A STUDY OF FACTORS INFLUENCING THE INTRODUCTION AND IMPLEMENTATION OF PRE-PRIMARY SCHOOL LIFE SKILLS CURRICULUM IN AINAMOI DIVISION, KERICHO COUNTY, KENYA

BY

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AUGUST, 2014
DECLARATION

This Thesis is my original work and has not been presented for any other degree in any other university.

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DEDICATION

This work is dedicated to my late father Kipkoske Arap Kosumbei and my mum Sarah Lang’at whose love and desire for education made me what I am today.
ACKNOWLEDGEMENT

First and foremost, I give glory to God for giving me knowledge, patience, strength and good health during the stressful moments of this research. I am grateful to my supervisors Dr. Nyakwara Begi and Dr. Catherine Gakii Murungi for their tireless effort and constructive guidance in the preparation of this thesis. I appreciate the contributions of Dr Peter Koech at the proposal writing stage. I am greatly indebted to my parents for instilling the virtue of hard work in me, my loving husband Dr. J.K. Birgen who relentlessly stood by me during this study and whose editing prowess helped in shaping this work. I appreciate my children who typed the initial proposal and for their understanding, encouragement and support during the entire period of study. I deeply thank my mum Sarah Lang’at, my brothers David Koske and Simon Koske whose interest in my study, continued prayers, physical and emotional support provided solace and impetus towards the success of this work at all stages.

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<tr>
<td>CRC</td>
<td>Convention on the Rights of the Child</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Childhood Development and Education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome</td>
</tr>
<tr>
<td>KCO</td>
<td>Kenya County Office</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
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<tr>
<td>KISE</td>
<td>Kenya Institute of Special Education</td>
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<tr>
<td>LSE</td>
<td>Life Skills Education</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
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<tr>
<td>QUASO</td>
<td>Quality Assurance and Standards Officers</td>
</tr>
<tr>
<td>SEE</td>
<td>Social Education and Ethics</td>
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<tr>
<td>SHEP</td>
<td>School Health Education Program</td>
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<tr>
<td>STI</td>
<td>Sexually Transmitted Infection</td>
</tr>
<tr>
<td>TAC</td>
<td>Teachers Advisory Centre</td>
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<tr>
<td>ToT</td>
<td>Trainers of Trainers</td>
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<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<tr>
<td>UNGASS</td>
<td>United Nations General Assembly Special Session</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Education Fund</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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ABSTRACT

One of the most important objectives of education is the socialization of the individual. The school is a socializing agency, while curriculum is a tool used to address emerging concerns of society hence constant effort is needed to make this tool useful and to evaluate its effectiveness. Kenyan children face challenges that include gender bias, early sexual debut, drug and substance abuse, rape and exposure to Human Immunodeficiency Virus leading to Acquired Immunodeficiency Syndrome. Introduction of pre-primary school Life skills curriculum could help address some of these challenges. The purpose of this study was to investigate why pre-primary school life skills curriculum was introduced and to determine the factors that have influenced its implementation. This study was conducted in Ainamoi Division of Kericho County. Ainamoi Division was purposively sampled for the study since the region has high incidence of child abuse, child labour, early pregnancies and dysfunctional families, while pre-primary schools were randomly sampled. During the study questionnaires were administered to 47 pre-primary school teachers, while two officers in charge of life skills curriculum at Kenya Institute of Education and Ministry of Education officials in charge of Curriculum implementation were interviewed by the researcher. The study used document analysis, interviews and questionnaires as research instruments. The study employed a descriptive survey research design. Qualitative data was analysed using thematic approach, whereby each objective under study was described in relation to the categories of responses given. Descriptive statistics involving frequencies, means and percentages were used to analyse data. Qualitative data was analysed using Statistical Packages for Social Sciences. Results from the study found that both needs assessment and piloting were not carried out before implementing this curriculum, the objectives of pre-primary school life skills curriculum are clear to majority of the teachers and that the curriculum meets the needs of the learners. Although teachers have a positive attitude towards implementation, the study found out that 83% were not involved in the curriculum development process while only 38.3% were aware of the curriculum through their ongoing self upgrading courses. It was also revealed that majority of school administrators support the implementation of life skills, however they lack teaching and learning resources to support effective implementation of the program. The study concludes that some of the reasons why life skills curriculum was introduced are; life skills inculcate moral values among children at an early age, that it was due to realization that children lack basic values and skills as they leave ECDE, to provide them with protective skills in response to every day challenges and to enable them to be responsible in making appropriate choices on issues affecting safety and related aspects. The study recommends that the teaching of pre-primary school life skills should be enhanced through providing seminars, workshops and teaching/learning resources to the classroom teachers to enrich their knowledge and teaching approaches. It is also necessary for both the Ministry of Education and Kenya Institute of Education to carry out an evaluation on implementation of pre-primary school life skills syllabus so that available gaps may be filled and improvements made.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The need to focus on life skills as a critical response to the challenges facing young children today has found expression in international declarations such as the Convention of the Rights of the Child (CRC, 1989), Education For All (EFA, 1990) and the United Nations General Assembly Special Session (UNGASS, 2001). In June 2001, heads of state and government representatives met for the UNGASS on HIV/AIDS and this resulted in the issuance of a declaration of commitment. One of the commitments was to ensure that by 2005, at least 90% and by 2010 at least 95% of young men and women have access to information, education, including peer education and youth- specific HIV education. Provision of Services necessary to develop life skills required to reduce vulnerability to HIV infection, in full partnership with young persons, parents, educators and health care providers was part of the targets (UNGASS Declaration of commitment, 2001). This declaration called for a need to expanded access to information and education as a means of combating HIV/Aids. Through the introduction of life skills curriculum, Countries and policy makers hope that learners, teachers and the communities would develop appropriate responses to confront the HIV/AIDS crisis, among other advantages of having life skills knowledge.

The 1989 United Nations Convention on the Rights of child (CRC, 1989), linked life skills to education by stating that education should be directed towards the development
of the child’s fullest potential. CRC reaffirms the fact that children, because of their vulnerability, need special care protection, and assistance. All these point to the need to empower children through incorporating the teaching of life skills in early childhood Education. The 1990 Jomtien Declaration on Education for All (EFA) cites life skills as an essential learning tool for survival, capacity development and quality of life. This was further reinforced by the 2000 Dakar World Education Forum which stated that all young people and adults have the human right to benefit from an education that includes learning to know, to do, to live together this means that implementation of life skills is critical to the attainment of the EFA Goals.

Schooling is understood to be a powerful factor which steers the acquisition of moral values. According to Straugham (1982) modern society is becoming increasingly lawless, violent, indiscipline, and permissive especially among the youth. Further, there is a general decline in respect to authority, politeness and good manners. Teachers are not doing enough to impart the right values to children to ensure that their behavior is socially acceptable. The situation in Kenya is not different considering the widespread use of television and access to internet. Hence the introduction of life skills curriculum is envisaged to help children adjust and function appropriately in a dynamic social context.

Developed countries have taken a lead in institutionalization of programs to teach life skills education. In the United States of America and other Countries in Europe, the programs have been identified to be successful due to inclusion of United States Agency for International Development (UNAIDS) benchmarks in their curriculum (UNAIDS, 1997).
In Botswana, the MoE has infused life skills across the curriculum in secondary school subjects such as Developmental Studies, Biology, Religious Education, Integrated Science and Social Studies especially focusing on the guidance and Counseling program to work on skills development (Molobe et al. 1999).

A report by the World Bank (2002) underscored the need to start educating people at an early age across the broader spectrum of the population in a bid to impart life skills and combat the spread of HIV/AIDS. Following the World Bank report and subsequent studies on social economic impact of HIV/AIDS, countries such as South Africa, Malawi and Zimbabwe have introduced teaching of life skills education in their school curriculum. The role of Life Skills Education (LSE) in preparing young people to respond to HIV pandemic is crucial at two levels. First, the young people need to keep themselves healthy as individuals. Secondly, since the young people are part and parcel of society, they should be taught (LSE) to give the necessary skills and abilities to cope with HIV/AIDS pandemic to avoid social stigma and stress. Research, especially in the developing countries, shows that lack of LSE and the presence of social stigma on HIV/AIDS patients contribute to the spread of HIV/AIDS infections (USAID, 2003, p. 32).

There are many challenges facing children as a result of the fast changing world. These include among others, negative peer pressure, gender bias, early marriages, kidnapping, trafficking, poverty, early sexual debut, substance abuse, rape, Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome( HIV/AIDS) pandemic and all other forms of child neglect occasioned by dysfunctional families (KIE, 2002). It is against this
background that United Nations International Children’s Fund (UNICEF) partnering with the government of Kenya recommended the introduction of life skills curriculum from pre-primary school, through high school, and to teacher training colleges. The challenges facing children are compounded by factors such as; the complex developmental changes during adolescence which at times can be overwhelming; lack of positive role models; negative mass media influences; inadequate, inaccurate and unreliable sources of information on human sexuality (KIE, 2002). A combination of these problems renders the children vulnerable to health risks such as HIV infection and other related sexually transmitted diseases (KIE, 2002).

Although research findings, declarations at conferences, workshops and others stress the importance of life skills in Kenya, the rapid expansion of Early Childhood Education may bring to surface other challenges associated with implementation of a new curriculum. This research therefore determined whether the implementation of life skills curriculum has been realised in pre-primary schools in Ainamoi Division of Kericho County.

The life skills curriculum aims at equipping learners with psychosocial competencies that would help them make informed decisions, solve problems, think creatively, and communicate effectively. It also enables children to build healthy relationships, empathize with those in need and manage his/her life in a healthy and productive manner. It entails a comprehensive behaviour change approach that concentrates on the development of the psychosocial skills needed for life, (KIE, 2008). The course is designed to promote children’s overall growth and development, thus enabling them makes appropriate choices that enhance academic performance. It helps children deal
with the issues that are likely to be distracters in their learning. Life skills offer an opportunity to realize good discipline which is the pillar to success in education and in life. This study was designed to investigate the factors influencing implementation of pre-primary school life skills curriculum.

One of the major objectives of life skills curriculum in pre-primary schools is to fill the gap created by the declining role of the parents and the general community in providing solutions to the needs and problems children face (KIE, 2002). Traditional African societies define education as a process by which people are prepared to live effectively in their immediate environment. Life skills curriculum is therefore designed to equip children with the appropriate values, skills norms and philosophies of life that would mould right attitudes and behaviour patterns consistent with a moral and ethical society as outlined by Sifuna (1990).

The teaching of life skills to children is not a new phenomenon but the sharing of roles between various institutions like the family, religious, educational or any other institution which has the welfare of children in mind. It was in the light of this that the Koech commission (1999) noted that traditional African society had rules of conduct relevant to all stages of life from childhood; an individual went through intense education that is socialization process that prepared him or her for life in the society. Children were socialized and taught the importance of enduring hardships, living in peace and harmony with others and obedience to elders (Sifuna, 1990). In the past moral issues were incorporated in the School curriculum in subjects like Geography, History and Civics (GSC), Social Education and Ethics (SEE) at secondary school level. However SEE was
later removed from the syllabus due to complaints from religious leaders that it was killing the teaching of Christian Religious Education. Other approaches that have been used to impart social skills include; Family Life education, Reproductive health, and an attempt to introduce sex education program for young children was opposed by both parents and religious leaders. This study examined the introduction of pre-primary school life skills curriculum and established the factors influencing its implementation.

According to (KIE, 2008) Life skills education can provide effective intervention measures in response to children’s development and needs. They are intended to equip young children with essential values and guiding principles to help them cope with everyday challenges since the traditional structures that performed these functions have continuously crumbled and of course, the school has taken over much place in the life of children. Acquisition of positive attitudes, values and skills enables a child to live positively and responsibly. According to (KIE, 2008), life skills will promote confidence, improves listening skills and the child’s self-esteem. Children also acquire knowledge, norms, values and skills of society and this enhances learning and shapes behaviour. These stated objectives can only be achieved if the teachers have the right attitude, staff training done, relevant teaching and learning resources availed, appropriate teaching methodologies utilized as well as a supportive school administration to effectively implement the life skills curriculum. There was therefore need to investigate how the pre-primary school life skills curriculum is being implemented and the factors influencing its implementation.
1.2 Statement of the Problem

According to Nzomo (2011), African society had proper structures and mechanisms to help children develop and grow as responsible and productive members of the society. Traditional education addressed the holistic view of human personality through the informal education system. However, due to changes in societal values, the traditional family and educational ties have largely broken down thereby leaving young children vulnerable. The challenges facing children include negative peer pressure, gender bias, early marriages, early sexual debut, substance abuse, rape and HIV/AIDS pandemic among others (KIE, 2002). This underlies the need for education in life skills.

The importance of pre-primary skills curriculum led to its introduction in Kenyan schools in 2009. However since the life skills curriculum was introduced, no documented study has been carried out so far at pre-primary school level but studies have been carried in other levels of education like primary and secondary (Mutegi 2012, Maogoto 2012, Abobo 2012 and Kingori, 2013). Furthermore, life skills was introduced as a government policy to be taught from pre-school through high school and teacher training colleges, yet it is not known whether adequate training of teachers was done, relevant instructional materials provided and whether school administrators have embraced and supported the teaching of the new subject.

The studies reviewed also did not show whether a needs assessment was carried out at pre-primary school level before life skills curriculum was introduced. The goal of needs assessment is to focus curriculum by defining the deficits in knowledge, attitude, or skills that currently exist in practitioners and the ideal approach to teaching and learning these
objectives. It would also ensure that the curriculum addresses the needs of the learners and that there were adequate conditions for effective implementation. Continuation of the pre-primary school life skills curriculum will depend on whether the stake holders like teachers have embraced the curriculum. It was also not clear whether any of the factors influencing the implementation of curriculum could be working against it thereby rendering it less effective. Thus it was essential to conduct a study to examine the extent to which the curriculum is being implemented and to bring to the attention of stakeholders of pre-primary school, gabs which may be in the implementation process. Knowledge of the above would enhance designing of intervention strategies that would facilitate successful implementation of the pre-primary school life skills curriculum.

1.2.1 Purpose of the Study

The purpose of this study was to investigate why the pre-primary school life skills curriculum was introduced. The study was also to find out the factors influencing implementation of the curriculum.

1.3 Objectives of the Study

(i) To review why the pre-primary school life skills curriculum was introduced.

(ii) To establish when needs assessment was carried out at pre-primary school level before implementation of pre-primary school life skills curriculum.

(iii) To identify the learner needs provided by pre-primary life-skills curriculum and whether teachers have a positive attitude towards its implementation.
(iv) To find out the percentage of teachers who were involved in the preparation of pre-primary school life skills curriculum.

(v) To establish teachers’ preparedness with respect to the following: initial teacher training, in-service training, and the use of appropriate instructional methodology, attendance of seminars, workshops and conferences before the implementation of the pre-primary school life skills curriculum.

(vi) To find out when pre-primary school life skills curriculum was piloted.

(vii) To investigate what materials were developed, their adequacy and their sources to support effective implementation of the pre-primary school life skills curriculum.

(viii) To determine how school administrators are supporting teachers in the implementation of pre-primary school life skills Curriculum.

(ix) To find out when monitoring and evaluation of the implementation of pre-primary school life skills curriculum was carried out.

1.4 Research Questions

The questions to be answered were:

(i) Why was the life skills curriculum introduced in pre-primary schools?

(ii) When was needs assessment done in preparation for the introduction of pre-primary school life skills curriculum?
(iii) What learner needs do pre-primary school life skills curriculum provides to the learners and what is the attitude of teachers towards its implementation?

(iv) What percentage of teachers was involved in the curriculum development process of pre-primary school life skills?

(v) How were teachers prepared before the implementation of the pre-primary school life skills curriculum?

(vi) When was pre-primary school life skills curriculum piloted?

(vii) What materials were developed before implementation of the pre-primary school life skills curriculum and where do teachers get them from?

(viii) How do School administrators support pre-primary school teachers in the implementation of pre-primary school life skills curriculum?

