

Introduction of Life Skills Curriculum and the Influence of Teacher Related Factors on its Implementation in Pre-Primary Schools in Ainamoi Division, Kericho County, Kenya

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Abstract

Life Skills are coping skills that enhance the quality of life and prevent dysfunctional behaviour. 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 challenges and emerging concerns of society hence constant effort is needed to make this tool useful and to evaluate its effectiveness. Life skills were introduced in Kenyan school curriculum to help address challenges and concerns of society. 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. However since life skills curriculum was introduced, no documented study has been carried out so far on pre-primary school level to identify factors influencing its implementation. This paper presents findings from a study that was done to determine factors influencing introduction and implementation of pre-primary school life skills curriculum. The study revealed that some of the reasons why life skills curriculum was introduced are; to inculcate moral values among children at an early age, 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 further revealed that the curriculum meets the needs of learners; teachers have a positive attitude towards life skills curriculum and that school administrators support its implementation. However, Results from the study found that adequate preparation was not carried out before life skills curriculum was implemented hence implementation is hampered by inadequate teaching/learning resources and that teachers were not adequately prepared to implement pre-primary school life skills curriculum.

Key Words: Life skills, Factors; Professional qualification, Teaching experience, Initial teacher training, Instructional methodology, Seminars/Workshops/Conferences, Teachers' attitude.

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