Skills Education curriculum

From the study majority of respondents agreed that lack of facilities such as staffrooms, classrooms, teaching and learning materials especially in the rural primary schools hampers the teaching of LSE. Also most respondents agreed that their school had adequate LSE teaching resources, and less than half of respondents disagreed on adequate LSE teaching resources. Half of the respondents disagreed that the school had enough teachers guide for teaching LSE. And slightly more than half of respondents disagree that teachers use teaching aids in teaching LSE always.

The teaching and learning resources in LSE should assist in the development of positive attitude in learners. Teachers require classroom supplies such as textbooks, charts and other equipment. Without these materials, learning is compromised. Availability or non-availability of the materials heavily influences the implementation of a curriculum, that is whether the implementation becomes successful or not. From the study majority of the

respondents indicated that lack of facilities such as staffrooms, classrooms, teaching and learning materials especially the rural primary schools hampers the teaching of LSE.

From the study less than half of the respondents rarely use charts in teaching LSE, with insignificant number of respondents saying they had never used charts in teaching of life skills. Nearly half of respondent rarely used visual aids in teaching LSE, but few said sometimes they use visual aids in teaching of life skills.

From the study head teachers sometimes use charts, rarely use pictures and never used audiotapes in teaching LSE. The head teachers had rarely used photographs, visual aids and posters in teaching of Life Skills Education. Most schools had adequate LSE teaching resources and Life Skills Education course books. From the study most schools did not have enough teachers guide for teaching LSE. The teachers do not use teaching aids in teaching LSE always and schools had inadequate teaching aids for teaching LSE.

5.2.2 Availability of Trained Teachers of Life Skills Education

Majority respondents agree that training strategy of teachers is disappointing because few teachers are chosen and receive training and they in turn, train others in schools. Majority respondents agree that there was need to provide adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training.

Significant number of respondents agreed that teachers who are supposedly implementing a new curriculum sometimes cannot even identify its main features. Significant number

of respondents agreed that success of a LSE curriculum implementation depends on teacher's commitment, while at least number of respondents disagreed on teacher's commitment. Slightly less than half of the respondents agrees that poor preparation of teachers is undermined by the short duration of the LSE teacher training courses.

From the study the poor preparation of teachers was attributed to the short training duration of the LSE courses and training strategy of teachers. There was need to provide adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training. Teachers who should implement a new curriculum sometimes cannot even identify its main features. The success of a LSE curriculum implementation depends on teacher's commitment. Some of the Life skills teachers had received in-service training, while a few had not been trained.

5.2.3 Teaching and Learning Methods for Life Skills Education

From the study slightly less than half of respondents always use brainstorming as teaching method in teaching LSE, with few saying they sometimes use the teaching method while almost a third saying they had never used brainstorming teaching method.

A third of teachers always use demonstration and guiding practice as teaching method in teaching LSE, with slightly less than a third saying sometimes and few saying they always use the teaching method. Insignificant number of respondents said they rarely used demonstration and guiding as practice teaching method.

A third of respondents sometimes use educational games and simulations teaching method in teaching LSE, with few rarely using Educational games and simulations

teaching method. From the study majority of the head teachers and teachers always use brainstorming and class discussion. Also sometimes they used case studies, audio and visual activities, storytelling and debates in teaching of Life Skills Education.

5.2.4 Non examinable Status of Life Skills Education affect its Implementation

From the study the study majority respondents agreed that teaching of life skills requires a major input and a change in the classroom practices, while few disagree on this statement. Also majority respondents agree that teachers tend to concentrate on subjects that are examinable and are thought to promote academic excellence. However most of respondents agree that Life skills were not taken seriously since it was not an examinable subject.