(ix) When was monitoring and evaluation carried out on implementation of pre-primary school life skills curriculum?

1.5 Significance of the Study

The study provides information which contributes to the understanding of why pre-primary school life skills curriculum was introduced and the factors influencing its implementation. Curriculum developers may benefit from this study by knowing whether the life skills curriculum is being implemented as envisaged. Curriculum developers may also use the findings of the study when designing resources such as syllabuses, teachers’
guide and other text books to enhance effective implementation of pre-primary school life skills curriculum.

Teacher trainers could use the findings of the study to equip teacher trainees with relevant and appropriate skills which will enhance the achievement of desired goals of pre-primary school life skills education. The results of this research may be useful to quality assurance officers (QUASO) as well as Teacher Advisory Centre (TAC) Tutors to organize seminars which will improve implementation of pre-primary school life skills curriculum. The findings of this study may be used by teachers to improve their performance and instructional practices, and can be used as a reference study in the teaching of life skills in pre-primary schools in Kenya.

1.6 Delimitation and Limitations of the study

1.6.1 Delimitations of the Study

This study was delimited to pre-primary school teachers in Ainamoi Division of Kericho County only. Besides there is scanty literature on previous study of life skills education, it being a fairly new concept in education system in Kenya.

1.6.2 Limitations of the study

The researcher was limited by financial constraints since the study required a lot of travelling to access the selected pre-primary schools. Time was also a limitation particularly because Ainamoi is an expansive Division this confined the study to only the randomly selected pre-primary schools within one Division. Besides, this study was conducted in Ainamoi Division of Kericho County; hence the results cannot be
generalized to other populations that are not similar. However it may be used as a basis to conduct similar studies elsewhere.

1.7 Assumptions of the Study

The study was guided by the assumptions that pre-primary school teachers have positive or negative attitude towards the life skills curriculum. Teachers with positive attitude teach life skills effectively while the opposite applies to those with negative attitudes towards life skills curriculum. Attitudes of respondents may also affect the success of the study especially if they feel incompetent in implementing the curriculum. If they have a positive response and attitude to the study, then they will provide genuine responses. The opposite will be true if they display a negative attitude and lack of interest to the study. It was also assumed that pre-primary school teachers have the support and resources for the implementation of life skills curriculum and that they have the relevant knowledge and skills to achieve the desired objectives. The respondents were also assumed to be truthful and honest in their responses to the questionnaires.

1.8 Theoretical and Conceptual Frameworks

1.8.1 Theoretical Model of the Process for Curriculum Implementation

This study was guided by Michael Fullan’s Educational Change Model Fullan (1991). Fullan proposed that there are four broad phases in the curriculum change process: initiation, implementation, continuation, and outcome.

During the initiation stage, Fullan (1991) identifies the factors that affect initiation as: existence and quality of innovation, access to innovation, advocacy from central
administration, teacher advocacy and external change agents. He asserts that many innovations are attempted without careful examination of whether or not they address what they are perceived to be priority needs. Therefore in the initiation of pre-primary school life skills curriculum, it was important to ensure that the innovation was of good quality, accessible and that all stakeholders for example parents, educational experts, teachers, head teachers, religious organizations were involved. This will enable them to understand the aims, roles and expectations of the curriculum so that they can own the process.

During the implementation phase, Fullan and Stiegelbauer (1991) identified three areas affecting implementation as: Characteristics of change, local characteristics, and external factors (government and other agencies). They also identified characteristics of change that each stakeholder should consider before committing a change effort or rejecting it. According to Fullan clarity about the goals and need for change is an important factor and a lack of it will be a problem to the change process. Of equal importance is the complexity of the change as well as the quality and practicability of the program. The curriculum developers therefore needed to examine the complexity of implementing life skills with regard to skills required; teaching strategies and materials needed for implementation. This study investigated whether needs assessment was done before the introduction of life skills curriculum and whether it met the needs of the learners.

The third phase in the educational change model is continuation. Continuation is a decision about institutionalisation of an innovation based on the reaction to the change, which may be negative or positive. Continuation depends on whether or not; the change
gets embedded into the structure (through policy/budget/timetable), it generates a critical mass of administrators and teachers who are skilled and committed and whether it has established procedures for continuing assistance. This is the mature stage of implementation of pre-primary school life-skills curriculum and requires continued fine-tuning to enable it achieve the expected outcomes. Regular surveillance over the program is necessary to ensure effective implementation, detect deficiencies and come up with intervention strategies. Fullan (2001) is of the opinion that education change is a dynamic process involving many interacting variables. Continuation of the pre-primary school life skills will depend on whether all stakeholders have fully embraced the curriculum; teachers and administrators have skills and commitment for implementation.

The last phase of education change process is outcome. Achievement of a successful change outcome will depend on: Active initiation and participation, as well as pressure, support and negotiation by all societal agencies. Positive change outcome would also result from changes in skills, thinking, committed actions, and the overriding problem of ownership. In the implementation of pre-primary school life skills curriculum therefore, successful outcome will rely on the building of a coalition with all change agents. Fullan states that if anyone or more variables are working against implementation, the process will be less effective. According to him, the more factors supporting the implementation, the more change in practice will be accomplished. This study investigated the factors influencing the implementation of pre-primary school life skills curriculum.

The model was adopted because it helps to illustrate some aspects of the implementation of the pre-primary school life-skills curriculum and provides a framework for
understanding curriculum implementation. The model demonstrates how different variables influencing implementation of pre-primary school life skills curriculum are interconnected from initiation to outcome.

1.8.2 Conceptual Framework

The conceptual framework captures the main variables and their interrelationships. A number of factors interact in a dynamic way if effective implementation is to be achieved. These variables are grouped as factors relating to: Initiation process, the adoption process, the teacher related variables and variables that relate to the school. Effective interaction of these variables would lead to pre-primary school children acquiring knowledge, norms, values and skills of society. The relationship between the dependent and independent variables is shown in figure 1.2.
Figure 1.2: Conceptual Framework Diagram

**EDUCATIONAL OUTCOMES**
- Acquire knowledge, norms, values and skills of society
- Cope with challenges
- Acquire positive attitudes
- Promote confidence
- Improve listening skills
- Shape behavior

**TEACHER RELATED VARIABLES**
- Professional qualifications.
- Teaching experience
- Initial teacher training
- In-Service training
- Instructional methodology
- Seminars, workshops and conferences
- Attitudes towards the Life skills curriculum

**VARIABLES RELATED TO INITIATION OF CURRICULUM**
- Needs assessment
- Clarity of the objectives
- Involvement of teachers

**IMPLEMENTATION OF PRE-PRIMARY SCHOOL LIFE SKILLS CURRICULUM**

**VARIABLES RELATED TO THE ADOPTION PROCESS**
- Development of materials
- Staff training
- Piloting of the curriculum
- Monitoring and Evaluation

**VARIABLES RELATED TO THE SCHOOL**
- Availability of teaching and learning resources
- School administrations support

**VARIABLES RELATED TO THE SCHOOL**

Key:

- Study Variables
- Non-study Variables
Figure 1.2 shows the variables influencing the implementation of pre-primary school life skills curriculum which subsequently impacts on educational outcomes. These factors include the initiation of curriculum, the adoption process, the school, as well as the teacher related variables.

At the initiation phase of the curriculum process the factors that may influence implementation are needs assessment, clarity of objectives and involvement of teachers in the curriculum development process. Variables related to the adoption process may also influence curriculum like the development of materials, staff training as well as piloting of the curriculum. Development of teaching learning materials is considered vital for success of education change and inadequate quality or unavailability of materials impairs curriculum implementation. The teacher related variables include initial teacher training, in-service training, as well as teachers’ attitude towards the curriculum. These factors can impede the successful implementation of curriculum.

Curriculum implementation can also be influenced by variables related to the school. These include availability of teaching and learning resources, and school administration’s support. Instructional materials at pre-primary school level are central to curriculum implementation. School administration also play instrumental leadership roles by providing teaching/learning resources and guiding the curriculum implementation. It was important therefore to look at how all these variables are influencing the implementation of the pre-primary school life skills curriculum in Ainamoi Division of Kericho County. The relationship between the dependent and independent variables is shown in figure 1.2.
1.9 Operational Definition of Terms

**Attitude:** Refers to the position assumed by pre-primary school teachers regarding the implementation of life skills curriculum which will influence their beliefs, feelings and behaviour.

**Availability of Teaching and Learning resources:** Refers to presence of teaching and learning tools like syllabus, teacher’s instruction manuals and charts among others for implementing life skills curriculum.

**Clarity of Objectives:** refers to whether teachers understand the objectives of the pre-primary school life skills curriculum.

**Complexity of Objectives:** Refers to a situation where pre-primary school teachers are unable to interpret the objectives of pre-primary school life skills curriculum.

**Curriculum:** Refers to the whole body of learning experiences and content offered in the life skills curriculum.

**Development of Materials:** Refers to preparation of teaching and learning resources like syllabus, teachers’ guides, text books and other materials required for implementation of pre-primary school life skills curriculum.

**Implementation:** Refers to the adoption of the pre-primary school life skills curriculum and dissemination its content to the pre-primary school children so as to achieve the desired objectives.
**Initial Teacher Training:** Is a process through which teachers are equipped with knowledge and skills necessary for interpretation and implementation of a curriculum before they start teaching in pre-primary school.

**In-Service Training:** Refers to short courses offered to teachers and other education officers before pre-primary school life skills curriculum was implemented and during implementation.

**Instructional Methodology:** Refers to the recommended approaches used to impart life skills in pre-primary school.

**Involvement of Teachers:** Refers to incorporation of pre-primary school teachers in the planning and design of pre-primary school life skills curriculum.

**Life Skills:** Refers children’s ability to make informed decisions, solve problems, relate with others and communicate effectively.

**Needs Assessment:** Refers to the process of determining the necessity of introducing life skills curriculum in pre-primary schools.

**Professional Qualifications:** Refers to teacher’s level of training. It includes untrained, undergoing training, certificate, diploma in ECE, BED (ECE).

**Psychosocial skills:** Refers to strategies acquired through life skills education which enhance independent living like relating with others, effective communication, controlling emotions, acquisition of positive values and behavior, norms and attitudes among others.
Seminars, Workshops and Conferences: Refers to forums where pre-primary school teachers meet to share ideas on how to effectively implement life skills curriculum.

School Administrations Support: Refers to the supervisory function by head teachers through provision of instructional resources and guiding the implementation of pre-primary school life skills curriculum.

Staff Training: Refers to a process through which education officers, concerned with designing and supervising the pre-primary school life skills curriculum are empowered.

Teachers’ Training: Refers to equipping teachers with additional skills in preparation for implementation of the new pre-primary school life skill curriculum.

Teaching Experience: It refers to the number of years the teacher has taught in ECDE centers.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter describes the meaning of life skills and outlines what pre-primary school life skills curriculum entails. It also points out the reasons behind the introduction of pre-primary school life skills curriculum and a review of various studies conducted on factors influencing effective curriculum implementation.

2.1 Definition of Life Skills

Several authorities have defined life skills differently emphasizing different traits that an individual require to cope with their environment and challenges of life, for example: WHO, 1999 (World Health Organization) emphasizes abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life such as; problem solving, critical thinking, personal skills, self-awareness and interpersonal skills. Secondly, UNICEF, 2004 (United Nations International Children’s Fund) focuses on psycho-social and interpersonal skills which can help people to make informed decisions, communicate effectively, cope effectively, manage oneself and lead a healthy and productive life. Finally Rooth (1998) identifies life skills as coping mechanisms that enhance quality of life and prevent dysfunctional behavior, by facilitating meaningful interaction and positive relations with others.
2.2 Pre-Primary Schools Life Skills Curriculum

Life skills in a pre-school curriculum area entail the acquisition of abilities for adoptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life (KIE, 2008). It aims at equipping the learner with psychosocial competencies and interpersonal skills that would help them make informed decisions, solve problems think critically and creatively. It also empowers learners to communicate effectively, build healthy relationships, empathize with those in need and manage his/her life in a healthy and productive manner. It is a comprehensive behavior change approach that concentrates on the development of psychosocial skills needed for life (KIE, 2008). Children also acquire knowledge, norms, values and skills of a society and this enhances learning and shapes behaviors learned early, which may translate into inappropriate behavior at a later stage of life.

According to KIE, (2008) it is envisaged that through life skills, learners will be able to acquire the following skills with the implementation of this curriculum:

- Awareness of self and the need to be assertive.
- Communicate effectively with other children, parents or guardians and other people on issues and concerns that affect self.
- Develop skills that promote personal hygiene.
- Self feeding skills.
- Become independence in dressing self.
- Make informed and appropriate choices on issues affecting his or her safety at all times.
• Relate with strangers cautiously.
• Have a positive behavior change.

This study therefore addressed factors influencing the introduction and implementation of life skills as these will have a bearing on the achievement of the required skills and the expected positive behavior change.

2.3 The genesis of pre- primary school life skills curriculum in Kenya

According to the KIE implementation of the Aids Education program monitoring exercise, (2000, 2004) on HIV and AIDS project, the results indicated that there existed a gap between knowledge and behavior change among the learners. Psycho-social competencies were perceived as a missing link and life skills education was seen to be the stop gap measure and hence the need to treat life skills as a component on its own and incorporate it into the school curriculum.

The fundamental reason for the implementation of the pre-primary school life skills syllabus was as a critical response to the challenges facing young children today. According to KIE (2008) Life skills development activities are effective intervention measures in response to children’s developmental needs. They are intended to equip young children with essential values and guiding principles to help them cope with everyday challenges. Acquisition of positive attitudes, values and skills will enable a child to live positively and responsively (KIE, 2008).

KIE (2006) Monitoring report on integration of life skills Education in primary schools indicated that with infusion and integration approach teachers at times find it difficult to
create linkage between subject content and life skills, and if not well planned they tend to deviate from subject content. The report further indicated that teachers emphasize the academic knowledge at the expense of psycho-social issues and that curriculum support materials are essential requirements in the implementation of life skills. It also emphasized that a well trained teacher in life skills is in a better position to deliver the content more easily and efficiently (KIE Monitoring report on life skills Education, 2006). However, this evaluation involved primary schools only and this was before life skills were introduced as a standalone subject.

KIE developed a concept paper on the establishment of life skills education as a subject in 2006. This was the paper that gave direction on the establishment of life skills education as a subject and informed the curriculum process, consequently the Ministry of Education as per circular No: QAS/A/2/1A/75 advised all schools to teach life skills as a non-examinable subject. By a copy of the same circular KIE was required to distribute the syllabus and carry out sensitization workshop for teachers, Teachers Advisory Centers (TAC) tutors and Quality Assurance and Standards Officers to realize its effective implementation. According to Nzomo (2011) KIE conducted a situational analysis on the level of knowledge and application of life skills among primary and secondary school learners in Kenya. However, there was no indication of needs assessment carried out in pre-primary schools.
2.4 Factors Influencing Implementation of a Curriculum

There are several factors that influence the implementation of curriculum. These factors can be categorized as: Factors related to initiation of the curriculum, those that relate to the adoption process, factors related to the school, and teacher related factors. The factors have been discussed in the following subsections.

2.4.1 Factors Related to Initiation of the Curriculum

These factors include: Needs assessment, clarity of objectives and involvement of teachers.

2.4.1.1 Needs Assessment

Needs assessment involves finding out the context in which curriculum activities are to take place. The goal of needs assessment is to focus curriculum by defining the deficits in knowledge, attitude, or skills that currently exist in practitioners and the ideal approach to teaching and learning these objectives (Barnett, 2000). It also involves collection of basic data in two main areas; the needs of the learners and the social economic circumstances in relation to these needs. The information is gathered from the parents, teachers, administrators, religious organizations, the community, the government, and curriculum developers. The information gathered is used to inform the curriculum implementers on the strengths and weaknesses of the existing curriculum, whether the existing curriculum should be revised or overhauled. Teachers are also involved at this stage so that they can inform curriculum implementers about the existing curriculum, what should be done to improve it or if it should be changed.
Fullan (2001) observes that many innovations are attempted without careful examination of whether or not they address what are perceived to be priority needs; and further asserts that the “fit” between a new program and school needs is essential. Huberman and Miles (1984) similarly states that at the early implementation stage, people involved must perceive both that the needs being addressed are significant and that they are making at least some progress towards meeting them. Therefore, needs assessment is necessary since no curriculum or committee of planners is omniscient. This research therefore investigated whether a proper needs assessment was carried out before the introduction of pre-primary school life skills curriculum.

