

International Journal of Education and Research

Vol. 1 No. 3 March 2013

ISSN: 2201-6333 (Print) ISSN: 2201-6740 (Online)

www.ijern.com

INFLUENCE OF STRUCTURAL CONTEXT ON IMPLEMENTATION OF SECONDARY SCHOOL LIFE SKILLS CURRICULUM IN KAJIADO COUNTY, KENYA

Dr. Mercy Muthoni Mugambi

School of Education, University of Nairobi

P.O Box 473600100

Nairobi, Kenya

Email mugambimercy@yahoo.com

Dr. Rose Kathooko Muthui

Catholic University of Eastern Africa

P.O Box 1390100100

Nairobi, Kenya

Email rosesamuel123@yahoo.com

ABSTRACT

Life Skills education plays a major role in enabling individuals to translate knowledge, attitudes and values into actual abilities in reference to what to do and how to do it. The study aimed at finding out structural context factors influencing implementation of secondary school Life Skills curriculum in Kajiado County, Kenya. Descriptive survey design was used and a sample of 10 head teachers, 71 teachers and 270 form four students participated in the study. Descriptive statistics were used to analyze the data obtained. The study established several factors as influencing implementation of Life Skills curriculum: teaching approaches, poor conceptualization of Life Skills, limited human resource, lack of supervision, poor teacher preparation, poor choice of teaching learning strategies, limited use of instructional resources, poor assessment methods, and negative attitude of students towards Life Skills. The researcher concluded that implementation of Life Skills curriculum depended mainly on teacher's competence which on the other hand was influenced by extrinsic factors.

Key terms: Factors, Implementation, Life Skills, Curriculum, Education, Secondary schools

1. Introduction

At the world conference on education for all, Jomtien, 1990, the international society raised concern about the relevance of education, particularly, on the need to focus on appropriate life skills for all learners from all parts of the world. Jomtien underscored the importance of teaching skills that are relevant to life. Life Skills enable individuals to translate knowledge, attitudes, and values into actual abilities in reference to what to do and how to do it. The Life Skills are both psycho and social. Psycho refers to those skills that deal with mental functions and processes, while social are skills that deal with a person's interaction with the environment and culture (UNESCO, 2003).

According to Delors report (2001) on secondary Education in the twenty -first century, acquisition of knowledge is essential for secondary school students but is not sufficient to properly prepare adolescents. Life skills are also required to enable them cope with life issues and to make choices that could have important impact on their health, and their present and future life as adult citizens. According to the report

"...traditional responses to the demand for education that are essentially quantitative and knowledge based are no longer appropriate. It is not enough to supply each child early in life with a storage of knowledge.... Each individual must be equipped with learning opportunities... Both to broaden his/her knowledge, skills attitudes and to adapt to changing, complex and interdependent world" (pg 59).

The Delors report articulates education as having four pillars; learning to know, learning to do, learning to be, and learning to live together. The last two pillars are more directly related to the psychological development of the adolescent. Therefore, more specific skills than general, technical or vocational are needed to prepare adolescents to 'learn to be' and to learn to 'live together'. This culminated in the need to teach Life Skills in schools. The Life Skills approach is

an interactive educational methodology that not only focuses on transmitting knowledge but also helps the youth to explore their attitudes, feelings, opinions and values thereby developing psychosocial competencies to face life challenges effectively (Alison, 2006).

Being a new subject in the curriculum, certain requirements have to be met for successful implementation. Hord (1998) conceptualized success in the implementation of new curriculum to be characterized by:

- i. Planning to adapt change to the local setting
- ii. Teacher training that was concrete, specific and ongoing
- iii. Necessary administrative/or organizational arrangements for the innovation
- iv. Close contact with the change agent, through training and support using interpersonal forms of communication, helping identify needs and solve problems
- v. Classroom consultation and advice from resource personnel
- vi. Modeling by more experienced teachers
- vii. Active support of the principle
- viii. Providing a conducive learning atmosphere

