

**THE EXTENT TO THE IMPLEMENTATION OF LIFE SKILLS CURRICULUM IN
PRIMARY SCHOOLS IN KITUI WEST SUB-COUNTY, KITUI COUNTY, KENYA**

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ABSTRACT

Life Skills Education (LSE) is aimed at equipping the learners with psychosocial competencies that would help them make formal decisions, solve problems, think creatively and critically, communicate effectively and build healthy relationships. The target populations were the public primary schools, their headteachers, teachers and students. The aim of this study was to investigate on the extent in the implementation of life skills curriculum in primary schools in Kitui West Sub-County, Kitui County, Kenya. The study objectives were to determine the influence of teacher preparedness on the implementation of the life skills education curriculum in public primary schools in Kitui West Sub-County, to determine whether attitudes of teachers affect implementation of life skills education in public primary schools in Kitui West Sub-County, to establish the influence of learning resources on the implementation of life skills education curriculum in public primary schools in Kitui West Sub-County and to establish the extent to which head teacher's supervision influences the implementation of life skills education curriculum in public primary schools in Kitui West Sub-County. The target population was 240 respondents comprising of 30 head teachers, 60 teachers and 150 class 8 pupils. The researcher used purposive sampling to select the head teachers. The random sampling was used to select teachers and class 8 pupils from the sampled schools. The sample size was 90 respondents comprising of 15 head teachers, 30 teachers and 45 class 8 pupils. The main data collection tools were questionnaires for the head teachers and teachers and interview schedules for class 8 pupils. The researcher conducted a pilot study from 2 public primary schools. The researcher used Statistical Package for Social Sciences (SPSS) to analyze the data. Results to be presented per research question. The study established that most schools did not have teaching curriculum for LSE due to the fact that the schools had no LSE syllabus, text books and other materials necessary for learning LSE. Also the study found that the implementation was influenced by lack of qualified teachers and enough time allocated for LSE. Both head teachers and teachers emphasized that LSE should be examinable and seminars should be held occasionally on the proper implementation. It is recommended that teachers should consider LSE as important as other subjects taught in primary schools. They should also be willing to improvise teaching/learning materials on LSE in order to equip learners with adequate knowledge on LSE. The head teachers should ensure that schools should teach LSE in accordance to the ministry guideline whose reinforcement should start immediately pupils join the school. There is a need for teachers to receive training on LSE in the teachers training colleges and universities so that they enjoy teaching it and act as role model. Also the necessary materials for teaching and learning should be made available in primary schools in order to create an effective environment for students who have interest in LSE. School supervision by the head teacher and the directorate of quality assurance should be enhanced for monitoring to give proper guidance to the teachers on the need to implement life skills education in their schools.