From the study nearly three quarter of respondents disagree that Life skills is not being taught at all despite the fact that it is included on the timetable, while less than a third agree that LSE should be taught in schools. Also more than three quarter respondents agree that non-examinable status of Life skills undermines its implementation. The teaching of life skills requires a major input and a change in the classroom practices and teachers tend to concentrate on subjects that are examinable and are thought to promote academic excellence. Life skills was not taken seriously because it is not an examinable subject and thus, non-examinable status of Life skills undermines its implementation, Life skills was taught and always included on the timetable.

5.2.5 The Contribution of school management in implementing LSE

From the study three quarter of respondents agreed that successful implementation of a curriculum occurs if head teachers fulfill their role as curriculum and instructional

leaders. Also slightly more than three quarter of respondents agree that head teachers plan staff development programs and modifies school environment to improve instruction. More than half of respondents agree head teachers provide direction and guidance to teachers on how to implement the curriculum effectively.

Majority of respondents agree that head teachers have the required knowledge and skills to identify the needs of teachers as they implement the curriculum. Also three quarter of respondents agree that head teachers organize staff development meetings, while a few disagree.

From the study the school management contributes in implementing of Life Skills Education by successful implementation of a curriculum if they fulfill their role as curriculum and instructional leaders and plans staff development programs and modifies school environment to improve instruction. School management provide direction and guidance to teachers on how to implement the curriculum effectively and check that teachers have the required knowledge and skills by observing classrooms to identify the needs of teachers as they implement the curriculum. Head teachers organize staff development meetings and conduct some practical demonstration of how to go about teaching the contents of a curriculum as well as conducting school management work harmoniously with the teachers and parents in enhancing implementation of LSE.

5.3 Conclusion

Most of the schools had inadequate, teaching resources, course books and teaching aids for teaching LSE. Schools do not have enough teachers guide for teaching LSE and teachers do not use teaching aids in teaching LSE, as they were inadequate in the school.

The teaching resources and facilities influence the implementation of Life Skills Education through their availability and quality. The teaching aids sometimes used are charts, pictures and real objects, with rarely using photographs, visual aids and posters and school never use audiotapes and photographs in teaching LSE.

There was poor preparation of teachers due to short course training period. Teachers who are supposedly implementing curriculum sometimes cannot even identify its main features since the success of a LSE curriculum implementation depends on teacher's commitment. Some of the Life skills teachers had received in-service training, while a few had not been trained.

The teaching methods used in teaching Life Skills Education were class discussion, brainstorming, demonstration, small groups, educational games, studies, audio and visual activities, storytelling and debates.

The non-examinable status Life Skills Education involved the use of traditional paper and pencil test emphasizing on rote memorization and is not appropriate for assessing life skills. The teaching of life skills requires a major input and a change in the classroom practices and teachers tend to concentrate on subjects that are examinable and are thought to promote academic excellence. Life skills was not being taken seriously because it was

not an examinable subject and it undermines its implementation, since it was not taught always despite being included on the timetable.

The school management contribute to the successful implementation of a curriculum by fulfill their role as curriculum and instructional leaders by planning staff development programs, modifying school environment to improve instruction. The school management provides direction and guidance to teachers on how to implement the curriculum effectively by monitoring the manner of teaching and the content that is actually being addressed by the teacher in the classroom. The head teachers organize staff development meetings and conduct some practical demonstration of how to go about teaching the contents of a curriculum as well as conducting school management work harmoniously with the teachers and parents in enhancing implementation of LSE.

5.4 Recommendations

From the study most of the schools had inadequate, teaching resources, course books and teaching aids for teaching LSE. Schools do not have enough teachers guide for teaching LSE. The teaching aids sometimes used in schools include charts, pictures and real objects. The preparation of teachers undermined teaching of life skills. The teaching methods that were rarely and never used in teaching Life Skills Education were the audio and visual activities, educational games and simulations as well as role play. Life skills were not being taken seriously because it was not an examinable subject, despite being included on the timetable.