2.Statement of the problem

There has been a lot of emphasis by the Ministry of education on the need to implement Life Skills education in secondary schools in Kenya to improve on the quality of education. The Ministry developed a curriculum for schools to implement Life Skills as a standalone subject from the year 2008. Despite teacher preparation by the Directorate of Quality Assurance and Standards and Life Skills promoters in Kajjado County, a survey conducted in 2010 by the Ministry of Education on the implementation of Life Skills revealed that out of the 35 public

secondary schools in Kajiado, only 13 schools were implementing the secondary school Life Skills curriculum. There was therefore need to investigate on structural context factors that may be influencing the implementing Life Skills curriculum in secondary schools in Kajiado County

3. Objectives of the Study

The objectives of the study on structural context factors influencing implementation of Life Skill Curriculum in Kajiado County, Kenya were:

- i. Investigate the school- based factors
- ii. Find out teacher based factors
- iii. Establish the learner based factors

4. Methodology

Descriptive survey was used in conducting the study. The survey design was suitable because it seeks explanation for current phenomena through the use of systematic and controlled methods in data collection. The participants were 10 head teachers, 71 teachers of Life Skills and 270 form four students. Interview guide for the head teachers, questionnaires for teachers and students, Observation checklist, and document analysis guide were used to provide the needed data. Data obtained was analyzed using descriptive statistics.

5. Results

The following results were obtained from the study;

5.1 School based factors

Various school based factors were identified as influencing implementation of Life Skills;

5.1 Life Skills and the School Timetable.

To establish whether schools were implementing Life Skills as a standalone subject as required by the Ministry of Education since 2008, Students were asked to indicate whether or not Life Skills appeared as a subject on their school time tables. The responses were, 54% indicated no while 46% of the students indicated yes. This indicates that many schools had not implemented the policy, from the Ministry of Education. Chamba (2009) in an evaluation study on implementation of Life Skills programme in public secondary schools in Malawi established that teaching Life Skills as a single subject gave learners an opportunity to practice the learnt content. To give further clarification on the teaching of Life Skills, students were asked to indicate when the subject was taught in their schools. The summary of their responses is presented on Table 1.

Table 1: Students Responses on when Life Skills was Taught

Response	F	%
During some subjects (C.R.E, English, Biology)	119	44.1
After lunch before afternoon lessons	56	20.7
Academic days	40	14.8
Guidance and counseling sessions	30	11
Talks by guest on weekends	15	5.6
Through clubs formed in schools e.g Badilika club	10	3.7
Total	270	100

Many (44.1%) of the students indicated that Life Skills was taught during some subjects such as Christian religious education, English and Biology. The responses indicated that the approaches used in the implementation of Life Skills were basically infusion and integration. Based on students responses it was evident that some schools may not be effective in the implementation of Life Skills curriculum due to the selected time of teaching for example, during academic days

which may not be frequent and effective for in-depth coverage of content and practice of the learnt skills.

5.2 Teaching approaches adopted by schools in implementation

Teachers were asked to indicate the approaches that they were using in their schools to implement Life Skills. Their responses were that; many (42%) of the teachers indicated that they were using infusion approaches in the implementation of Life Skills curriculum, 30% integration approach and 28% were using separate subject approach. The percentages indicate that many schools were teaching Life Skills within other subjects. Only a few schools were using separate subject approach where the subject had been timetabled. According to Gillespie (2002) infusion as an approach to curriculum implementation has a major disadvantage in that it does not give learners time to practice the learnt concepts. It also encourages shallowness in content coverage. A Monitoring Survey by KIE (2006) on Implementation of Life Skills curriculum in Kwale district established that with Integration, teachers found it difficult to establish boundaries between subject content and Life Skills.

5.3 Conceptualization of Life Skills by head teachers

The study established that some headteachers did not fully understand the concept of Life Skills

One head teacher said:

It is hard for students to understand fiction and the academic subjects. This particular head teacher may not have conceptualized on what Life Skills was all about hence, the reference to it as a fiction.

5.4 Limited human resource

One head teacher remarked,

My school does not have enough teachers. KIE cannot ask us to implement Life Skills if the school is already suffering. We shall only teach what is examinable.

Another head teacher had this to say;

My teachers do not teach life skills, we rely on experts from outside to use their own approaches.

5.5 Lack of supervision

Many head teachers had not monitored the implementation of Life Skills curriculum in their schools and were not aware of the strategies teachers were using. This is supported by a response from a head teacher:

Well! Well! I am not aware what teaching strategies the teachers are using in the teaching of Life Skills, I have not supervised them.

