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# An assessment of implementation strategies of lifeskills education curriculum in public primary schools in Dagorreti district, Nairobi county

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**AN ASSESSMENT OF IMPLEMENTATION STRATEGIES OF LIFESKILLS  
EDUCATION CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN DAGORRETI  
DISTRICT, NAIROBI COUNTY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION DEGREEE  
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## ABSTRACT

Implementation is an essential aspect of curriculum. A curriculum however well designed must be implemented in schools if it is to make any impact or if the students are to attain its goals and objectives. Implementation involves educating individuals about the worth of a new program component such as a new content area or a new type of material. This study has assessed the implementation strategies of Life skills education curriculum in the public primary schools in Dagoretti District, Nairobi County. The study sought to find out the extent to which teachers had been in-serviced on LSE, availability and use of teaching/learning materials, instructional strategies used by teachers, the learners and teachers' attitude towards life skills education and the difficulties the teachers may be facing while implementing the life skills education curriculum. The design of the research was descriptive survey. The target population consisted of the District Quality Assurance and Standards Officer, one KIE officer, 24 head teachers and 360 teachers. All the 24 head teachers and the District Quality Assurance and Standards Officer constituted the sample. Purposive sampling was used to select 2 teachers of Life Skills Education in each school representing lower and upper primary classes which was equivalent to 18.75% of the total population of teachers. Data was collected using questionnaires, interview guides and observation schedules. Data obtained was analyzed using statistical package for social sciences (SPSS) and determined the status of the implementation strategies of life skills education curriculum in Dagoretti district. Findings such as lack of preparation for LSE lessons by teachers, inadequate resources and lack of proper external and internal supervision were presented through descriptive statistics by use of percentages and frequencies and interpreted with the aim of reporting and recommending measures that can be taken to improve on the implementation process. Some of the recommendations of the study are pre-service training for teachers on Life Skills education curriculum, need to address the issue of teacher shortage in schools and intensifying external and internal supervision of the curriculum.