2.4.1.2 Clarity of the Objectives

Clarity of the objectives of the curriculum is necessary if significant change is to occur. According to Fullan (2011) lack of clarity is a perennial problem in the change process; further lack of clarity-diffuse objectives and unspecified means of implementation-represents a major problem at the implementation stage. However, according to Maogoto (2012) who carried out a study on challenges in the implementation of life skills in public primary schools in Nakuru municipality, most teachers were aware of the importance of life skills curriculum but there was no emphasis in the teaching, hence implementation was not effective in most schools. The study concluded that there was need for more sensitisation forums especially for teachers on the role life skills plays in the life of children.

According to Fullan and Pomfret (1977) low explicitness ends with user confusion, lack of clarity and frustration, which together results in a low degree of implementation. The
study determined whether the objectives of pre-primary school life skills curriculum were clear to the pre-primary school teachers and if not how this impeded the implementation of curriculum.

2.4. 1.3 Involvement of Teachers in the Curriculum Development Process

The strategy for implementation of curriculum was clearly outlined by Pai (1976,P. 10) when he spoke as permanent secretary for education and training to one of the early secondary school curriculum workshops in Solomon Island (South West Pacific). His remarks were as follows:

“By having a large proportion of teachers involved in curriculum development workshops, two benefits accrue; One, a more acceptable and relevant program should be developed, and secondly the problems of implementation should be reduced… we are not only permitting, but also demanding that they (teachers) get involved in curriculum decision making…”

The information presented in the workshop indicated that teachers in Solomon Island prefer the highly participatory model of curriculum development. Stenhouse (1979) further identifies the teacher as the main agent in the curriculum implementation process and argues that implementation is the manner in which the teacher selects and mixes various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher constructed syllabus, the teachers’ personality, the teaching materials and the teaching environment, interact with the
learner, (University of Zimbabwe, 1995). Thus curriculum implementation is a process in which an officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to students. Teachers should be involved at all stages of curriculum planning, development and implementation. Teachers’ ideas are needed especially in the selection of teaching resources, tools and equipment Ayaga (2013).

According to the University of Zimbabwe module (1995), teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. Since implementation takes place through the teacher/learner interaction in the planned learning opportunities, the role and influence of the teacher in the process is indisputable.

In outlining the research needs of curriculum developers Ogula (1984, p.2) emphasized the importance of involving the teacher in designing a curriculum. He states as follows:

“However qualified they may be, a curriculum developer cannot lose touch with schools and still retain a viable program. Every curriculum developer is expected to refine his goals and make his curriculum relevant to the needs of today and tomorrow. This demands a continuous dialogue between the curriculum developer and those implementing the curriculum”

Hence the teacher to a large extent determines the success of any curriculum sing the objectives drawn in the syllabus as a guide; the teacher manipulates resources to assist the
learners so that the objectives are met. The curriculum planner therefore, needs to coordinate with the teacher so that viable curriculum may be drawn out. This research has therefore investigated whether teachers were involved in the curriculum planning and design of life skills education as this has a bearing on its effective implementation.

2.5 Factors Related to the Adoption Process

These factors include development of materials, staff training and piloting of the curriculum.

2.5.1 Development of Materials

Kallon, (1996) asserts that the quality of learning materials and other products are considered vital for the success of education change; further inadequate quality and unavailability of materials impair curriculum innovation projects. Well articulated adopted materials, which are complete, well organized, comprehensive as well as detailed and, address “how to” concerns are more effective at the implementation (Fullan, 2001). United Nations Educational Scientific and Cultural Organization (UNESCO), (2009) indicates that ideally teachers should have teaching-learning resources available in order to implement the new curriculum. It involves the development of physical facilities and purchase of materials to ensure successful activation of the program. This study determined whether teaching and learning resources were available for the implementation of the pre-primary school life skills curriculum.

Kaburu (2007) in a study of utilization of learning resources in Kikuyu model pre-school in Kikuyu division, noted that instructional resources provide children with a means to
express feelings, concerns and interests as well as acting as a channel for social interaction with adults and other children. According to the study many schools are faced with limitations in implementation of science activity curriculum which include adequate and quality teaching and learning resources.

In 2000, with assistance from UNICEF, Kenya country office (KCO) and KIE developed 40,000 sets of instructional materials on life skills education. These materials included: Life skills education for lower and upper primary, Life skills education for the youth, Life skills education-Facilitator’s Handbook (Nzomo, 2011). In September 2008 the Life Skills Education (LSE) curricula and curriculum support materials like syllabuses, teachers’ handbooks and training manuals were developed. Circular No: QAS/A/2/1A/75 advised all schools to teach life skills as a non-examinable subject. This study therefore investigated whether there were adequate materials that were availed for the implementation of pre-primary life skills syllabus and how these materials are influencing the implementation of pre-primary life skills curriculum in Ainamoi Division of Kericho County.

2.5.2 Staff Training

This is a process through which officers concerned with designing, writing and supervising of curriculum are prepared. This is to update them on content in the curriculum which may require new strategies to implement. To strengthen the teaching and learning of life skills education, KIE undertook a number of activities aimed at building capacity of teachers in order to mainstream life skills education. According to Nzomo (2011), KIE organized and conducted an orientation workshop for the officers
that included: curriculum developers, Quality Assurance and Standard Officers (QUASO), Trainers of Trainers (ToT’s), Kenya Institute of Special Education (KISE) and Teachers Service Commission (TSC) officers. The aim of the exercise was to create awareness on life skills curriculum content and how it was to be incorporated into the school curriculum. Those oriented were drawn from Kwale, Garissa, Nairobi, Meru North, and Tana River, Koibatek, Nakuru, Kajiado and Laikipia districts. Considering that there was no report on orientation carried out in other districts, the effectiveness of this orientation may be questionable.

Rembe (2006) in a study carried out in Zimbabwe on challenges facing implementation of life skills program, the cascade model of teacher training is pointed out as one of the challenges facing implementation. According to this study the strategy is disappointing because few teachers are chosen to receive training and they in turn train others in schools. As a result information is not transmitted properly and consequently fails to equip teachers with the requisite skills. The cascade approach is further undermined by the short duration of the courses (one to two days) while deep conceptual content knowledge and skill development require significantly more time. However, the cascade system is one of the approaches which can easily be adopted in Kenya so as to reach as many teachers as possible within a short time. This study therefore established whether staff was prepared for the implementation of pre-primary school life skills curriculum.
2.5.3 Piloting of the Curriculum

This is implementing the curriculum in a limited scale in selected schools to see the reaction of students, teachers, parents and other stakeholders. According to Shiundu and Omulando (1992), it is an evaluation activity of formative type. Data that emerges from the piloting may be used to make decisions and to improve the curriculum. According to University of Washington (2008), piloting a curriculum helps to identify which sections of the curriculum work and which sections need strengthening. The process should include a comprehensive evaluation of the curriculum’s effectiveness and usefulness in achieving the course’s training objectives. This study inquired whether the pre-primary school life skills curriculum was piloted before its implementation.

2.5.4 Monitoring and Evaluation

This involves regular surveillance over the program to ensure effective implementation detect problems and come up with intervention strategies. It is the process of determining the extent to which curriculum objectives are being achieved (Shiundu and Omulando, 1992).

According to KIE (2006) a Monitoring exercise had been carried out on effectiveness of integration of life skills at primary school level. This was however carried out before life skills were introduced as a standalone subject. The report indicated that with infusion and integration approach teachers at times find it difficult to create linkage between subject content and life skills, and if not well planned they tend to deviate from subject content. The report further indicated that teachers emphasize the academic knowledge at the expense of psycho-social issues and that curriculum support materials are essential
requirements in the implementation of life skills. This study therefore inquired whether a monitoring and evaluation exercise had been carried out since the introduction of life skills in pre-primary schools.

2.6 Factors Related to the School

The factors include: School administration support and availability of teaching learning resources.

2.6.1 School Administration Support

Fullan (2001) points out that school administration support strongly influence the likelihoods of change. According to University of Zimbabwe (1995, p.36) curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of school head. The head does this through: deploying of staff, allocating time to subjects taught at school, providing teaching and learning materials and creating an atmosphere conducive to effective teaching and learning, the head also monitors and guides curriculum implementation through ensuring that schemes of work, lesson plans and record of work are prepared regularly.

Olembo, Wanga and Karugu (1992) noted that the head teacher is expected to evaluate how well instructional resources are utilized by teachers. In Kenya, a public pre-primary school is a component of a primary school which is headed by head teacher who usually assumes the roles of an administrator (Okumbe, 1998). It was therefore of special interest to know whether the pre- primary school head teachers were aware of and performing the tasks to improve the implementation of pre- primary school life skills curriculum.
2.6.2 Availability of Teaching/Learning Resources

No meaningful teaching and learning takes place without adequate resource materials. Children mainly learn through their interaction with materials readily available in the social and physical environment (Read, Gardener, 1993). Therefore, the instructional materials at pre-primary school level are central to the implementation of the curriculum. Thus, this research established the available resources and materials for the implementation of life skills curriculum.

Wang’ombe (1988) carried out a survey of the factors that affect the teaching and learning of home science in primary schools in Kiambu. The main problem according to the findings was scarcity of teaching and learning materials. The report on The Presidential Working Party on Planning and Manpower Development for the Decade and Beyond (1988), recommended ‘‘cost sharing’’ whereby the cost of education was to be shared between the government and the local communities and the Parents associations. Accordingly parents were to provide teaching and learning materials in public schools. However not all communities are in a position to provide adequate materials especially at pre-primary school level.

Mutegi (2012) who carried out a study on school factors influencing the implementation of life skills in public primary schools in Athi River district, Kenya shows that scarcity of teaching and learning materials for life skills negatively impacted on implementation. This implies that unavailability of teaching and learning materials could be a major factor influencing the implementation of life skills curriculum in pre-primary schools. Similarly, a study by Njue (2006) on challenges facing provision of ECDE in Gachoka,
Mbeere Division found that most ECDE Centers had inadequate facilities and that they had few teaching and learning resources. Meaningful teaching and learning can only take place in pre-primary school with adequate resource materials. This research shed light on availability of teaching and learning resources for implementing pre-primary school life skills syllabus in Ainamoi Division of Kericho County.

2.7 Factors Related to Teachers

The teacher related factors include initial teacher training, professional qualifications, teaching experience, in-service training, and teachers’ attitude towards life skills curriculum.

2.7.1 Professional Qualification

Muhammad (2011) in a study on the impact of teacher quality on the academic achievement of students at secondary stage in Punjab (Pakistan) noted that teachers with higher levels of education teach well and are competent than those with low levels of education. Academically qualified teachers had more authentic knowledge about the relevant subject than the academically less qualified teacher. A study done by Ng’asike (2004) found out that the majority of pre-school teachers had low academic qualification and the low academic qualification was affecting the quality of teaching of ECDE teachers. If the teacher is qualified, he/she is likely to have well performing students but unqualified teacher is likely to have poor performing students. According to KIE (2005) the numbers of trained ECDE teachers have increased significantly over the years in Kenya. This is attributed to increased number of DICECE Centers and Private colleges countrywide. This research has identified the professional qualifications of the pre-
primary school teachers involved as this has an implication on the success of curriculum implementation.

2.7.2 Teaching Experience

Both individual teacher characteristics and collective factors play roles in determining implementation (Fullan, 2001). Some teachers, depending on their previous experiences and stage of career, are more self-actualized and have a greater sense of efficacy, which leads them to take action and persist in the effort required to bring about successful implementation. According to Barbara (2004), quality teachers are the single greatest determinant of student achievement and further assert that teacher education, ability, and experience account for variation in student achievement than all other factors. Therefore, it is vitally important that teachers be well prepared when they begin teaching and that they continue to improve their knowledge and skills throughout their careers.

Unfortunately, most new teachers are not adequately prepared to meet the needs of their students, and many experienced teachers have yet to adapt to new standards (Barbara, 2004). Hence teachers, like practitioners in other professions, need to deepen their knowledge and improve their skills over the course of their careers. Gillian (2010) carried out a study on challenges faced in the provision of quality Early Childhood Education in Kitui District and found that 50% of the ECDE teachers had teaching experience of over 5 years, 40% of teachers had teaching experience of between 1 and 5 years, while 10% of teachers had less than 1 year of teaching experience. This implies that teachers had enough teaching experience to enable them interpret the curriculum
effectively. Therefore this research identified teaching experience of teachers involved in the study.

2.7.3 Initial Teacher Training

The implementation of a new curriculum in a country is a complicated process and for its success, careful thoughts and planning are necessary. Both individual teacher characteristics and collective factors play roles in determining implementation (Fullan, 2001). Some teachers, depending on their previous experiences and stage of career, are more self-actualized and have a greater sense of efficacy, which leads them to take action and persist in the effort required to bring about successful implementation. Barbara (2004) describes quality teachers as the single greatest determinant of student achievement and further asserts that teacher education, ability, and experience account for variation in student achievement than all other factors. Therefore, it is vitally important that teachers be well prepared when they begin teaching and that they continue to improve their knowledge and skills throughout their careers. Unfortunately, most new teachers are not adequately prepared to meet the needs of their students, and many experienced teachers have yet to adapt to new standards (Barbara, 2004).

In order for teachers to deal with a continuously changing environment, they must upgrade their professional knowledge and skills on a continuous basis (Ministry of Education, 1984). Barbara (2004) notes that teachers, like practitioners in other professions, need to deepen their knowledge and improve their skills over the course of their careers. According to the Ministry of Education, the trainers should be qualified and experienced in their disciplines and well informed in current research findings and any
emerging trends in teacher education. Life skills being relatively new in the curriculum, not much research has been carried out on teachers’ level of preparedness and the challenges being experienced. This study therefore made an inquiry on whether teachers were well equipped for the implementation of pre-primary school life skills curriculum.

2.7.4 In-Service Training

The main aim of in-service courses, according to the Ministry of Education, 1994, is to improve the teacher’s qualifications; to enlarge the scope of their work and to bring them up to date with new innovations and development in content and methods in their respective subjects. Menya (1994) argues that if new strategies are to be introduced and sustained, then deliberate efforts of changing those involved in developing and implementing them must be made, and in particular, teachers. Thus there is a need to intensify in-service programs to assist teachers adopt and adapt to new ways of carrying out their duties.

Muhammad (2011) describes in-service education and training as a continuous ongoing process for teachers throughout their professional life which may be provided at any time between joining into service until retirement. It includes orientation and refresher courses, a special training and self reading and writing by the individual teachers. Refresher courses are very important in providing teachers with new ways of implementing curriculum and classroom instructions. Luvanga (2003) in his study on teacher related factors that affect implementation of integrated secondary school Christian Religious Education (CRE) syllabus in Mombasa District found out that 75% of
the teachers had not attended in-service course, while 25% had attended some in-service teacher training.

According to Kingori (2013) whose study aimed at assessing whether the necessary conditions were present for effective implementation of life skills education in Ruiru district, Kenya, teachers were not adequately prepared to implement the curriculum and concluded that implementation encountered problems like inadequate teaching and learning resources, lack of guidance on the implementation and besides life skills was yet to be implemented in some schools. Similarly Mutai (2011) carried out a study on challenges faced by teachers in implementing HIV/AIDS Curriculum in Primary Schools for Hearing Impairments in Rift Valley, Kenya. The study revealed that teachers were not adequately prepared to implement the curriculum and recommended that the government and other Organizations should provide seminars, workshops and Conferences to teachers to enhance implementation of HIV/AIDS Curriculum for the hearing impaired in Rift Valley Province.