Analysis of Professional documents for teachers indicated that there was no follow up by heads of departments. Data from analysis is presented in Table 2.

Table 2: Preparation of Professional Documents by Teachers

Document	Prepared		Not prepared		Up to date		Teachers		HOD	
	f	%	f	%	f	%	f	%	f	%
Lesson notes	45	63.4	26	36.6	10	-14	-	-	-	-
Schemes of work	14	19.7	57	80.3	4	.1	1	1.4	-	-
Lesson plan	6	8.5	65	91.5	3	5.6	-	-	-	-
Teacher's Record of work	2	2.8	69	97.2	0	0	1	-	-	-

The findings indicated that majority (80.3%) of teachers did not prepare schemes of work. Heads of departments had not checked on the schemes that had been prepared.

Wango (2009) emphasizing on parameters for effective curriculum implementation states that, a teacher should ensure that there is a lesson timetable, scheme of work, lesson plan, records of work, teaching and learning resources, class registers to monitor attendance and pupils progress record.

6. Teacher based factors

There are many teacher related factors that could influence implementation of Life Skills in schools. The study investigated the following aspects of teacher based factors;

6.1 Teacher preparedness to implement Secondary School Life Skills Curriculum.

The researcher was interested in finding out whether teachers for Life Skills had received training in the subject. Teachers were asked to provide information on training that they had attended. When teachers were asked whether they had received any training in life skills, 56% said yes while 44% said no. These results indicate that majority of the teachers had received training in Life Skills. This is in line with UNICEF 2006 requirements that to effectively implement new subjects, teachers should be trained to make them familiar with new content.

According to the Republic of Kenya (2005), to ensure continuous and sustainable implementation and improvement of quality education, it is important to establish effective professional development programmes for teachers.

To establish the adequacy of in- service training periods and the continuity of trainings, teachers were asked to provide further information on period and duration of the training and course providers.

The information is presented in Table 3.

Table 3: Teachers' Responses on In-service Training

Teachers	Period Attended	Training Duration	Providers
f	%		
41	73.2	May, 2006	DQAS
10	17.9	April 2007	NOPE
5	8.9	December 2008	Life Skills promoters

Out of the 56 teachers that had attended training, majority (73.2%) attended training organized by the Directorate of Quality Assurance and Standards (DQAS) in the Ministry of Education. The directorate has taken lead in the in-servicing of teachers because it acts as the professional arm of the Ministry of Education charged with ensuring quality of education in Kenyan schools. It is also notable that the courses were of short durations which may not be adequate to effectively build the needed competencies in teachers. The study findings agree with World Bank report (2008) on short durations of teacher in-servicing programmes which did not have meaningful change on teachers. The in-service programmes were also not on going. Since 2008, teachers have not been exposed to further training. To be effective in-service courses should be in going (Republic of Kenya, 2005). Teachers were also asked to indicate the topics that were covered in the training.

Teachers indicated that the topics they had covered were:

- Concept of Life Skills
- Adolescent sexuality
- Assertiveness
- Effective communication
- Decision making and
- Stress management

It appears that the teachers were not adequately trained to cover many of the topics included in the Life Skills curriculum document and yet they were expected to effectively implement the curriculum. Teachers indicated that the training coverage was shallow due to limited time. Guskey (2002) states that change in teacher practices is expected for improved student learning

outcomes which can be achieved through well organized in-service training programmes for teachers. Teachers further indicated that they required training on various topics as presented in Table 4.

Table 4: Teachers' Responses on Areas for Further In-servicing in Life Skills

Area/ topic	f	%
Conflict management	28	36.4
Self awareness	20	18.9
Training methods for behaviour change	19	17.9
Stress management	18	17.0
Dealing with anxiety	11	10.4
Disaster management	5	4.7
Self understanding	5	4.7
Total	106	100

Many (26.4%) of the teachers indicated that they wished to be trained in conflict management.

They also indicated the need to be trained on teaching methods for behaviour change among others. The need to be trained on teaching methods for behaviour change concur with recommendations by KIE (2006) monitoring report on the implementation of Life Skills curriculum in Kwale District.