From the study the following five recommendations were made; first is need for government to provide adequate teaching and learning materials of life skills in all the

schools. This can be done by funding it through free primary education fund; second there is need for the government to employ more teachers who have trained on Life Skills Education so as to enhance its implementation. There was need to provide adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training; third, primary schools teachers should diversify to other teaching aids such as photographs, visual aids, posters, audiotapes and photographs in teaching LSE; fourth, primary schools should embrace the use of all the methods available and lastly, primary schools should embrace the importance of life skills in the child development rather than concentrating only on subjects that are examinable.

5.5 Suggestions for Further Research

This study limited itself to school related challenges faced by teachers in implementing Life Skills Education in public primary schools of Wareng Sub County, Uasin Gishu County Kenya. Based on the findings of the study the researcher recommends the following areas for further research;

- i) The relationship between teacher's professional qualification and teaching of Life Skills Education.
- ii) The attitude of teachers and pupils towards the teaching of Life Skills Education.
- iii) The perceived role played by Life Skills Education in modification of pupils' behaviour.
- iv) Establish the role of community in the teaching and implementation of Life Skills Education in primary schools.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

INFORMED CONSENT LETTER

Department of Curriculum, Instruction and Educational Media,
Moi University,
P.O Box 3900,
ELDORET.

23rd March, 2012

Dear participant,

RE: PARTICIPATION IN MY STUDY

I am a post graduate student pursuing a Master of Philosophy degree in the department of Curriculum, Instruction and Educational Media, Moi University. I am currently conducting research for my Masters' degree thesis on *An Investigation into the Challenges Faced by Teachers in Implementing Life Skills Education in Public Primary Schools: A Case of Wareng Sub County, Uasin Gishu County*. I kindly request you to participate in this study. Your responses to the items in the questionnaire will be treated with utmost confidentiality, and will not be used for any other purposes except for this study.

Your corporation will be highly appreciated.

Yours faithfully,

Dina Cheptoo Kenei

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS

Do not put your name or any form of identification on this questionnaire.

Answer all questions as indicated by either Ticking (✓) or filling in the blank option whichever applies.

SECTION A: Respondent's Background Information

1. Age Below 25 years ☐ 25 – 35 ☐ Above 35 years ☐
2. Gender. Male ☐ Female ☐
3. Position Teacher ☐ Head teacher ☐
4. Do you teach LSE? Yes ☐ No ☐
5. Type of school. Day school ☐ Boarding school ☐
 Mixed and boarding school ☐
6. Teaching experience
 Less than 5 years ☐ 5-15 years ☐ above 15 years ☐

Section B: The Availability of Resources in Implementation Life Skills Education.

7. Teaching resources and facilities influence the implementation of curriculum in that their availability and quality have great influence on implementation of life skills education. Please rate them with respect to how your school views the teaching and learning resources of LSE. Please tick the response which matches your opinion. Key: *SD- Strongly disagree, D- Disagree, UD- Undecided, A- Agree, SA- Strongly agree*).

Statement	SA	A	UD	D	SD
The school has adequate LSE teaching resources					
The school has adequate Life Skills Education course books					
The school has enough teachers guide for teaching LSE					
The school has adequate teaching aids for teaching LSE					
In the school, teachers use teaching aids in teaching LSE always					
Lack of facilities such as staffrooms, classrooms, teaching and learning materials especially the rural primary schools hampers the teaching of LSE.					

8. The following are teaching aids used in teaching of LSE. Rate the frequency of their use in your school.

Teaching Aids	Always	Often	Sometimes	Rarely	Never
Charts					
Pictures					
Photographs					
Audiotapes					
Visual aids					
Posters					
Real objects					
Teaching regalia					

Section C: Availability of trained teachers of Life Skills Education

9. Teachers can function as role models, advocates for healthy school environments, guides for students in need of services, resources for accurate information, mentors, and effective instructors. Please rate them with respect to how your school views the training LSE teachers. Please tick the response which matches your opinion. *Key: SD- Strongly disagree, D- Disagree, UD- Undecided, A- Agree, SA- Strongly agree).*