Magoma (2011) in his study on teacher related factors which influences the implementation of integrated English course in secondary schools in Ibacho Division, Kisii Central District, reports that more than half of teachers of integrated English course had not been in-serviced due to lack of time, lack of proper information and that the ministry of Education had not organized one for them. The study further asserted that teachers should continue learning throughout their professional career to keep up to the dynamics and socio-cultural settings in which they operate. This research investigated whether teachers were prepared through in-service programs before the implementation
of pre-primary school life skills syllabus. The life skills curriculum can be effectively implemented when the teachers are involved in the curriculum preparation and are inserviced on the content, materials, and application strategies. Teachers also require a good support from school’s administration to implement the curriculum and only then will they have the right attitude which results in effective curriculum implementation.

2.7.5 Teachers Instructional Methodology
Teachers’ instructional methodologies equally play a role in ensuring that the content reaches the target and desired feedback is received. Communication would be more effective if several communication media using sensory organs are involved. This becomes more effective with active participation of the receiver in the process. Hence instructional methodologies are central to teaching and learning situation. Effectiveness of teaching and learning is determined by the type and quality of teaching methods. Hyman (1970) indicates that to teach a certain thing, a particular way of teaching had to be chosen and that way has significant effect on the entire teaching and learning situation. There have been various attempts to impart life skills to children and young people in East and South Africa; however, to date there is no consensus on the definition, scope and methods for including life skills education in the school curriculum. This may account for the reason why the implementation of life skills programs has been sporadic and why some countries are yet to start such programs.

Hyde, Ekatan, Kiage, & Barasa, (2001), in their study on HIV and AIDs and the education sector in Uganda, found that while the School Health Education Program (SHEP) was successful in promoting knowledge, it was not having any discernible
impact on behavior. The teacher’s embarrassment and inappropriate methodology were presenting barriers to effective teaching of attitudes that would lead to behavior change. Teachers interviewed in the study felt strongly that they were not well prepared to teach sexual and reproductive health topics either professionally or culturally. Teachers were not confident to carry out experimental learning activities such as role plays and resorted to more conventional teaching methods. Teachers avoided teaching sensitive topics such as those that refer to condoms for fear of losing their jobs or due to their religious affiliation. In Kenya the recommended approach for the teaching of life skills by KIE is an interactive approach. Teachers are expected to use role play, mini dramas, games, music and dance and a variety of other innovative teaching techniques to keep the learners wholly involved in the sessions (KIE, 2008). However pre-primary school teachers can only use this teaching techniques if they have been oriented through in service courses.

This research identified methodologies that are being applied in the teaching of life skills and the reasons behind these choices. It is evident that there is need for a more concerted effort to ensure that life skills programs are developed with an agreed methodological approach and strategically placed in the curriculum with the commitment of all players. Teachers require skills and confidence to facilitate experimental learning activities in life skills lessons (Kinsmen, Nakinyingi, Carpenter, & Whitworth, 2001). Studies by Kwakman (2003); Schneider & Krajcik (2002); Davis (2002) highlight the need to provide teachers with something other than traditional in-service training to bring about change in their classrooms and coordinate curriculum. This can perhaps be achieved
through organized seminars and workshops to enable teachers to interact and share their experiences. This research investigated whether pre-primary teachers had been exposed to workshops and seminars in order to enlarge their scope and methodologies in handling life skills curriculum.

2.7.6 Teachers’ Attitude towards the Curriculum

Attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment (Zimbardo & Reading, 1999). Attitudes are judgments; they develop on the ABC model (affect, behaviors, and cognition). The affective response is an emotional response that expresses an individual’s degree of preference for an entity. The behavior intention is a verbal or physical indication or typical behavioral tendency of an individual. The cognitive response is a mental evaluation of the entity that constitutes an individual’s beliefs about the object.

Guilford, 2004 defines attitude as strongly held beliefs, opinions and feelings, which are reflected in peoples’ behaviors. A teachers’ attitude towards a given subject to a great extent also influences the way he handles it, his motivation and his effectiveness in teaching it. Luvunga (2003) who did a study on teacher related factors that affect implementation of Christian Religious Education in Mombasa (CRE) found that teachers had a negative attitude towards the new syllabus, did not prioritize nor enjoyed teaching it and felt that it had no value over the old syllabus. In the implementation of a school curriculum, the teacher’s attitude is very important. This is because teaching is an art guided by educational values, personal needs and by a variety of beliefs or generalizations that the teacher holds to be true.
Abobo (2012), in a study on challenges facing implementation of life skills in secondary schools in Trans-Nzoia West District, observes that teachers had a negative attitude towards the teaching of life skills and in fact prefer to teach other examinable subjects during life skills lessons; and 80% of them had not been trained on life skills education. Thus effective teaching of life skills were hampered by school context factors that made it difficult for teachers to deliver the content appropriately. This study identified the attitude of pre-primary school teachers towards the implementation of pre-primary school life skills curriculum in Ainamoi division of Kericho County.

2.8 Summary of Literature Reviewed

The literature reviewed reveals that life skills curriculum has been introduced in the Kenyan school system. KIE has also developed syllabus, teachers’ handbooks and training manuals. However, there is limited information on whether teaching of life skills has been fully embraced at the various levels of the school system and specifically in pre-primary schools. The literature has also revealed that a number of factors must interact in a dynamic way for effective implementation of a curriculum. These factors relate to initiation of the curriculum, adoption process, school related variables, as well as variables that relate to the teachers.

Literature also reveals that the activities done between curriculum initiation and implementation centered mainly on orientation of curriculum developers and education officers as opposed to enhancing the capacity of teachers who are classroom implementers it is therefore not known whether teachers were adequately prepared before introduction of this curriculum. The literature further indicates that there is hardly any
study done on the implementation of pre-primary school life skills education in Kenya to evaluate whether teachers have the right attitude to positively embrace the new curriculum. Due to the challenges being experienced by children in the Kenyan society today as revealed by literature, there was need for effective ways of implementing the life skills program. This research was therefore instrumental in identifying how the curriculum was being implemented in pre-primary school; hence provide appropriate recommendations for improvements so that the desired objectives may be realized. The methods and procedures used by the researcher forms the next chapter.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This chapter presents the research design, variables of study, location of the study and the target population. It also describes the sampling techniques, sample size, research instruments and pilot study. The last part gives a description of validity and reliability of research instruments, data collection procedures and data analysis.

3.1 Research Design
This study employed a descriptive survey research design. The design employs open ended items where respondents are given an opportunity to express their views thus yielding rich data for the study. Abagi (1995), citing Sandeep (1983), explains that descriptive survey research attempts to describe what was or what is in a social system such as the school. The methodology involved in such a design is mostly qualitative in nature producing descriptive data. The method was also chosen because the information provided would answer the research questions posed. The design enabled the study samples, drawn from the population to be able to make inferences on the implementation of the pre-primary school life skills curriculum in Ainamoi Division of Kericho County and to describe other variables influencing effective implementation.

The researcher’s choice to use a qualitative paradigm to conduct this study has been encouraged by the views of Stake, 1978; Yin, 1984; Maling & Keepers (1985) and
Creswell (1994) who argue that the paradigm is generally viewed as an alternative to the quantitative approach where:

- The study is exploratory in nature;
- Not much has been written about the topic or population being studied;
- The researcher seeks to listen to informants and to build a picture based on their ideas.

In this study, qualitative information on the implementation of life skills curriculum was collected in Ainamoi Division of Kericho County.

3.2 Variables

A variable is defined as a measurable characteristic that assumes different values among subjects (Mugenda & Mugenda, 2003). According to Statt (1998), variables are conditions or a factor that is capable of changing or being changed.

3.2.1 Dependent Variable

The dependent variable of this study is the implementation of pre-primary school life skills curriculum. The researcher was to assess the implementation of pre-primary school life skills curriculum. Effective implementation of pre-primary school life skills curriculum would lead children to acquire knowledge, norms, values and skills of society. Besides, it will enable children cope with challenges, acquire positive attitude, promote confidence, improve listening skills as well as shaping behaviour.
3.2.2 Independent Variables

The independent variables of this study were:

(i) Variables related to initiation of the curriculum.

These variables dealt with the needs assessment; clarity of the objectives and involvement of teachers in the development of curriculum.

(ii) Variables related to the adoption process.

The variables related to the adoption process include the development of materials, training of staff to manage curriculum implementation and piloting of curriculum.

(iii) Variables related to the school.

These relate to school administration’s support, availability of teaching/learning resources for the curriculum implementers.

(iv) Teacher related variables.

These encompass teachers’ professional qualifications, teaching experience, initial teacher training, in-service training, and attendance of seminars, workshops or conferences as well as teachers’ attitude towards the life skills curriculum.

3.3 Location of Study

This research was carried out in Ainamoi Division of Kericho County. Kericho County is in the Rift Valley and is made up of six Divisions: Buret, Ainamoi, Belgut, Sigowet, Kipkelion East and Kipkelion West. Ainamoi is sub-divided into four Zones: Ainamoi,
Kapsoit, Kapsaos, and Municipal with a total of 158 pre-primary schools. Kericho town which is the headquarters of the county is located within Ainamoi Division. The 158 pre-Primary schools in Ainamoi Division have a total enrolment of 7,707 children (File records office of the DEO, Kericho). The selection of Ainamoi Division was prompted by the fact that it is the most densely populated in the county thus available resources are inadequate which leads to children developing anti-social behaviours such as seeking favours from “bodaboda” riders (motorbike transport operators) who take an advantage of their ignorance to sexually abuse them (Tonui, N. 2014). Further, Kericho district experiences a myriad of problems that include: child abuse, child labour, being orphaned by AIDS, ignorance, early pregnancies and dysfunctional families (KDSP, 2005 – 2010; Tonui, N. 2014 and NACC/UAIDS, 2012). This study therefore suited Ainamoi Division as effective implementation of pre-primary school life skills curriculum could help in alleviating some of the challenges children are exposed to in the region. The study would also provide information on whether pre-primary school life skills curriculum was being implemented as envisaged by the Ministry of education.
3.4 Target Population

The population of study were ECDE teachers teaching in private and public ECDE centres in Ainamoi Division of Kericho County. According to the records from the County Education Office, there were 158 schools in Ainamoi Division 67 private and 91 public. The ECDE teachers were used as target population because they are directly involved in curriculum implementation. In addition two Ministry of Education officers
and two curriculum development officers in charge of life skills at Kenya Institute of Education were involved in the study.

3.5 Sampling Techniques and Sample Size

Sampling technique is the process by which samples are selected in a study while sample size is a small part of the population to be studied.

3.5.1 Sampling Procedure

According to Patton (1990) and Mason (1998), the sort of sampling done in qualitative research is usually purposive sampling rather than some other method of attaining statistical representativeness. The goal of purposeful sampling is twofold: to make sure one has adequately understood the variation in the phenomena of interest in the setting, and to test developing ideas about that setting by selecting phenomena that are crucial to the validity of those ideas (Guba, 1981).

Ainamoi Division of Kericho County was purposively selected to maximize what can be learned in the period of time available for the study. However, simple random sampling was used to select the pre-primary schools to be used in this research. Mugenda & Mugenda (2003), describe simple random sampling as a method that involves giving a number to every subject or member of the accessible population, placing the numbers in a container and then picking any number at random. The researcher first compiled a list of public and private ECDE centres in Ainamoi Division. The schools were numbered and placed in a container then randomly selected 30% of the ECDE centres. From the randomly selected pre-primary schools purposeful sampling was used to select the
teachers to fill the questionnaire. The head of life skills Curriculum at KIE and one other officer and also two Ministry of Education officers in charge of curriculum within the ECDE department were purposefully sampled.

3.5.2 Sample Size

There are no rules in qualitative inquiry (Patton, 1990, p.169). Patton says:

“Sample size depends on what you want to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done with available time and resources. The sample like all other aspects of qualitative inquiry must be judged in context.”

Mason (1998) supports Patton’s argument by saying that the size of the sample should be dictated by the social process under scrutiny. She further points out that the principle that the sample size should help the researcher to understand the process, rather than represent (statistically) a population is a good one. Qualitative samples are usually small for practical reasons to do with the costs, especially in terms of time and money, for generating and analyzing qualitative data (Mason, 1998).

According to Gay (1991), a sample size of 30% of the total population or less is adequate for study in descriptive research. Therefore out of the 158 pre-primary schools in Ainamoi Division 47 schools were sampled which makes 30% of the total ECDE centres in Ainamoi. Only one teacher was picked from the sampled pre-primary schools to complete the questionnaire. Two officers from KIE and MoE were interviewed by the researcher.
Table 3.1: Sampling Frame of Pre-Primary Schools and Teachers in Ainamoi Division, Kericho County

<table>
<thead>
<tr>
<th>ZONE</th>
<th>TARGETED NUMBER OF PRE-SCHOOLS</th>
<th>NUMBER OF SAMPLED PRE-SCHOOLS AND TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Private</td>
<td>Public</td>
</tr>
<tr>
<td>Ainamoi</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Kapsoit</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Kapsaos</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Municipality</td>
<td>49</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>91</td>
</tr>
<tr>
<td>Grand total</td>
<td>158</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.1 above shows that 47 pre-primary schools were sampled and only one teacher was sampled in every centre. The total number of pre-primary schools in Ainamoi Division was 158.

3.6 Research Instruments

The study employed three methods to collect data: Questionnaire, Interview and Document analysis.
3.6.1 Questionnaire
The researcher used a questionnaire for the Pre-primary school teachers. Section A of the instrument sought the teachers’ background information whereas section B was used to elicit information regarding the implementation of life skills curriculum from the teachers of the randomly selected pre-Primary schools in Ainamoi division of Kericho County. Section B of the questionnaire broadly sought to identify teachers’ attitude towards implementation of pre-primary school life skills curriculum and the teaching approaches used. It also addressed the objectives of implementation and whether teacher training was done before implementation of pre-primary school life skills curriculum. The last part of the questionnaire inquired on school administration support, availability of teaching learning resources and the roles of KIE and MoE in facilitating the implementation of pre-primary school life skills curriculum. The researcher distributed the questionnaires to each of the randomly selected schools and requested them to fill as she waited. Scoring of responses was done as in a test, with responses having the highest score portraying the most popular views on the implementation of pre-primary life skills curriculum while those with the lowest scores represent the less popular views.

3.6.2 Interview
Officers of the Ministry of Education in charge of Curriculum implementation and KIE officers in charge of life skills were interviewed individually through in-depth discussion of each item in order to get frank and honest views. In-depth interviewing is a data collection method relied on quite extensively by qualitative researchers (Marshall & Rossman, 1995; Mason, 1998). According to Marshall & Rossman, an interview is a
useful way to get large amounts of data quickly. Through it, immediate follow up and clarification are possible. The interview schedule had two sections, A and B. Part A comprised the background information of the respondents. Part B elicited information on objectives of pre-primary school life skills curriculum as well as the initiation and adoption process of the curriculum. It also inquired on personnel training and available resource materials to support implementation of pre-primary school life skills curriculum. The last part of the interview concerns the implementation process of pre-primary school life skills curriculum.

3.6.3 Document Analysis

Document Analysis as a social research method is an important research tool in its own right and is an invaluable part of most schemes of triangulation. A document is something that we can read and which relates to some aspect of the social world. The purpose is to study existing documents such as books, photographs, policy papers, circulars, seminar papers, research reports owned by the government and institutions like KIE relating to implementation of life skills curriculum. This research used content analysis in order to articulate clearly how the Pre-primary school life skills curriculum is being implemented and the factors influencing its successful implementation.

3.7 Pilot Study

Before the actual study, pre-testing of the instruments was carried out in three sampled schools in the region. The main reason for this pre-testing was to enhance constant validity of the instruments by verifying vague statements in the questionnaire or removing them all together. Two teachers from three of the schools in the region were
given the questionnaires, after administering this test the instruments were found suitable for the study thus adjustments were not necessary. The researcher also ensured that schools used for pre-testing were excluded from the main research.