When head teachers were asked about how adequate teachers were prepared in their schools to implement Life Skills curriculum the responses were that; 6(60%) of the head teachers felt that their teachers were not adequately prepared while 4 (40%) head teachers indicated that their teachers were well prepared. Further probing on in-service training indicated the in-service that was offered by the Directorate of Quality Assurance and Standards was not adequate due to limited training period and low coverage of topics. On frequency of teacher in-servicing, 7 (70%) of head teachers indicated that the in-service courses were not ongoing and that their teachers

were only in the initial training while, 3 (30%) of the head teachers indicated that their teachers had attended courses at intervals. One head teacher lamented:

We only hear of in-service courses on general issues affecting Life Skills in schools for some schools. Nobody organizes in-service courses on classroom pedagogy, yet there are many issues in Life Skills education which are not clear to many teachers of Life Skills.

To find out whether teachers were competent in teaching the Life Skills topics, the researcher required teachers to indicate topics that they found difficult to teach. Their responses are presented in Table 5.

Table 5: Teachers Responses on Topics Perceived Difficult to Teach

Topic	Reason
<ul style="list-style-type: none"> • Reproductive health and sexuality 	<ul style="list-style-type: none"> • Some of the words tend to be obscene
<ul style="list-style-type: none"> • Self understanding 	<ul style="list-style-type: none"> • It deals with sensitive topics
<ul style="list-style-type: none"> • Sexuality in self understanding 	<ul style="list-style-type: none"> • Shyness in mentioning some terms.

The findings concur with those of Gachuhi (1999) in a study on impact of HIV and AIDS on Education system in Eastern and Southern African region which established that although Life Skills had been included in various subjects, teachers lacked confidence to tackle sensitive topics such as sexuality.

An analysis of some professional documents such as schemes of work, lesson plans, and lesson notes and teachers records of work indicated poor preparation among teachers. Schemes of work are useful in helping teachers to know the work that will be covered within the given time as a guide for planning. Lesson plans and lesson notes help to systemize flow of content as well as to capture key points of emphasis. The results of the analysis are provided in Table 6.

Table 6: Preparation of Professional Documents by Teachers

Document	Prepared		Not prepared		Up to date		Teachers		HOD	
	f	%	f	%	f	%	f	%	f	%
Lesson notes	45	63.4	26	36.6	10	-14	-	-	-	-
Schemes of work	14	19.7	57	80.3	4	.1	1	1.4	-	-
Lesson plan	6	8.5	65	91.5	3	5.6	-	-	-	-
Teacher's Record of work	2	2.8	69	97.2	0	0	1	-	-	-

The findings indicated that majority (80.3%) of teachers did not prepare schemes of work.

Wango (2009) emphasizing on parameters for effective curriculum implementation states that, a teacher should ensure that there is a lesson timetable, scheme of work, lesson plan, records of work, teaching and learning resources, class registers to monitor attendance and pupils progress record.

6.2 Teaching and Learning Strategies used by Teachers to Implement Life Skills

Curriculum.

The teaching and learning strategies employed by teachers in implementation of an educational programme may to a large extent determine its success. Participatory teaching strategies are required in Life Skills education to enhance development of knowledge, skills, and attitudes and promote appropriate behaviour formation and change. To establish how often teachers used the teaching and learning strategies stipulated in the secondary school Life Skills curriculum, the researcher used a list of strategies. The responses by teachers are presented in Table 7.

Table 7: Teachers' Responses on the Use of Teaching and Learning Strategies in Implementing Life Skills Curriculum.

Strategy	Rating							
	Very often		Often		Rarely		Not at all	
	f	%	f	%	f	%	f	%
Lecture	57	80.3	14	19.7				
Role play	56	78.9			11	15.5	4	5.6
World Games			14	19.7	30	42.3	27	38.0
Research project					15	21.1	56	78.9
Simulations	3	4.2	25	35.2	26	36.1	17	23.9
News telling	13	18.3	39	54.9	15	21.1	4	5.6
Group Discussion	36	50.7	35	49.3				
Brainstorming			63	88.7			4	5.6
Case studies	10	14.1	31	43.7	20	28.2	10	14.1
Sharing experiences	24	33.8	47	66.2				
Demonstrating	8	11.3	55	77.5	8	11.3		
Journaling	3	4.2			31	43.7	27	38.0
Concept mapping	10	14.1			15	21.1	28	39.4

Majority (80.3%) of the teachers indicated that they very often used lecture. Lesson observation concurred with this finding. A total of ten lessons were observed from the different school types, in seven of the schools, emphasis was on oral presentation. Strategies that ranked lowest on the 'very often' rating scale were simulation and journaling both with 11.3 percent. Brain storming was, rated highest (88.7%) under the 'Often' scale level. Research projects were not used at all by 78.9 percent of teachers. The findings revealed that the teachers were using methods they were used to in their teaching subjects. This may be associated with lack of adequate in-servicing of teachers to build capacities on appropriate teaching strategies in Life Skills education.

