



KENYATTA UNIVERSITY

2ND INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR
SUSTAINABLE DEVELOPMENT

18TH – 20TH MAY 2015

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND
CURRICULUM STUDIES

VENUE: KENYATTA UNIVERSITY CONFERENCE CENTER

PROGRAM AND BOOK OF ABSTRACTS





**International Conference on
'Re-Engineering Education for Sustainable Development'**

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**Kenyatta University Conference Centre (KUCC)
Nairobi, KENYA**

CONFERENCE PROGRAMME

THEME: 'Re-Engineering Education for Sustainable Development

Sub-themes:

- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education

An Evaluation of Life Skills Education Curriculum Implementation in Kenyan Public Secondary Schools: The Case Study of Nyamira District

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Abstract

Life skills are a set of skills acquired through teaching or direct experiences. They are problem solving behaviors and abilities that enable individuals to deal effectively with demands and challenges of personal and academic life. Life skills help in character development and in molding the youth into responsible citizens. The teaching of life skills was made compulsory in Kenyan public secondary schools in 2008. However, implementation has faced a number of challenges. The purpose of this study was to evaluate the implementation of life skills curriculum in public secondary schools in Nyamira District. The objectives of the study were to find out: the level of implementation of the life skills curriculum, the extent of teacher training and teacher preparedness, assess teachers' attitudes, assess the availability of instructional materials and, find out what educational support services is given to teachers. The study adopted a descriptive survey design. Questionnaires were used to collect data from a sample of 89 respondents. Data was analyzed using Statistical Package for Social sciences (SPSS). Key findings indicate that life skills curriculum has been poorly implemented - teachers were not prepared for its implementation and that they had a negative attitude towards it. The researcher recommends sensitization of all involved on the importance of life skills education for better implementation of the curriculum.

Key words: Life skills education curriculum, curriculum implementation, teacher training, research, Kenya