3.8 Validity and Reliability

3.8.1 Validity

Validity of qualitative research is determining whether the research truly measures that which it was intended to measure or how truthful the results are (Patton, 2002). It is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. Content validity was determined by seeking guidance from a research expert and this assisted in ascertaining the clarity, spellings and ambiguity of the instruments. Validity was also achieved by ensuring that the items covered all variables and objectives of the study. In addition a content validity index of 0.802 was computed. Newman (2000) recommends a content validity index of above 0.5; therefore this was an indication that the validity of the instrument was acceptable.

3.8.2 Reliability

Mugenda & Mugenda (2003) describes reliability as a measure of the degree to which a research instrument yields consistent results of data after repeated trials. Thorndike & Hagen (1977) have also stated that reliability has to do with the accuracy and precision of research instruments. Reliability in research is influenced by the random error. As random error increases the reliability decreases. Thus, the researcher ascertained reliability by minimising errors arising from inaccurate coding, ambiguous instructions to
the subjects and interview responds bias. The reliability of the research instruments were further ensured through the use of more than one instrument i.e. interviews, questionnaires and document analysis. The reliability of the instruments was also tested during the piloting stage.

The reliability coefficient was estimated by computing Conbach's Coefficient Alpha. The value of the Cronbach’s alpha coefficient ranges from zero to one and is used to describe the reliability of factors extracted from questions with two possible answers and/or multi-point formatted questionnaires or scales. A higher value; close to one, shows a more reliable generated scale. Henderson, Morris & Fitz-Gibbon (1987) noted that when you take a reliability coefficient of 0.7 and above, the figure is considered respectable and desirable for consistency level. The questionnaires items were therefore considered reliable since they yielded a reliability coefficient of at least 0.70. The instrument therefore was appropriate for the study.

3.9 Data Collection Procedures

After the pilot study, the researcher administered the instruments as follows:

Stage One: Administration of Questionnaires

The questionnaires were distributed to the Pre-primary school teachers of the selected schools. The researcher personally collected the completed questionnaires as soon as they were completed to ensure the teachers respond to each of the items without reference to other sources.
Stage Two: Conducting Interview

The researcher interviewed two officers in charge of life skills curriculum at KIE and two Ministry of Education officials in charge of curriculum implementation in pre-primary school.

Stage Three: Document Analysis

This involved analysis of policy papers, circulars, research reports owned by the government and institutions like KIE as well as papers presented in seminars relating to implementation of life skills curriculum.

3.10 Data Analysis

Data collected from questionnaires and the interview schedules were organised into significant themes to reveal the essence of the data (Patton, 1990). The questionnaires that yielded quantitative responses were entered into a computer and then analysed using Statistical Packages for Social Sciences (SPSS). This yielded means, standard deviation and percentages. The information was presented using tables, bar graphs and pie charts to facilitate comparison between variables. Qualitative responses were analysed using thematic approach, whereby each objective under study was described in relation to the categories of responses given by the respondents thereafter, inferences, conclusions and recommendations were drawn according to the research questions and objectives.

3.11 Logistical and Ethical Considerations

The permit was acquired from the Ministry of Education before proceeding to the study sites. Once the permit was secured, visits were made to the randomly selected pre-
primary schools to seek permission for the study. A time table of events during the study was drawn in consultation with the concerned school head teachers and the pre-primary School teachers. The data gathering commenced as soon as an agreement was arrived at by the researcher and the concerned Pre-Primary schools. On the ethical issues the respondents were assured that the information they provided would be used for research purposes only and that they should not disclose their names anywhere. The researcher also put the respondents at ease in providing relevant information and reassuring them of confidentiality.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction
In this chapter, a presentation is made of data collected from the field, the data analysis procedures employed and the major findings of the study. Data collected was both qualitative and quantitative. Data was analyzed using descriptive statistics such as mean, percentages and standard deviation. Data is also presented using tables, bar graphs and pie charts. This study was to investigate why the pre-primary school life skills curriculum was introduced and to establish the factors influencing its implementation. The demographic information of the respondents, results and discussions are presented according to the objectives of the study.

4.1 Demographic Information
The demographic information of the teachers is professional qualifications, teaching experience and gender, and is described in the following sub-sections.

4.1.1 Pre-primary School Teachers’ Professional Qualifications
In order to ensure successful implementation of life skills curriculum, there is need to have teachers with high professional standards. The study therefore sought to find out the teachers’ highest level of professional qualifications. The findings are presented on table 4.1.
Table 4.1: Teachers Highest Level of Professional Training

<table>
<thead>
<tr>
<th>Highest level of professional training</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECDE certificate</td>
<td>25</td>
<td>53.2</td>
</tr>
<tr>
<td>ECDE diploma</td>
<td>17</td>
<td>36.2</td>
</tr>
<tr>
<td>Untrained teacher</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>B.Ed (ECE)</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Undergoing training</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results shows that 53.2% of the respondents had ECDE certificate, 36.2% had ECDE diploma and 4.3% were untrained, while a similar number were undergoing training. Only 2.1% had a degree in ECE. This implies that majority of the teachers were professionally trained and equipped to handle the implementation of the ECDE life skills curriculum with great competency and understanding. This is in agreement with KIE (2010) Summative evaluation on primary school education curriculum report which indicated that majority of curriculum implementers have the required academic and professional qualifications. However continuous capacity development of teachers was found to be either up hazard or lacking. The respondents of this evaluation further revealed that training of teachers is hampered by irregular and unscheduled training, inadequate time and prohibitive costs.
Similarly, KIE (2005) indicates that the numbers of trained ECDE teachers have increased significantly over the years in Kenya. This is attributed to increased number of DICECE Centers and Private colleges countrywide. This research has identified the professional qualifications of the pre-primary school teachers involved as this has an implication on the success in curriculum implementation. On the contrary a study done by Ng’asike (2004) found out that the majority of pre-school teachers had low academic qualification and this was affecting the quality of teaching of ECDE teachers. Although this study showed that majority of the teachers are professionally trained to implement life skills curriculum, lack of in-service courses and teaching and learning resources is impeding effective implementation of the curriculum.

4.1.2 Pre-Primary School Teachers’ Teaching Experiences

In relation to teaching experience teachers were asked to indicate how long they had been in the teaching profession. Their responses are shown on table 4.2.

Table 4.2: Teacher’s Teaching Experiences

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>less 1 year</td>
<td>5</td>
<td>10.6</td>
</tr>
<tr>
<td>1-3 years</td>
<td>4</td>
<td>8.5</td>
</tr>
<tr>
<td>4-6 years</td>
<td>12</td>
<td>25.5</td>
</tr>
<tr>
<td>7 or more</td>
<td>26</td>
<td>55.3</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.0</td>
</tr>
</tbody>
</table>
From the table 55.3% of the teachers had experience of 7 or more years. The others were 25.5% with 4-6 years, while those with 1-3 years and less than 1 year were 8.5% and 10.6% respectively. The result implies that majority of teachers have long teaching experience which should contribute to effective curriculum implementation. This concurs with Gillian (2010) in his study on challenges faced in the provision of quality Early Childhood Education in Kitui District and found that 50% of the ECDE teachers had teaching experience of over 5 years, 40% of teachers had teaching experience of between 1 and 5 years, while 10% of teachers had less than 1 year of teaching experience. This implies that teachers have enough teaching experience to enable them interpret the curriculum effectively. According to (Fullan, 2001) some teachers, depending on their previous experiences and stage of career, are more self-actualized and have a greater sense of efficacy, which leads them to take action and persist in the effort required to bring about successful implementation. It is important to note that even though most teachers in this study had adequate years of experience in teaching, they were unlikely to have necessary skills needed for successful implementation of life skills curriculum because most of them have not been oriented.

**4.1.3 Pre-Primary School Teacher’s Gender**

Information pertaining to sex of the respondents was also sought by this research and the results are summarized on table 4.3.
Table 4.3: Pre-Primary School Teachers’ Gender

<table>
<thead>
<tr>
<th>Teachers’ Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Female</td>
<td>46</td>
<td>97.9</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.3 indicates that 46 out of 47 (97.9%) of the pre-primary school teachers were female and only 1% was a male which is an indication that pre-primary school teaching is dominated by female gender. This is in agreement with Githinji (2008) who conducted a study on the influence of background factors on pre-school teachers’ and managers’ perception on the impact of childhood play activities on child development in Kiambu District Kenya. Her findings indicated that 88% of pre-school teachers were females, while only 12% were males. This shows that there is a gender imbalance of ECDE teachers and could be attributed to the negative attitude of men to join the profession. However, it was not established whether gender influences the implementation of life skills at pre-primary school because it was outside the scope of this study.

4.2 The genesis of Pre-Primary School Life Skills Curriculum in Kenya

To answer the question on why pre-primary school life skills curriculum was implemented, an analysis of available documents revealed that life skills education entails the acquisition of abilities for adoptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life. Life skills aims at
equipping the learner with psychosocial competencies and interpersonal skills that would help him/her make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with those in need and manage his/her life in a healthy and productive manner.

The Ministry of Education officers were interviewed on the reasons for introduction of pre-primary school life skills syllabus, they indicated that it was important in; inculcating moral values among children at an early age and that it was due to realization that children lack values as they leave ECDE. They also noted that they needed to equip the children with protective skills in response to every day challenges and also enable them to be responsible in making appropriate choices on issues affecting safety and relating to strangers.

Further an interview with Kenya Institute of Education officers on the reasons for the implementation of pre-primary schools life skills curriculum revealed that it was aimed at equipping learners with psychosocial competencies to overcome everyday challenges in society, to assist young children avoid risky situations like rape, drugs and other forms of abuse at home or on their way to school, to enhance effective decision making, to think creatively for instance scream or seek help when in danger. It was also indicated that through participatory story telling children will be equipped with moral values to live by since stories have both skill and moral lessons and besides listening and learning leads to character formation at an early age. The above objectives are in line with KIE (2008) which outlines that life skills development activities are effective intervention measures
in response to children’s developmental needs. They are intended to equip young children with essential values and guiding principles to help them cope with every day challenges.

On the question of who was behind the idea of pre-primary school life skills curriculum both KIE and MoE officers interviewed indicated that the initiation and introduction of life skills was a joint project between UNICEF, KIE and MoE. Other stake holders were also incorporated like religious organizations, Non-Governmental Organizations and Educators.

On interviewing the Ministry of Education officers to answer the question on preparations made before the pre-primary school life skills syllabus was implemented, they indicated that a syllabus was developed to incorporate the emerging issues of life skills. Secondly a panel was constituted comprising of practicing ECDE teachers, Trainers, NGOs dealing with life skills promotion, Ministry of Education officers like QUASO officials and KIE staff. This team went round the country collecting stories from various communities containing living values and life skills to be passed to the children. The curriculum design and syllabus was presented to ECDE course panel for critique and improvement. Curriculum support materials were developed like ‘Folktales we can live by’ a text book for pre-primary school life skills together with a teacher’s handbook. DICECE officers were oriented on participatory storytelling for implementation of life skills. The teachers were then oriented on the syllabus before it was disseminated to the pre-primary schools. In response to whether there was a policy formulated to give guidelines on the desired goals of pre-primary school life skills curriculum, both MoE and KIE indicated there was none. KIE indicated there has been no real policy on life
skills but it was based on the ECDE Policy of 2006, which emphasized imparting natural values to children, hence the integration of cross cutting issues like life skills.

4.2.1 Importance of the Pre-Primary School Life Skills Syllabus According to Teachers

The study sought to establish from pre-primary school teachers whether they felt it was important to introduce the pre-primary school life skills syllabus in order to provide an insight on whether teachers support the policy makers’ idea of introducing pre-primary school life skills curriculum. The results are presented in Table 4.4.

Table 4.4: Teachers Responses on whether it was important to introduce Pre-Primary School Life Skills Syllabus

<table>
<thead>
<tr>
<th>Importance of introducing life skills syllabus</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>95.7</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results on table 4.4 revealed that there was an overwhelming support to the introduction of Pre-Primary life skills represented by 95.7% and only 4.3% who did not support. However the few who did not support its introduction argued that much of what is taught in life skills could be covered in other activity areas and that some of the concepts are difficult for young children to comprehend. This is consistent with Molobe, Ennie, Salewski and Tanya (1999) who reported that in Botswana the Ministry of
Education has infused life skills in subjects like Development Studies, Biology, Religious Education, Science and Social Studies especially focusing on guidance and counseling program. Similar findings were reported by the Koech Commission (1999) who notes that traditionally during the socialization process, guidance and counselling was provided to children in matters pertaining to familial and interpersonal relationships including sex and sexuality.

4.2.2 The Value of Pre-Primary School Life Skills Curriculum to the Needs of the Learners

On the question of whether pre-primary school life skills curriculum meets the needs of the learners, the respondent’s reaction are summarised on figure 4.1.

![Figure 4.1: The Value of Pre-Primary School Life Skills Curriculum to the Needs of Learners](image)

Figure 4.1 show an overwhelming majority 96% agreed that the curriculum meets the needs of the learners while only 4% did not agree. Those who disagreed indicated that although these skills are suitable they are not entirely new as behaviour moulding has
always been integrated in the learning process both in school and at family level. Besides they argued that for the life skills syllabus to effectively meet the needs of the learners, teachers require seminars and provision of relevant stories and picture books for illustrations. Maogoto (2012) in a study on challenges in the implementation of life skills curriculum in public primary schools in Nakuru Municipality, reported that the objectives of life skills were not being achieved to some extent and this she attributed to various implementation challenges like, lack of lesson plans, lack of time allocation in the time table, teacher experience and teachers negative attitude towards life skills lessons. This is an indication that some school administrators have not fully supported the implementation of life skills curriculum and hence not effectively addressing the needs of the learners. Similar results were reported by Ogachi (1994) who carried out a study in Kisii District to find out the perception of teachers and students on the role of life social Education and Ethics (SEE) in feeding moral values to the youth in Kenya. The study found that although teachers appreciated the objectives of the introduction of SEE as a subject from which to learn moral values, teachers revealed that they did not know how to present the subject matter to achieve the aims hence the subject was given a light touch in most schools.

4.3 Factors Influencing the Implementation of Life Skills Curriculum

There are several factors that influence the implementation of curriculum. These factors can be categorised as: Factors related to initiation of curriculum, those that relate to adoption process, factors relating to the school and teacher related factors.
4.3.1 Factors Related to Initiation

The factors that relate to initiation include: needs assessment, clarity of the objectives, and involvement of teachers in the curriculum development process.

4.3.1.1 Needs Assessment

This study investigated whether a needs assessment was carried out at pre-primary school level before life skills curriculum was implemented. According to the Ministry of Education officers interviewed, a needs assessment was not carried out on life skills but all stakeholders had a general feeling that life skills was very essential to children due to the rising dangers children are exposed to everyday. Further an interview with KIE officers revealed that there was no real needs analysis on pre-primary school life skills but a situation analysis had been carried out for primary and secondary hence it was assumed that the needs were the same. In response to why needs assessment was not carried out the MoE officers indicated that there was lack of sufficient time and funds. Life skills curriculum was also already running in Primary schools, and hence it was simply scaled down to the pre-primary schools. This is contrary to Barnett (2000) who asserts that the goal of needs assessment is to focus curriculum by defining the deficits in knowledge, attitude, or skills that currently exist in practitioners and the ideal approach to teaching and learning these objectives. He further states that Teachers are also involved at this stage so that they can inform curriculum implementers about the existing curriculum, what should be done to improve it or if it should be changed.

According to Fullan (2001), many innovations are attempted without careful examination of whether or not they address what are perceived to be priority needs and further assert
that a new program must suit the school needs. Huberman and Miles (1984) similarly states that at the early implementation stage, people involved must perceive both that the needs being addressed are significant and that they are making at least some progress towards meeting them. Needs assessment was therefore necessary to ascertain the level of preparedness in terms of teachers and other resources necessary for effective implementation of the pre-primary school life skills curriculum.

4.3.1.2 Clarity of the Objectives of Pre-primary School Life Skills Syllabus

The study investigated whether objectives of pre-primary school life skills syllabus were clear to pre-primary school teachers and their responses are indicated on table 4.5.