The interview data from head teachers indicated that lecture method was popularly used by teachers. This corroborates with responses by teachers that they very often used lecture method only a few teachers used role play which is useful in enabling learners to explore problems and dilemmas that occur in real life. Lesson observation indicated that out of the 10 observed lessons, the methods used were lecture, group work, and limited sharing of experiences. These findings indicate that the chosen methods were limited and many not be possible for teachers to address all the intended learning outcomes in Life Skills. It was further observed that learner activities were limited to listening and note writing. Chelule (2009) notes that lecture in its pure form does not provide for participation by the learner. A study by Macintyre, Magnani, Alons, Kaufuman, Brown, Rutenberg and May (2002) in South Africa established that teachers did not have the confidence to carry out experiential learning activities such as role play, so they reverted to more convectional teaching methods.

6.2.1 Factors Influencing Choice of Teaching Strategies by Teachers of Life Skills.

Teachers were asked to indicate the factors that influenced their choice of teaching methods in life skills. The stated factors are summarized in Table 8.

Table 8: Teachers Responses on Factors that Influenced Choice of Teaching Strategies

Factor	f	%
Teachers personal experience	23	32.4
Availability of resources	11	15.5
Available time.	10	14.1
Class size	10	14.1
Nature of concepts to be taught	09	12.7
Creativity demanded by the topic	.4	5.6
Nature of the learners	.4	5.6
Total	71	100

From table 8, teacher's personal experience was significant in the choice of teaching strategies. To enhance appropriate choice of teaching strategies, teachers must also take into account nature of the learner as well as the nature of concepts to be taught. Probably why teachers based their selection of teaching methods on their personal experience was lack of adequate teacher preparation on the strategies for the implementation of Life Skills or lack of adequate knowledge on theories of learning as expounded in psychology of learning.

6.2.2 Extent to which Teachers used Participatory Teaching Strategies in Life Skills.

Implementation of Life Skills curriculum requires teachers to use participatory teaching learning strategies (KIE, 2008). In one of the questionnaire items, learners were asked to indicate how often teaching strategies adopted by the teacher encouraged their participation in class. This was to enable the researcher establish whether teachers had adopted participatory approaches as emphasized in the secondary school Life Skills curriculum.

Their responses are presented in Table 9.

Table 9: Extent to which Teaching Strategies Encouraged Participation of Learners.

Response	f	%
Always	114	42.2
Sometimes	114	42.2
Never	23	8.6
Rarely	19	7.0
Total	270	100.0

The responses from the students indicate that majority of students (84.4%) judged methods used by teachers as suitable in encouraging learner's participation. A small proportion of the students (8.6%) judged methods as unsuitable as far as encouraging, participation of learners was concerned. This contradicted findings from observation. Lesson observation revealed that 60%

of the teachers did not adopt participatory learning strategies. Their use was mitigated by too much use of lecture. The remaining 40% adopted participatory strategies though limited in their use. Participation was allowed minimal time with lecture dominating lessons. From observation, ways in which learners were involved included; answering questions orally, discussing issues related to the topics and limited sharing of experience on issues related to the teaching.

6.3 Extent to which Teachers' used Instructional Resources in Life Skills.

The availability of instructional resources makes a difference on the implementation of curriculum and achievement of learners. Douglas (2004) observed that, effective teachers as they teach keep in mind what they teach and what to teach with. Learning will be passive and boring if instructional resources are not incorporated effectively in the learning processes.

Teachers were asked to indicate the extent to which they used some of the teaching and learning resources that were recommended by KIE for the implementation of Life Skills. Their responses are shown in Table 10.

Table 10: Teachers Responses on the Use of Instructional Resources.