Statement	SD	D	NS	A	SA
The Life skills teacher receives in-service training					
The poor preparation of teachers is undermined by the short duration of the LSE courses					
The training strategy of teachers is disappointing because few teachers are chosen and receive training and they in turn, train others in schools					
There is need to provide adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training.					
Teachers who are supposedly implementing a new curriculum sometimes cannot even identify its main features.					
The success of a LSE curriculum implementation depends on teacher's commitment					

Section D: Teaching and learning methods for Life Skills Education

10. Teaching life skills involves participatory teaching learning methods for building skills and influencing attitudes identify those that apply to your school. Rate how frequently the following methods are used in your school.

Teaching and learning methods	Always	Often	Rarely	Never
Class discussions				
Brainstorming				
Demonstration and guided practice				
Role play				
Small groups				
Educational games and simulations,				
Case studies				
Story telling				
Audio and visual activities				
Debates				

Section E: Assessment of Status of LSE

11. *The non-examinable status of LSE in schools influences the implementation of a LSE curriculum. Please tick the response which matches your opinion. Key: SD- Strongly disagree, D- Disagree, UD- Undecided, A- Agree, SA- Strongly agree).*

Statement	SD	D	NS	A	SA
Teaching of life skills requires a major input and a change in the classroom practices.					
Teachers tend to concentrate on subjects that are examinable and are thought to promote academic excellence.					
Life skills is not being taken seriously because it is not an examinable subject.					
It is not being taught at all despite the fact that it is included on the timetable.					
The non-examinable status of Life skills is thus undermines its implementation.					

Section F: The contribution of school management in implementing LSE

12. The school management plays a vital role in implementation of LSE. Please rate them with respect to how your school views the assessment of LSE. Please tick the response which matches your opinion. Key: SD- Strongly disagree, D- Disagree, NS- Undecided, A- Agree, SA- Strongly agree).

Statement	SD	D	NS	A	SA
Contribute to the successful implementation of a curriculum if they fulfill their role as “curriculum and instructional leaders”					
The head teacher plan staff development programs and modify school environment to improve instruction					
Supervisors monitor both the manner of teaching and the content					

that is actually being addressed by the teacher in the classroom					
The school management provide direction and guidance to teachers on how to implement the curriculum effectively.					
The head teacher checks that teachers have the required knowledge and skills by observing classrooms to identify the needs of teachers as they implement the curriculum.					
Organizing staff development meetings					
Conduct some practical demonstration of how to go about teaching the contents of a curriculum'					
The school management work harmoniously with the teachers and parents in enhancing implementation of LSE					