Table 4.5: Clarity of the Objectives of pre-primary school life Skills Curriculum to the Teachers

<table>
<thead>
<tr>
<th>Clarity of the objectives of life skills curriculum</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>80.9</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>19.1</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.5 shows that the majority of the respondents 80.9% indicated that the objectives of the curriculum are clear to them however 19.1% indicated the objectives are not very clear to them since they were not inducted on the introduction of life skills and besides they lack relevant teaching and learning resources hence interpreting objectives using a syllabus and teachers handbook alone may not be adequate. In addition they argued that
integrating life skills using thematic approach is not easy for teachers whose training did not have that background, besides life skills was not part of their college training. This is in agreement with Maogoto (2012) who carried out a study on challenges in the implementation of life skills in public primary schools in Nakuru municipality whose findings showed that although most teachers were aware of the importance of life skills curriculum, there was no emphasis in the teaching, and hence implementation was not effective in most schools. She concluded that there was need for more sensitisation forums especially for teachers on the role life skills plays in the life of children.

Fullan (2001) asserts that lack of clarity is a perennial problem in the change process. According to Fullan and Pomfret (1977) low explicitness ends with user confusion, lack of clarity and frustration, which together results in a low degree of implementation. Although the pre-primary school teachers in Ainamoi Division of Kericho County are implementing life skills curriculum the objectives might not be realised unless teachers are facilitated through in-service courses and provision of adequate teaching and learning materials.

4.3.1.3 Involvement of Teachers in the Preparation of Pre –Primary School Life Skills Curriculum

The study further found it necessary to investigate the percentage of pre-primary school teachers who were involved in the preparation of pre-primary school life skills curricula table 4.6 indicates the results.
Table 4.6: Percentage of Teachers involved in the Preparation of Pre –Primary School Life Skills Curriculum

<table>
<thead>
<tr>
<th>Involved</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>17.0</td>
</tr>
<tr>
<td>No</td>
<td>39</td>
<td>83.0</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the responses only 17% said they heard of some pre-primary school teachers who were involved in the preparation of life skills curriculum while majority 83% indicated that they were not involved in the preparation of the pre-primary school life skills curriculum. Those who were not aware indicated they had not been informed they just got the information from the syllabus or were informed by their head teachers about the new subject while others got the information through their self sponsored upgrading training programs. According to Kinyua (1994), unless teachers are available and willing to participate in educational development, there is no future innovation practice. He strongly feels that the involvement of teachers must be genuine by proper participation in planning and decision making. Kinyua further indicated that there must be shared endeavours between all those working on new curriculums and teachers must be consulted rather than being patronized. This is in agreement with Ayaga (2013) whose study was on teacher related factors in the implementation of ECDE curriculum in Borabu District, Nyamira County. The study recommended that teachers should be
involved at all stages of curriculum planning, development and implementation. Teachers’ ideas are needed especially in the selection of teaching resources, tools and equipment. KIE and MoE officers were interviewed to answer the question on whether pre-primary teachers were involved in designing the pre-primary school life skills curriculum. Although they indicated that curriculum preparation process is participatory, it was apparent from this study that an overwhelming majority (83%) of the pre-primary teachers neither participated nor were aware of the process (table 4.6). Hence involvement of more teachers in design and development of pre-primary school life skills could have curriculum enhanced its success in implementation.

4.4 Factors Related to the Adoption Process

These factors include development of materials, staff training, piloting of the curriculum as well as the monitoring and evaluation of the curriculum.

4.4.1 Development of Materials

The study also established the materials that were developed before implementation of pre-primary school life skills curriculum. An interview with KIE officers revealed that pre-primary school life skills syllabus together with a teacher’s handbook was developed in 2008 which incorporated the emerging issues of life skills. A panel was constituted comprising of practicing ECDE teachers, NGOs dealing with life skills promotion, Ministry officers like QUASO officials and KIE staff. KIE further revealed that a book on collection of folk tales from various parts of Kenya was compiled and published.
Kaburu (2007) argues that instructional resources provide children with a means to express feelings, concerns and interests. They also act as a channel for social interaction with adults and other children. According to Kaburu, many schools are faced with limitations in implementation of science activity curriculum due to lack of adequate and quality teaching and learning resources. This concurs with Fullan (2001) who asserts that well articulated adopted materials, which are complete, well organized, comprehensive as well as detailed and those that address “how to” concerns are more effective at the implementation of a curriculum. In response to whether the pre-primary school life skills syllabus program started in few areas first, KIE officers indicated that they expect that the curriculum was implemented all over the country at once since no piloting was carried out.

4.4.2 Staff Training

Staff training concerns preparation of Education officers involved in curriculum design, writing and supervision of its implementation. To answer the question on whether personnel training were carried out before life skills curriculum was implemented in pre-primary schools, both KIE and MoE officers reported that it was done. DICECE program officers were oriented on participatory storytelling for life skills development, at provincial level. In response to whether pre-primary school teachers have been trained on how to teach life skills, both KIE and MoE indicated that DICECE officers were expected to orient the ECDE teachers in their respective areas. It was also reported that the process of training teachers is still ongoing. According to KIE to date about 400 teachers have benefited but MoE officers could not avail figures on the number of
teachers who have been trained but indicated that training is an ongoing exercise. According to both KIE and MoE personnel training were done at both County and National level. Rembe (2006) in a study carried out in Zimbabwe on challenges facing implementation of life skills program, the cascade model of teacher training is pointed out as one of the challenges facing implementation. According to him the strategy is disappointing because few teachers are chosen to receive training and they in turn train others in schools. As a result information is not transmitted properly and consequently fails to equip teachers with the requisite skills. The cascade approach is further undermined by the short duration of the courses while deep conceptual content knowledge and skill development require significantly more time. However, this is a cost effective system that could easily be used in Kenya to reach as many teachers as possible within a short time.

4.4.3 Piloting of pre-primary School Life Skills Curriculum

On the question of whether piloting of pre-primary school life skills syllabus was done, both Ministry of Education and KIE officers responded that it was not possible due to lack of adequate time and the fact that this would have required more funding hence the program was simply passed to the pre- primary school centers. However, according to University of Washington (2008), piloting a curriculum helps to identify which sections of the curriculum work and which sections need strengthening. The process should include a comprehensive evaluation of the curriculum’s effectiveness and usefulness in achieving the course’s training objectives.
Similarly, Shiundu and Omulando (1992) assert that piloting is important in testing the reaction of students, teachers, parents and other stakeholders. According to them data that emerges from the piloting may be used to make decisions and to improve the curriculum. Piloting of pre-primary school life skills curriculum would therefore have identified possible gaps in the implementation process.

4.4.4 Monitoring and Evaluation

This study enquired whether a monitoring and evaluation exercise has been carried out on implementation of pre-primary school life skills curriculum. According to KIE (2006) a Monitoring exercise had been carried out only on effectiveness of integration of life skills at primary school level. This was however carried out before life skills were introduced as a standalone subject. The report indicated that with infusion and integration approach teachers at times find it difficult to create linkage between subject content and life skills, and if not well planned they tend to deviate from subject content. The report further indicated that teachers emphasize the academic knowledge at the expense of psychosocial issues and that curriculum support materials are essential requirements in the implementation of life skills.

An interview with KIE and MoE officers revealed that monitoring and Evaluation has not been done on the implementation of pre-primary school life skills curriculum lack of funds was cited as the reason. This happened because UNICEF discontinued funding the program. The MoE officers also indicated that although QUASO officers visit pre-primary schools, their focus has never been on life skills. Furthermore KIE and MoE officers indicated that pre-primary school life skills curriculum is not difficult to
implement though they have no facts to support this since there has been no evaluation on
the curriculum. In response to whether teachers are facing any difficulties while
implementing pre-primary school life skills syllabus the MoE officers explained that so
far they have no report from the field since KIE has not carried out an evaluation exercise
on the curriculum. However plans were underway to evaluate the program as soon as
time and funds are made available this will help identify gaps in the implementation
process and address them accordingly. It was therefore necessary to carry out a
monitoring and evaluation exercise on the implementation of pre-primary school life
skills curriculum to identify any existing gaps in the implementation process and address
them accordingly. It will also be established whether the desired objectives are being
achieved.

On the question of strategies recommended for use to ensure that pre-primary school
teachers successfully implement pre-primary school life skills syllabus, KIE officers
indicated that extra copies of folktales for life skills have been released for distribution to
selling points in different counties so that pre-school teachers can purchase them as
resource books. An evaluation exercise is also expected to be carried out as soon as funds
are available. The Ministry officials explained that QUASO officers have continued to
train ToTs (Trainers of Trainers) in different counties on storytelling approaches for
teaching life skills, and it is hoped that trainers will impart the skills to the practicing pre-
primary school teachers. Life skills programs have also been integrated in teacher
training programs to empower teachers before they go to the field. Publishers have also
been encouraged to write books on life skills development.
4.5 Factors Related to the School

The factors relating to the school include the administration support and availability of teaching and learning resources.

4.5.1 School Administrations Support

The study also sought to determine if the school administration plays an important role in the way pre-primary school life skills curriculum is being implemented. The results are as shown in table 4.7.

Table 4.7 School Administrations Support in the Implementation of Pre-Primary School Life Skills Curriculum

<table>
<thead>
<tr>
<th>School Administration Support</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>87.2</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>12.8</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.7 shows a measure of 87.2% that the school administration plays an important role in the way pre-primary school life skills curriculum was being implemented with only a few 12.8% indicating that the school administration did not play an important role in the way pre-primary school life skills curriculum was being implemented. Respondents indicated that school administration support the implementation of pre-primary school life skills through providing finances, and teaching materials as well as encouraging
teachers to enhance curriculum implementation effectively in their pre-primary schools. This implies that the head teachers are mandated with the role of ensuring effective implementation of pre-primary school life skills curriculum which concurs with University of Zimbabwe (1995) that curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of school heads. The head does this through: Deploying of staff, allocating time to subjects taught at school, providing teaching and learning materials and creating an atmosphere conducive to effective teaching and learning. The head teacher also monitors and guides curriculum implementation through ensuring that schemes of work, lesson plans and record of work are prepared regularly. However, the 12.8% respondents who indicated lack of support from their school administration argued that primary school heads are faced with limited funding of pre-primary schools hence pre-primary school teachers are not financially well supported in implementation of new curriculum. This concurs with a study by Bundi (2008) on factors affecting in-service training of secondary school teachers in Mwingi District, which revealed that although most teachers are influenced by their head teachers to attend in-service training, they are unable to sponsor them. It is therefore essential for the new County government to budget appropriately to enable ECDE Centers acquire adequate funding for effective implementation of the curriculum.

4.5.2 Availability of Teaching and Learning Resources

The study further found it important to determine the available teaching and learning resources as a factor influencing the implementation of life skills curriculum in pre-primary school. The findings are as indicated on table 4.8.
Table 4.8 Teaching and Learning Materials Available

<table>
<thead>
<tr>
<th>Materials</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts</td>
<td>32</td>
<td>68.1</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>Magazines</td>
<td>3</td>
<td>6.4</td>
</tr>
<tr>
<td>KIE Materials</td>
<td>7</td>
<td>14.9</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>6.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.8 shows that most respondents 68.1% indicated that the available learning resources for effective teaching of life skills curriculum in their pre-primary schools are charts and pictures, followed by 14.9% who indicated KIE materials like reference books. Magazines and Pamphlets represented 6.4% and 4.3% respectively. However none indicated use of audio tapes while 6.4% indicated they use other resources. This implies that the most readily available learning materials in pre-primary schools for teaching life skills are charts and pictures. A study by Njue (2006) on challenges facing provision of early childhood development Education in Gachoka, Mbeere Division found that most ECDE Centers had inadequate facilities and that they had few teaching and learning resources.
On interviewing the KIE officers on availability of support materials developed for pre-primary school life skills curriculum they indicated that they developed an ECDE syllabus and a teachers’ guide. KIE also compiled a collection of folktales from Kenyan teachers for storytelling and life skill development. However, when MoE officials were asked on availability of support materials for pre-primary school life skills curriculum their response was that this is the mandate of KIE although ministry officials are usually represented. This study therefore established that although KIE had produced some materials for pre-primary school life skills curriculum, the distribution has not been effective as majority of pre-primary schools in Ainamoi Division are yet to receive them.

On the question of the personnel involved in the development of pre-primary school life skills syllabus materials interview responses revealed that a panel is constituted comprising of KIE, ECDE officials, DICECE officers and Publishers.

Regarding where pre-primary school teachers get their teaching materials from, their responses are indicated on table 4.9.

**Table 4.9: Source of teaching materials**

<table>
<thead>
<tr>
<th>Source of Teaching</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils bring from home</td>
<td>8</td>
<td>17.0</td>
</tr>
<tr>
<td>The school buys</td>
<td>32</td>
<td>68.1</td>
</tr>
<tr>
<td>The teacher improvises</td>
<td>7</td>
<td>14.9</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.0</td>
</tr>
</tbody>
</table>
From the study 68.1% indicated the school buys teaching materials, 17% responded that pupils bring from home, while 14.9% said the teacher improvises. The report on The Presidential Working Party on Planning and Manpower Development for the Decade and Beyond (1988), recommended “cost sharing” whereby the cost of education was to be shared between the government and the local communities and the Parents associations. Parents were to provide teaching/learning materials. However not all communities are in a position to provide adequate materials.

On interviewing MoE officers, it was revealed that KIE produced a number of curriculum support materials like a syllabus, folktales and a teacher’s handbook for life skills jointly with MoE through the panel system. Private publishers have also been encouraged to publish text books on pre-primary school life skills. When asked on the constraints experienced during development of materials for pre-primary School Life skills syllabus both KIE and MoE officers indicated that story telling for life skills development was a new approach and suitable stories to children from varied environments had to be sought for use in imparting life skills. However, assembling the folktales was an expensive venture that required touring different parts of the country to get relevant stories for teaching life skills yet there was inadequate funding.

In response to whether pre-primary school teachers had a copy of pre-primary life skills teachers’ handbook, their responses showed that majority 89.4% of the respondents had a copy of pre-primary school life skills Teachers’ handbook, while 10.6% did not have it. Those respondents who did not have a pre-primary school life skills teacher’s handbook indicated that their schools had not yet purchased any for them.
The study also sought to find out whether pre-primary school teachers had a copy of pre-primary life skills syllabus. According to the results 72.34% had a copy, while 27.66% did not have. Those teachers who did not have a copy of pre-primary school life skills syllabus responded that life skills are indicated in the ECDE syllabus.

The study further inquired whether pre-primary school teachers used any other text books in the teaching of life skills apart from teachers guide and syllabus book. The results showed that majority, 87.2% had none while only 12.8% had other text books on life skills. This shows that the main resource which teachers use is the teacher’s guide and the syllabus. An assessment of the adequacy of available teaching and learning resources in the schools was similarly done and teachers’ responses are indicated on figure 4.2.

![Figure 4.2: Adequacy of the available teaching and learning resources in pre-primary schools](image)

In ranking the adequacy of teaching and learning resources, a few teachers (6.4%) indicated that they had very adequate, 31% adequate and 53.2% inadequate. This concurs with Mutegi (2012) who carried out a study on school factors influencing the implementation of life skills in public primary schools in Athi River district, Kenya. The
study findings cited scarcity of teaching and learning materials for life skills as negatively impacting on implementation. This implies that unavailability of teaching and learning materials could be the major factor influencing the implementation of life skills curriculum in pre-primary schools. No meaningful teaching and learning takes place without adequate resource materials. Children mainly learn through their interaction with materials readily available in the social and physical environment (Read, Gardener, 1993). Therefore, the instructional materials at pre-primary school level are central to the implementation of the curriculum.