Instructional resource.	Responses							
	Very often		Often		Rarely		Not at all	
	f	%	f	%	F	%	f	%
Text books	71	100						
Magazines	4	5.6	64	90.1	3	4.2		
Audio visual			34	47.9	26	36.6	11	15.5
Tapes								
Charts	14	19.7	57	80.3				
Journals			24	33.8	21	29.6	12	16.9
Analysis cards			3	4.2	4.	5.6	64	90.1
Slide cartoons					3	4.2	68	95.8
Posters			3	4.2	21	29.6	47	66.2
Picture code			3	4.2			68	95.8

All the teachers in the sample indicated that they used text books very often and that slide cartoons and picture code had limited use in the schools. Availability of textbooks has been shown to be consistently related to academic achievement in many countries.

Interview data for head teachers concur with the results. Majority of the head teachers 8 (80%) indicated that they had provided textbooks for use in various classes for implementation of life skills. The head teachers however indicated that there was only one book that had been provided for use by KIE. Head teachers also expressed difficulties in identifying available instructional resources that would enhance the implementation of Life Skills curriculum. Lessons attended during school visits revealed that some schools had enough textbooks while some shared the few available books. Document analysis in schools showed that most schools had the syllabus, student guides, teachers guide but lacked adequate text books and supplementary curriculum support materials. According to Court and Ghai (1995), distribution of resources accounts for major differences among schools in way of effectiveness in curriculum implementation. Romizowaski (1994) refers to instructional resources as "aids to teaching" implying that they are part and parcel of the teaching process which the teacher must use in order to make the teaching and learning process more effective. Based on these findings it is evident that teaching and learning of Life Skills like in any other subject should employ instructional resources. When teachers were asked to indicate other instructional resources that were available in their schools, their responses were that, 87.0% of the teachers indicated that there were no other instructional resources available in their schools. What 13.1 % of teachers indicated that in their schools additional instructional resources were news papers especially stories from young nation. According to ASEP (1998), a variety of teaching resources enhance about 80% of what is learnt.

Teachers were also asked to give their overall rating of their schools in regard to adequacy of instructional resources for life skills. Their responses were that majority (70%) of the teachers indicated that the resources that were provided by the school were in adequate. Teachers have a responsibility of working through their heads of department to ensure that enough instructional resources were made available by the school for effective implementation of curriculum.

Document analysis in schools showed that majority of schools (80%) had the syllabus, students' guides, and teacher's guides but lacked adequate text books and supplementary curriculum support materials. The findings concur with a study by Chendi (1999) which established that implementation of life skills in Malawi was hindered due to lack of adequate and appropriate instructional resources.

6.4 Methods used by teachers for Assessment in Life Skills

Assessment and examinations have multiple potentials and consequences for curriculum development and implementation. For a curriculum to achieve its desired objectives, clear alignment between curriculum implementation and assessment must be established. Continuous assessment is intended to determine the level of students' competencies to serve as a signaling mechanism for the achievement of learning and to make sure that students integrate and apply acquired knowledge and skills (World Bank, 2008). The researcher sought to establish methods that teachers were using to assess attainment of curriculum objectives in life skills. The results are presented in Table 11.

Table 11: Teachers' and Students' Responses on Assessment Methods used.

Response	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Oral questions	28	39.4	230	85.2
Narratives and songs	13	18.3	3	1.1
Test	15	16.9	6	2.2
Narrations of life experiences	5	7.0	9	3.3
Observing General conduct of students	5	7.0	-	-
Written assignments	4	5.6	7	2.6
Group performance	4	5.6	4	1.5
No response			11	4.1
Total	71	100	270	100

Oral questioning was the most popular assessment method among the teachers. The fact that teachers had not specialized in teaching Life Skills, they had the tendency to adopt oral questioning which was a common practice in other subjects. Many (39.4%) of the teachers indicated that they used oral questions. This concurred with responses from students with majority of students (85.2%) indicating the use of oral questions by their teachers. Lesson observation also revealed that oral questioning was commonly used. Emphasis on the use of oral questions may limit assessment of behaviour change among learners. Analysis of professional documents did not show records of marks for Life Skills by teachers. Lack of records on assessment in Life Skills concurs with what Gachuhi (1999) established of teachers in Uganda.