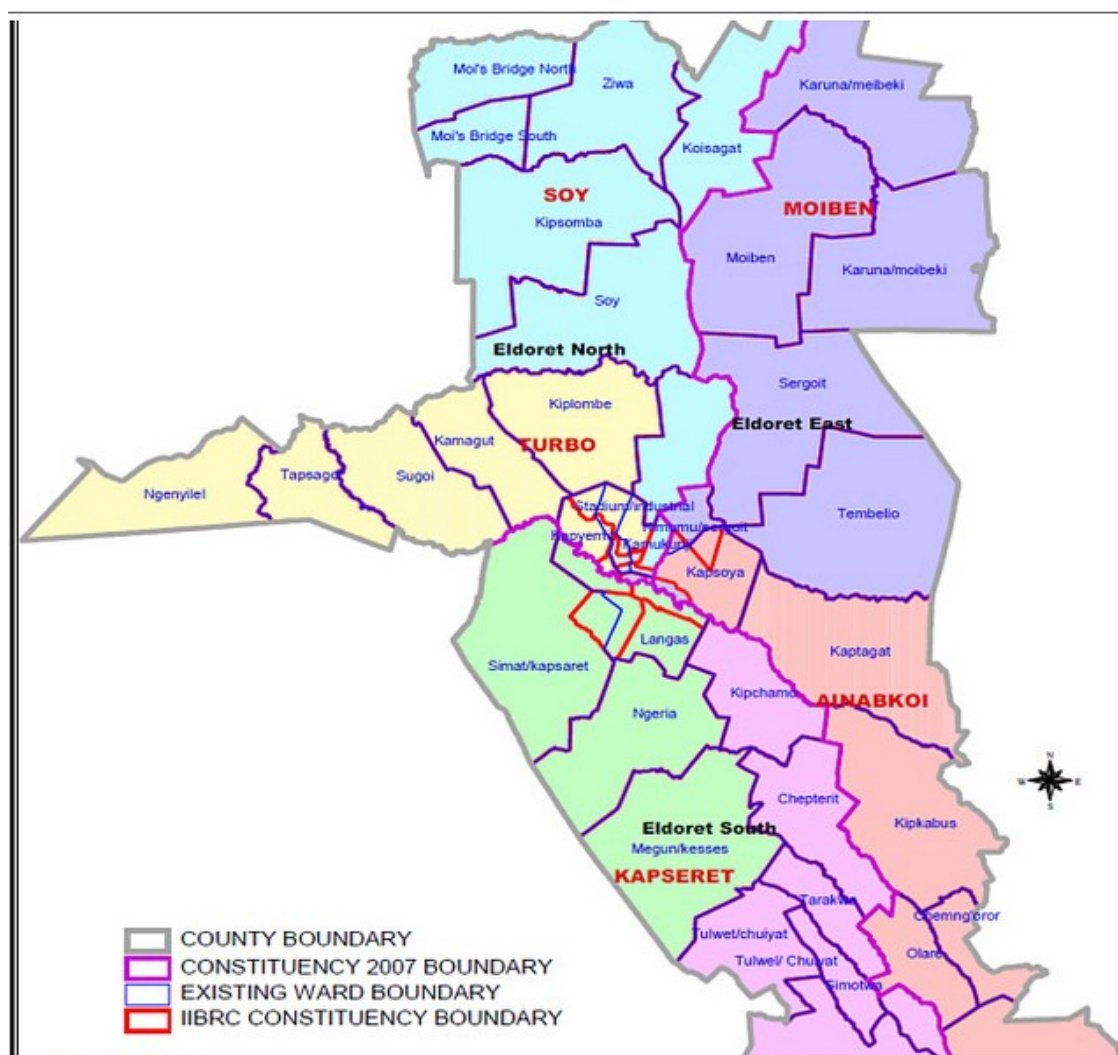
APPENDIX III: OBSERVATION SCHEDULE

Availability of teaching aids used in the implementation of life skills education in the sampled schools.

Teaching Aid	Available	Not available
Charts		
Pictures		
Photographs		
Audiotapes		
Visual aids		
Posters		

Real objects		
Teaching regalia		

APPENDIX IV: MAP OF STUDY AREA



APPENDIX V: RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. NCS7/RCD/14/012/603

Date of issue 28th May, 2012

Fee received KSH. 1.000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Dinah Cheptoo Kenei

of (Address) Moi University

P.O.Box 3900-30100 Nairobi

has been permitted to conduct research in

Location

Uasin Gishu District

Rift Valley Province

on the topic: The challenges faced by teachers

in implementing life skills education in public


primary schools: A case of Wareng District, Uasin

Gishu County, Kenya

for a period ending 31st December, 2013

Applicant's Signature

Secretary National Council for Science & Technology



CONDITIONS

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

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GP60553mt10/2011 (CONDITIONS-see back page)

APPENDIX VI: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/012/603**

Date: **28th May 2012**

Dinah Cheptoo Kenei
Moi University
P.O.Box 3900-30100
Eldoret.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The Challenges faced by teachers in implementing life skills education in public primary schools: A case of Wareng District, Uasin Gishu County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu District** for a period ending **31st December, 2013**.

You are advised to report to **the District Commissioner and the District Education Officer, Uasin Gishu 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
Uasin Gishu County.

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