On interviewing the Ministry of Education officials on resources availed for the implementation of life skills curriculum, their responses revealed that a collection of folk tales from various parts of Kenya was compiled and published. An ECDE syllabus was also produced in 2008 which incorporated life skills and that a teacher’s hand book was prepared. However these resources were not adequate for effective implementation of pre-primary school life skills curriculum. This concurs with Okobia (2011) study on availability and use of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Edo State of Nigeria which revealed that most instructional resources were not available. The implementation of pre-primary school life skills curriculum in Ainamoi Division of Kericho County could similarly be hampered by inadequate teaching and learning resources.

4.6 Factors Related to Teachers

The study further sought to determine whether pre-primary school teachers were prepared to implement the life skills curriculum. These factors include Initial teacher training, in-
service training, teachers’ use of appropriate instructional methodology, attendance of seminars, workshops and conferences and whether teachers have a positive attitude towards life skills curriculum.

**4.6.1 Initial Teacher Training**

The study sought to determine the effectiveness of teachers in handling life skills curriculum based on the initial training they received from college. The findings are as indicated on figure 4.3.

![Figure 4.3: Effectiveness of Initial Teacher Training](image)

From the responses 38% indicated that the training they had was sufficient, while majority 62% indicated that the initial training they received in college did not expose them to a variety of teaching methods to effectively handle pre-primary school life skills curriculum. The former argued that since life skills was not part of their original college training, organizing workshops or seminars for them could enhance their understanding and improve their delivery skills. Those who were untrained or still undergoing training also suggested that updating them on emerging issues would help them in achieving the desired objectives of life skills. This conforms with (Barbara, 2004) that unfortunately,
most new teachers are not adequately prepared to meet the needs of their students, and many experienced teachers have yet to adapt to new standards. According to her, teachers, like practitioners in other professions, need to deepen their knowledge and improve their skills over the course of their careers. Therefore teacher’s professional development is vitally important for improving student learning.

4.6.2 In-Service Training

The study further sought to determine if teachers attended in-service training or not on how to teach pre-primary school life skills curriculum before they started teaching the subject. This was to determine whether they were well acquainted with the necessary skills on how to handle issues in life skills. The results are presented on figure 4.4.

![Figure 4.4 Teachers Attendance of In-service Training](image)

**Figure 4.4 Teachers Attendance of In-service Training**

Figure 4.4 shows that 38.3% had attended in-service through their ongoing self upgrading courses while 61.7% had not attended any. When asked why they did not attend in-service training they responded that there have been no specific seminars on the curriculum hence lacked an opportunity do so. Many pre-primary school teachers therefore felt that they are on their own and they need opportunities for peer support.
through working together, sharing ideas, to jointly solve problems and cooperatively create materials to enhance successful implementation of life skills curriculum.

Magoma (2011) reports that more than half of teachers of integrated English course had not been in-serviced due to lack of time and proper information; and further asserts that teachers should continue learning throughout their professional career to keep up to the dynamics and socio-cultural settings in which they operate. These results are in agreement with the current research that many teachers have not attended in-service training hence they are not well prepared to implement the pre-primary school life skills curriculum.

4.6.3 Teachers Instructional Methodology
The study also sought to find out how instructional methodology may be influencing implementation of pre-primary school life skills curriculum. The results have been summarised on table 4.10.
Table 4.10: Teachers Instructional Methodology

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Maximum</th>
<th>Minimum</th>
<th>Mean</th>
<th>Std Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks by resource Persons</td>
<td>4.0</td>
<td>1.0</td>
<td>1.5</td>
<td>0.7</td>
</tr>
<tr>
<td>Role playing</td>
<td>4.0</td>
<td>1.0</td>
<td>2.7</td>
<td>0.8</td>
</tr>
<tr>
<td>Mini Dramas</td>
<td>4.0</td>
<td>1.0</td>
<td>2.4</td>
<td>0.8</td>
</tr>
<tr>
<td>Games</td>
<td>4.0</td>
<td>1.0</td>
<td>2.9</td>
<td>0.8</td>
</tr>
<tr>
<td>Music and dance</td>
<td>4.0</td>
<td>2.0</td>
<td>3.2</td>
<td>0.7</td>
</tr>
<tr>
<td>Story Telling</td>
<td>4.0</td>
<td>1.0</td>
<td>3.4</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Table 4.10 shows that storytelling, music and dance, games and role playing were the most used teachers’ instructional methodology as indicated by mean of 3.4, 3.2, 2.9 and 2.7 respectively. However very few teachers indicated use of talks by resource persons, and mini dramas as indicated by means of 1.5 and 2.4 respectively. The teachers indicated that they prefer storytelling, music, dance, games and role playing, because they are more exciting to the children and involve them fully. However the uses of talks by resource persons are rare because they are not available and children react differently to strangers. The use of mini dramas is also rarely used by teachers because the method requires a lot of preparation and that the method is not suitable for large classes. A study by Mutegi (2012) showed that teaching methodologies influenced the implementation of life skills education and that use of demonstrations; question and answer method were preferred by majority of the teachers in primary schools due to lack of resources and their
ability to involve the pupils. The recommended approach for the teaching of life skills by KIE is an interactive approach. Teachers are expected to use role play, mini dramas, games, music and dance and a variety of other innovative teaching techniques to keep the learners wholly involved in the sessions (KIE, 2008). However pre-primary school teachers can only use these teaching techniques if provided with teaching resources and oriented through in service courses. This implies that teachers use methods that are convenient and do not require a lot of time and resources in implementing pre-primary school life skills curriculum.

### 4.6.4 Seminars, Workshops and Conferences Held by KIE on Implementation of Life Skills

The study also sought to determine whether or not KIE had held seminars, workshops or conferences to empower pre-school teachers on how to implement life skills syllabus. The results are indicated in table 4.11.

**Table 4.11: Seminars, Workshops and Conferences Held by KIE on Implementation of Life Skills**

<table>
<thead>
<tr>
<th>Seminars, Workshops and Conferences Held by KIE</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>14.9</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td>85.1</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.11 shows that majority 85.1% of the teachers indicated that they had never attended any seminar, workshop or conference held by KIE, on the teaching of life skills,
while only 14.9% of the respondents have benefited from their ongoing self upgrading ECDE courses.

The study further inquired whether the Ministry of Education had held any seminars, workshops or conferences to empower pre-primary school teachers on how to implement pre-primary school life skills syllabus. The results are indicated on the table 4.12.

**Table 4.12: Attendance of Seminars, Workshops or Conferences held by MoE on Life Skills**

<table>
<thead>
<tr>
<th>Attendance of Seminars, Workshops and Conferences Held by MoE</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>10.64</td>
</tr>
<tr>
<td>No</td>
<td>42</td>
<td>89.36</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results on table 4.12 show that majority 89.36% of the teachers indicated they had never attended any seminar, workshop or conference, on the teaching of life skills organized by MoE. However, only five respondents indicated they attended seminars though not specifically on life skills but in those forums life skills was mentioned. These results indicate that there has been no real forum addressing pre-primary school life skills in Ainamoi Division and only a few teachers who privately sponsor themselves for upgrading courses have been empowered. On strategies employed by teachers to improve the teaching of pre-primary school life skills curriculum teachers reported they have no
real strategies but rely on what is available. On the contrary a study by Magoma (2011) in Nairobi found that majority of integrated English teachers share ideas, materials and strategies with colleagues, on how to improve curriculum implementation. Thus KIE should organize seminars and workshops to enable pre-primary school teachers interact and share their experiences in the implementation of life skills curriculum.

Studies by Kwakman (2003); Schneider & Krajsic (2002); Davis (2002) highlight the need to provide teachers with something other than traditional in-service training to bring about change in their classrooms and coordinate curriculum. This can perhaps be achieved through organized seminars and workshops to enable teachers to interact and share their experiences. According to Kingori (2013) whose study aimed at assessing whether the necessary conditions were present for effective implementation of life skills education in Ruiru district, Kenya, teachers were not adequately prepared to implement the curriculum. The study further indicated that implementation encountered problems like inadequate teaching and learning resources and a lack of guidance on the implementation and besides life skills was yet to be implemented in some schools. This study’s finding is consistent with Mutai (2011) in his study on challenges faced by teachers in implementing HIV/AIDS Curriculum in Primary Schools for Hearing Impairments in Rift Valley, Kenya. The study revealed that teachers were not adequately prepared to implement the curriculum and recommended that the government and other Organizations should provide seminars, workshops and Conferences to teachers to enhance implementation of HIV/AIDS Curriculum for the hearing impaired in Rift Valley Province. This study therefore identified that pre-primary school teachers were not
inducted on life skills curriculum before its introduction and this is impacting negatively on its successful implementation.

4.6.5 Attitude of Teachers towards the Life Skills Curriculum

The study further found it of paramount importance to determine teachers attitude towards the implementation of pre-primary school life skills curriculum in order to provide an insight of their views that may influence the implementation process. The scoring of the statements utilized a likert scale of strongly agree, agree, neutral, disagree and strongly disagree. The results are presented in table 4.13.
Table 4.13: Teachers Attitude Towards implementation of pre-primary school life skills curriculum

<table>
<thead>
<tr>
<th></th>
<th>Max</th>
<th>Min</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of pre-school life skills syllabus is beneficial to learner</td>
<td>2</td>
<td>1</td>
<td>1.4</td>
<td>0.5</td>
</tr>
<tr>
<td>Pre-primary school life skills syllabus is broad</td>
<td>5</td>
<td>1</td>
<td>2.7</td>
<td>1.1</td>
</tr>
<tr>
<td>Pre-primary school life skills is easy to teach</td>
<td>5</td>
<td>1</td>
<td>2.6</td>
<td>1.3</td>
</tr>
<tr>
<td>Content of pre-primary school life skills syllabus is suitable for pre-primary school children</td>
<td>4</td>
<td>1</td>
<td>1.7</td>
<td>0.6</td>
</tr>
<tr>
<td>Pre-primary school life skills should continue to be taught in an integrated manner</td>
<td>5</td>
<td>1</td>
<td>2.1</td>
<td>1.1</td>
</tr>
<tr>
<td>Like teaching life skills</td>
<td>3</td>
<td>1</td>
<td>1.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Life skills is relevant to real life</td>
<td>5</td>
<td>1</td>
<td>1.4</td>
<td>0.8</td>
</tr>
<tr>
<td>Confident Teaching life skills</td>
<td>4</td>
<td>1</td>
<td>2.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Embarrassed communicating to pupils some of the issues in life skills</td>
<td>5</td>
<td>1</td>
<td>3.7</td>
<td>0.9</td>
</tr>
<tr>
<td>Duplication of content of pre-primary school life skills in other subjects</td>
<td>5</td>
<td>1</td>
<td>2.1</td>
<td>1.0</td>
</tr>
<tr>
<td>Overall Mean</td>
<td></td>
<td></td>
<td>2.1</td>
<td>0.9</td>
</tr>
</tbody>
</table>

Table 4.13 shows that the overall mean of teachers’ attitude towards the implementation of life skills curriculum was 2.13. The results indicate that pre-primary school teachers are generally positive towards the implementation of life skills curriculum although there
could be a few challenges. This implies that pre-primary school teachers appreciate life skills curriculum as very crucial to the development of children.

On the contrary, Abobo (2012), in a study on challenges facing implementation of life skills in secondary schools in Trans-Nzoia West District, revealed that teachers had a negative attitude towards the teaching of life skills and in fact prefer to teach other examinable subjects during life skills lessons. According to him, 80% of the teachers interviewed had not been trained on life skills education. He concluded that effective teaching of life skills is hampered by school context factors that made it difficult for teachers to deliver the relevant content appropriately. Similar results were reported by Luvuga (2003) who did a study on teacher related factors that affect implementation of Christian Religious Education (CRE) syllabus in Mombasa. The study found that teachers had negative attitude towards CRE syllabus, they did not enjoy it and felt it is not an important subject.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction
This chapter presents a summary of the findings, conclusions, recommendations of what should be done to improve the curriculum implementation and suggestions for further study.

5.1 Summary of Findings
This study established that the fundamental reason for the introduction of the pre-primary school life skills syllabus was as a critical response to the challenges facing young children today. Life skills development activities are effective intervention measures in response to children’s developmental needs. In addition, life skills are also expected to inculcate moral values among children at an early age and to equip learners with psychosocial competencies that help them make informed decisions, solve problems, think creatively and communicate effectively. The study also revealed that life skills aims at providing children with protective skills which enables them to make appropriate choices on issues affecting safety like relating to strangers who are potential abusers. It was also prompted by the fact that children are vulnerable to abuse hence at risk of HIV and AIDS infection due to their innocence and trusting nature therefore life skills can help reduce these risks.

The other reasons for introduction of life skills in pre-primary schools were to assist young children avoid risky situations like rape, drugs and other forms of abuse at home or on their way to school. It was also to enhance effective decision making, think creatively
for instance scream or seek help when in danger. It was further indicated that through participatory story telling children will be equipped with moral values to live by since stories have both skill and moral lessons. Listening and learning besides leads to character formation at an early age.

On whether it was important to introduce life skills in pre-primary schools, majority of the pre-primary school teachers gave an overwhelming support and have positively embraced its teaching. Pre-primary school teachers’ responses also indicated that life skills are meeting the needs of the learners although a few argued that some of the issues discussed are difficult for young children to comprehend. Further the respondents showed that the aims of life skills are clear though some indicated that correct interpretation of the aims requires enough teaching and learning resources yet most centres were only relying on a syllabus and a teacher’s guide.

Concerning the issue of whether needs assessment and piloting was done the study revealed that neither a needs assessment nor piloting was carried out before pre-primary school life skills curriculum was introduced. This was due to lack of time and money and the assumption that pre-primary school needs were similar to those of primary school children hence the curriculum was simply scaled down to pre-primary.

On the question of whether pre-primary school life skills meets the needs of the learners, this research found out that an overwhelming majority of 96% were in agreement with only 4% arguing that for life skills to effectively meet the needs of the learners teachers need seminars and provision of relevant stories and picture books for illustrations. On the
issue of teachers’ involvement in the preparation of life skills curriculum this research found out that majority (83%) of the respondents indicated that they were not aware of the process. Some of the teachers learnt of the introduction of life skills through varied ways like majority 48.9% indicated that they got the information during their ongoing self improvement programs, 23.4% were told by head teachers, 21.3% obtained through other sources like reading from syllabus and life skills books while 6.4% were told by other teachers. The pre-primary school teachers as implementers of curriculum had no choice but respondents’ felt obliged to implement the life skills curriculum.

On the contrary when KIE and MoE officers were interviewed on whether pre-primary school teachers were involved in the preparation of life skills curriculum, they explained that the process is normally a participatory approach where a panel is constituted and teachers and teacher trainers are usually represented. On development of materials, an interview with KIE officers revealed that pre-primary school life skills syllabus together with a teacher’s handbook was developed in 2008 which incorporated the emerging issues of life skills. KIE further revealed that a book on a collection of folk tales from various parts of Kenya was compiled and published. The MoE further indicated that publishers have been asked to write and publish books on life skills. These materials if they were distributed to all pre-primary school centres would go a long way in enhancing effective implementation of life skills.

Regarding the effectiveness of the initial teacher training in handling life skills curriculum, majority 62% indicated that the training they received in college did not expose them to a variety of teaching methods to effectively implement the pre-primary
school life skills curriculum while 38% indicated that the training they had was sufficient. The respondents argued that since life skills was not part of their original college training, organizing workshops or seminars could enhance their understanding and delivery skills. Those who are untrained or still undergoing training also suggested that updating them on emerging issues would help them in achieving the desired objectives of life skills curriculum. Regarding whether an in-service training on life skills has been organized for pre-primary school teachers before its introduction, this research found out that none had been organized by MoE. With respect to attendance of seminars, workshops or conferences, on the teaching of life skills held by MoE or KIE, respondents indicated that there has been no real forum to address pre-primary school life skills in Ainamoi Division and only a few teachers who privately sponsor themselves for upgrading courses have been empowered.

On the issue of school administrations support in implementation of pre-primary school life skills teachers, indicated that although heads of public schools provide support they lack funds to buy relevant materials for teaching and to sponsor teachers to attend seminars. However a few respondents indicated that some school head teachers lack commitment and besides pre-primary schools have financial challenges. Teachers in private pre-primary school centres indicated that their school heads are not willing to spend money on staff development and sometimes cannot avail time for attending short courses.