From lesson observations, oral questioning was common with majority (60%) of the teachers using it. Written questions accounted for 30 % of the assessment while only 10% accounted for observations of skill performance by learners. According to Hargreaves (2005), monitoring and assessment of curriculum implementation is inevitable to ensure efficiency, accountability and effectiveness. The assessments are used to determine the level of students' competencies and to

make sure that students integrate knowledge and skills (World Bank, 2008). The researcher was also interested in finding out from teachers the importance of assessing learners in Life Skills. Their responses as indicated in Table 12.

Table 12: Importance of assessing learners' in Life Skills.

Importance	F	%
To test understanding	40	56.4
To motivate learners	5	7.0
To identify areas of difficulties	26	36.6
Total	71	100

Majority (56.4) of the teachers purposed to check understanding of Life Skills content among learners. Others (26%) purposed to identify areas of difficulties. This clearly indicates that teachers tend to learn towards knowledge, which is the cognitive domain in their testing. Life Skills is a broad area that requires assessing on application, values, and behaviour change. Brunner (1966) states that, all the learning outcomes should be targeted when assessing learners.

6.4.1 Challenges Faced in Assessing Life Skills.

Teachers were asked in one of the items to indicate the challenges that they faced in the assessing of Life Skills. Teachers gave various challenges as shown in Table 13.

Table 13: Challenges in Assessing Life Skills

Response	F	%
Limited time	31	43.7
Prioritization of examinable content	20	28.2
Difficulty in measuring attitudes	10	14.1
Negative attitudes by some students	5	7.0
Shallowness due to interpretation	5	7.0
Total	71	100

Many (43.7%) of the teachers indicated that time for assessing Life Skills was limited. This was probably due to integration and infusion of the subject in the examinable subject and hence giving of priority to examinable content as indicated by 28.2 percent of the teachers.

6.5 Level of teacher motivation

One head teacher lamented:

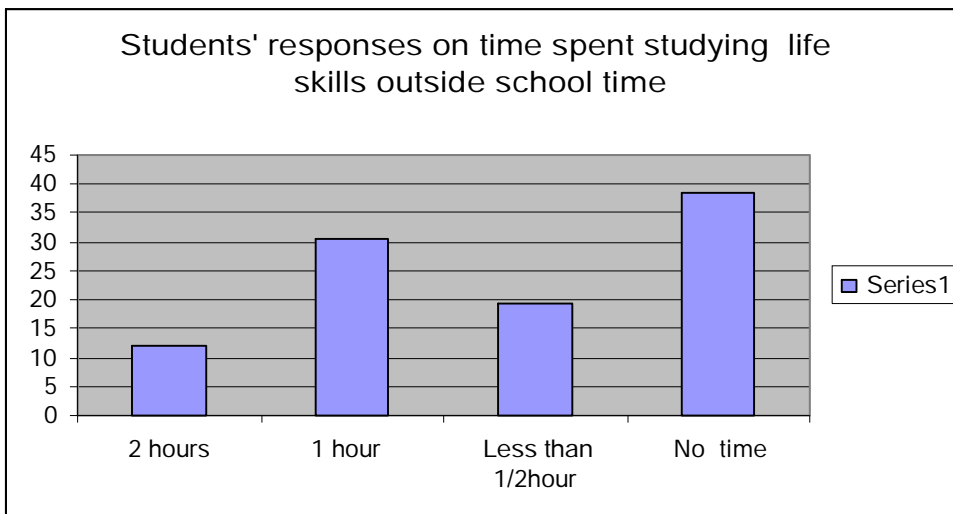
Teachers are demotivated and frustrated because they are not trained on Life Skills and no efforts by the quality assurance and standards officers to train them.

7 Learner based factors

7.1 Study time for Life Skills

Students were asked to indicate the amount of time they spent studying Life Skills outside the school time table in a month. The results are presented in figure 14.

Figure 14: Time Spent Studying Life Skills Outside School Time per month.



The results show that many (38.5%) of the students did not spare any time to study Life Skills outside school. This could be explained by students' negative attitude towards Life Skills and the

fact that it was not examinable nationally. It is most likely that students were spending more time on subjects that were examinable.

5.3 Conclusions

Implementation of Life Skills curriculum depends mainly on teachers' competence. The teacher is on the other hand influenced by intrinsic and extrinsic factors.

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