On availability of teaching and learning resources the study findings indicated inadequacy of teaching and learning facilities in pre-primary schools for teaching life
skills, very few respondents indicated adequacy of teaching and learning facilities. This implies that unavailability of teaching and learning materials is the major factor influencing the implementation of life skills curriculum in pre-primary schools. No meaningful teaching and learning takes place without adequate resource materials since children mainly learn through their interaction with materials readily available in the social and physical environment. Therefore, the instructional materials at pre-primary school level are central to the implementation of the curriculum. The research also revealed that materials used in teaching pre-primary school life skills are KIE syllabus and teacher’s handbook, charts and pictures and only 13.8% had extra text books for teaching pre-primary school life skills. Majority of the respondents (52.2%) indicated inadequacy of teaching and learning resources. However teachers’ attitude towards the implementation of pre-primary school life skills was positive as the curriculum has been embraced by all pre-primary schools included in this research.

In response to the teaching methods employed in the teaching of pre-primary school life skills, it was revealed that teachers use methods that are convenient and do not require a lot of time and resources to prepare. Regarding the role of the ministry of Education in facilitating schools in the implementation of pre-primary school life skills syllabus, this research revealed that the ministry ensured that KIE incorporated life skills in the ECDE syllabus and that life skills is now included in teacher training colleges. The ministry also instructed schools to teach life skills at pre-primary school level. KIE’s main role on the other hand was that they developed the syllabus and a teachers’ handbook. KIE has also ensured that Teacher training centers incorporate training in life skills development.
With respect to whether KIE has carried out a monitoring and evaluation exercise since the introduction of pre-primary school life skills curriculum, KIE officers interviewed revealed that none has taken place due to lack of time and adequate funds. This concurs with MoE report that shortage of funds hindered an evaluation of the pre-primary school life skills curriculum. MoE officers interviewed indicated that the introduction of life skills curriculum was initially funded by UNICEF and since funds are no longer available it has become difficult to carry out monitoring and evaluation. The MoE officers also indicated that although QUASO officers visit pre-primary schools their focus has never been on life skills; however they believe that the curriculum has taken off. The KIE and MoE officers indicated that the pre-primary school life skills curriculum is not difficult to implement though they have no facts to support this since there has been no evaluation on the curriculum.

Concerning whether both KIE and MoE are aware of any difficulties in the implementation of pre-primary school life skills, it was revealed that they are not aware of any since KIE has not carried out an evaluation exercise on the curriculum; they have no report from the field. However according to KIE officers plans are underway to evaluate the curriculum as soon as time and funds are made available.

On strategies being employed to ensure effective implementation of pre-primary school life skills curriculum, a number of measures have been taken, for instance KIE officers indicated that extra copies of folktales for life skills have been released for distribution to selling points in different counties so that pre-school teachers can purchase them as resource books. An evaluation exercise is also expected to be carried out as soon as funds
are available. The Ministry officials explained that QUASO officers have continued to train Trainers of Trainers (ToTs) in different counties on storytelling approaches for teaching life skills, and it is hoped that trainers will impart the skills to the practicing pre-primary school teachers. Life skills programs have also been integrated in teacher training programs to empower teachers before they go to the field. Publishers have also been encouraged to write books on life skills development.

5.2 Conclusions

This study concludes that it was important to introduce the pre-primary school life skills syllabus. It was further found out that life skills is beneficial to the learners and that pre-primary school teachers in Ainamoi Division of Kericho County have positively embraced its teaching. The teachers agreed that life skills content is suitable and beneficial to learners in inculcating psychosocial skills needed for life. However, although teachers note that it is not difficult to teach life skills, majority say they lack adequate teaching and learning resources to effectively implement life skills curriculum.

Results from the study have shown that the factors influencing implementation of pre-primary school life skills curriculum are: lack of adequate preparation of teachers, inadequate teaching learning resources and the fact that both a needs assessment and piloting of the curriculum were not carried out. Teachers also reported that although the training skills they obtained from the college exposed them to a variety of teaching methods updating them through seminars and workshops would empower their delivery approaches better but they have not been given an opportunity to do so. Hence, teachers were not adequately empowered for the implementation of pre-primary school life skills
curriculum. The research therefore concludes that pre-primary school teachers lack frequent refresher courses to cultivate the various skills with respect to children’s’ activities and teaching methods in life skills. Although both KIE and MoE have carried out training much of it has benefited their own staff and trainers as opposed to classroom teachers. Hence, sensitization of teachers through workshops and seminars should be scaled up to enhance implementation of the curriculum.

The research also concluded that the distribution of resource materials have not been effective as most schools only use a syllabus and teacher’s guide book and that other textbooks have not been purchased by most of the Ainamoi pre-primary schools. These would enhance story telling approaches for life skills development in children.

The study concluded that although school heads support implementation of this curriculum they lack necessary funds to purchase extra textbooks and other material for the implementation of the curriculum. However few public schools which benefited from the community support grant have purchased extra materials to enhance their teaching.

5.3 Recommendations

- The study recommends that Curriculum developers should design and provide adequate support materials to enhance effective implementation of life skills curriculum since children learn more through interaction with learning materials.
- Secondly MoE should upscale their efforts of orientation of teachers through seminars and workshops on life skills to empower teachers on delivery
approaches of life skills and to enable them to interact and share their experiences with their peers.

- KIE should carry out a monitoring and evaluation exercise to determine the extent of implementation of pre-primary school life skills curriculum, identify gaps or challenges in implementation and recommend necessary improvements.

- School managements should be financially empowered by the County Governments through budgetary allocations to enhance provision of teaching and learning resources for effective implementation of pre-primary school life skills curriculum.

- Teachers should be encouraged to go for refresher courses even if it means paying for it for self development this will enable them to keep abreast with emerging issues in pre-primary school curriculum.

5.4 Suggestions for Further Research

Due to limited scope of this study the researcher was not able to carry out extensive research. The researcher would like to make suggestions on areas in which further research can be carried out. These include:

- A more intensive study should be done especially in an urban area since the present study was done in a rural area. This is important for purposes of comparison.

- Secondly, the study concentrated on pre-primary school curriculum. It would be interesting to find out the implementation of life skills curriculum at other levels and identify whether the same factors are influencing implementation.
• Research could also be done to find out parents and students attitude towards implementation of life skills curriculum.

• Finally this study did not attempt to investigate to what extent the objectives of life skills curriculum were met, thus further research could be conducted to investigate the impact of the introduction of life skills curriculum on different aspects of learners.
REFERENCES


KDSP (Kericho District Strategic Plan), (2005-2010). Implementation of the National Population policy for sustainable development.


University of Zimbabwe. (1995). *Curriculum implementation, change and innovation*, (module E.A 3AD 303) Harare: Centre for Distance Education, University of Zimbabwe.


APPENDICES
APPENDIX 1

QUESTIONNAIRE FOR PRE-PRIMARY SCHOOL TEACHERS

The purpose of this questionnaire is to seek information on the implementation of life skills curriculum in pre primary schools. The information that you will provide will be used for research only. You need not write your name on the questionnaire. Be as objective as possible and complete the questionnaire honestly. Write or tick your response accordingly.

SECTION A:

BACKGROUND INFORMATION

1. Name of your school: ___________________________________________________

2. Your highest level of professional training:

   (i) ECDE certificate (    )

   (ii) ECDE Diploma (    )

   (iii) Untrained teacher (    )

   (iv) B.Ed (ECE) (    )

   (v) Undergoing Training (    )

3. Your teaching experience:

   (i) Less than a year (    )

   (ii) 1-3 years (    )

   (iii) 4-6 years (    )

   (iv) 7 or more (    )
4. Your gender:

(i) Male (  )

(ii) Female (  )

SECTION B

ATTITUDE TOWARDS THE IMPLEMENTATION OF PRE-PRIMARY SCHOOL LIFE SKILLS CURRICULUM

1. Please indicate whether you strongly agree (SA), agree (A) are uncertain (U), disagree (D) or strongly disagree (SD) with the following statement, by ticking in the column against each statement appropriately.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of pre-primary school life skills syllabus is beneficial to learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The pre-primary school life skills syllabus is broad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The pre-primary school life skills syllabus is easy to teach.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The content of pre-primary school life skills syllabus is suitable for pre-primary school children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-primary school life skills should continue to be taught in an integrated manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like teaching life skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life skills is relevant to real life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel confident teaching life skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel embarrassed communicating to pupils some of the issues in life skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is duplication of content of pre-primary school life skills in other subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. How did you learn that you were supposed to implement pre-primary school life skills curriculum?

(i) Told by head teacher (   )

(ii) Told by other teachers (   )

(iii) During in-service course (   )

(iv) Any other specify___________________________________________

3. What was your reaction when you received the above information?

(i) Disappointed (   )

(ii) Felt obliged to teach (   )

(iii) Any other reaction (please specify)

TEACHER’S INSTRUCTIONAL METHODOLOGY

4. How often do you use the following methods of teaching in life skills lessons?

<table>
<thead>
<tr>
<th>Method</th>
<th>Never</th>
<th>Rarely</th>
<th>Frequently</th>
<th>Very Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks by resource persons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role playing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mini dramas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music and dance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story Telling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Briefly explain why you prefer either of the above methods

6. Briefly explain why you do not prefer using one of the above methods
AIMS OF THE IMPLEMENTATION OF PRE-PRIMARY SCHOOL LIFE SKILLS SYLLABUS

7. Do you think it was important to introduce the pre-primary school life skills curriculum?

Yes (   )        No (   )

If no, give reasons:

(i)

(ii)

8. Do you think pre-primary school life skills curriculum meets the needs of your learners?

9. Are the objectives of pre-primary school life schools clear to you?

   Yes (   )          No (   )

   If No what are the complexities?

   (i)

   (ii)

TEACHER TRAINING

10. Do you feel that the training you received in college exposed you to a variety of teaching methods to effectively handle pre-primary school life skills curriculum?

   Yes (   )          No (   )

   Please explain your answer

   (i)

   (ii)
11. Did you attend in-service training on how to teach pre-primary school life skills syllabus before you started teaching the subject?

   Yes ( )       No ( )

   If No, why?

   (i)

   (ii)

SCHOOL ADMINISTRATION’S SUPPORT

12. The School administration plays an important role in the way pre-primary school life skills curriculum is being implemented

   Yes ( )       No ( )

   If yes, in what ways?

   (i)

   (ii)

13. Does the school administration encourage you to attend in-service training on how to teach pre-primary school life skills syllabus?

   Yes ( )       No ( )

   If No, what have you done to improve your teaching of pre-primary school life skills syllabus?

   (i)

   (ii)
AVAILABILITY OF TEACHING AND LEARNING RESOURCES

14. What learning resources does your school have for effective teaching of pre-primary school life skills curriculum (please tick)

(i) Charts and pictures
   ( )

(ii) Pamphlets
   ( )

(iii) Magazines
   ( )

(iv) KIE materials like syllabus and teachers’ handbook book
   ( )

(v) Audio tapes
   ( )

(vi) Others specify_____________________________________________________

15. How would you assess the availability of teaching and learning resources in pre-primary school life skills curriculum in your school?

(a) Very adequate
   ( )

(b) Adequate
   ( )

(c) Inadequate
   ( )

(d) Not there at all
   ( )

16. Do you have a pre-primary school life skills teachers’ handbook?

Yes ( ) No ( )

If No, why?

(i)

(ii)
17. Do you have a copy of the pre-primary school life skills syllabus?

Yes ( ) No ( )

If No, why?

(i) 

(ii) 

18. Where do you get your teaching/learning materials from?

(i) Pupils bring from home ( )

(ii) The school buys ( )

(iii) The teacher improvises ( )

(iv) I buy for myself ( )

19. Apart from pre-primary school life skills syllabus and teachers guide do you have any other text book for teaching life skills?

Yes ( ) No ( )

ROLE OF KIE AND MoE

20. In what ways has KIE facilitated your school in receiving and implementation of pre-primary school life skills syllabus?

(i) 

(ii) 

21. Are you aware of any pre-primary school teachers who were involved in the preparation of pre primary school life skills curriculum?

Yes ( ) No ( )
If No why

(i)

(ii)

22. Has KIE held any seminars, workshops or conferences to teach you on how to implement life skills syllabus? Yes ( ) No ( )

23. If yes, how many times have you attended such seminars, workshops or conferences this year?

24. In what ways has the Ministry of Education facilitated your school in implementation of pre-primary school life skills syllabus?

(i)

(ii)

25. Has the Ministry of Education held any seminars, workshops or conferences to teach you on how to implement the pre-primary school life skills syllabus?

Yes ( ) No ( )

Thank you for your time and co-operation.
APPENDIX 2

INTERVIEW SCHEDULE FOR KIE AND MoE OFFICERS

SECTION A:

1. Name of institution: ___________________________________________________

SECTION B:

OBJECTIVES OF PRE-PRIMARY LIFE SKILLS SYLLABUS

1. Why was the pre-primary school life skills curriculum introduced?

   (i)

   (ii)

2. What preparations were made before the pre-primary life skills curriculum was implemented?

3. Was there a policy formulated to give guidelines on the desired goals of pre-primary school life skills curriculum?

THE INITIATION PROCESS OF PRE-PRIMARY LIFE SKILLS CURRICULUM

4. Who were behind the idea of pre-primary school life skills curriculum?

   (i)

   (ii)

5. Was a needs assessment carried out in pre-primary schools before life skills curriculum was designed?

6. If No, why?

   (i)
7. Who were involved in designing of pre-primary school life skills curriculum?

(i)

(ii)

8. Were teachers of pre-primary schools involved in designing the Pre-primary school life skills curriculum?

Yes ( ) No ( )

If No, why?

(i)

(ii)

9. Was there any piloting of the pre-primary school life skills curriculum before it was disseminated for implementation?

Yes ( ) No ( )

If no why?_________________________________________________________

10. When was the pre-primary school life skills curriculum developed? ________

11. When was the national implementation of the pre-primary school life skills curriculum started______________________________?

12. Was it started all over the country at the same time?

If no, give reasons?

(i)

(ii)
STAFF TRAINING

13. Was personnel training carried out before life skills curriculum was implemented in pre-primary schools?

Yes ( ) No ( )

If yes, at what level and scale was it carried out?

(i) School ( ) (ii) District ( ) (iii) County ( ) (iv) National ( )

14. Were pre-primary school teachers trained on how to teach life skills curriculum?

Yes ( ) No ( )

If yes about how many pre-primary school teachers have benefited so far? _________

AVAILABILITY OF RESOURCE MATERIALS

15. What curriculum support materials were developed for pre-primary school life skills curriculum?

(i)

(ii)

(iii)

(iv)

16. Who were involved in the development of pre-primary school life skills curriculum materials?

(i)

(ii)

17. What pre-primary school life skills materials were provided by?
18. What constraints (if any) were experienced during the development of materials for pre-primary school life skills curriculum?

(i)

(ii)

IMPLEMENTATION OF PRE-PRIMARY SCHOOL LIFE SKILLS CURRICULUM

19. Since the implementation of the life skills curriculum in pre-primary school, has there been any monitoring, evaluation or improvements made?

Yes ( )

No ( )

If No, why?

20. Do you think that pre-primary school life skills syllabus is difficult to implement?

Yes ( )

No ( )

If yes, give reasons:

(i)

(ii)

21. Are there any difficulties you experience in your duties of ensuring effective implementation of pre-primary school life skills curriculum?

Yes ( )

No ( )

If yes, what strategies do you employ to overcome these difficulties?
22. What challenges are the teachers facing in the implementation of the pre-primary school life skills curriculum?

(i)

(ii)

23. What strategies do you recommend to be used to ensure that pre-primary school teachers successfully implement pre-primary school life skills curriculum?

(i)

(ii)

Thank you for your co-operation.
APPENDIX 3

LIST OF PRE-PRIMARY SCHOOL CENTRES PER ZONE INAINAMOI DIVISION

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