



Implementation of the Primary School Curriculum to Enhance Education for Life in Iganga District

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Abstract: *The study investigated how teachers of primary schools implement the curriculum to enhance education for life in Iganga District, Uganda. The study objectives were: to establish the knowledge of implementing an education-for-life oriented curriculum, to examine how the teachers implemented the primary school curriculum to enhance education for life, and to establish the challenges teachers face in implementing the primary school curriculum. The study used a cross sectional survey design with both qualitative and quantitative data collection methods. A total of 64 teachers from private and public primary schools were stratified and randomly sampled for responses. Findings revealed that; education for life is still lacking in primary schools in Iganga District, teachers still implemented curriculum purposely to make learners pass Primary Leaving Examinations (PLE), and the teachers' ways of teaching, emphasizing pupils' memorization of content, did not promote skills acquisition in an education-for-life oriented curriculum. The study recommended that all primary school teachers should be involved in the promotion of life skills among pupils, there should be supply of life skills education materials to schools for pupils' exposure to more life skills activities, and balanced academics with extra-curricular activities that are child centred for promotion of life skills.*

Keywords: Curriculum, Education, Implementation, Life, Primary School, Skills

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1. Introduction

According to May and Aikman (2013), education refers to the process of establishing an environment that enables conducting of learning, and acquisition of knowledge, skills, values, and habits through learner centered teaching/training and directed research. The study by Bill, and Melinda (2013), found out that “education” started in prehistoric periods when adults gathered with young ones around fireplaces or in formal activities and imparted knowledge and skills in them. This knowledge helped young ones to know their responsibilities in societies and also grow up while respecting values of the societies they were living in.

Slattery (2017) discovered that the word curriculum is a Latin origin, originally called ‘currere’ which means a race course, and that it was first used by Julius Ceaser

and his group in the 1st Century referring to a race course of Roman Chariots. Singh, and Saini (2018) stress that by the 1900s, the meaning had expanded from a race course run to an abstract concept of curriculum in the field of education. From its reference to an athletic ground, one can say that curriculum refers to the ground which the educated has to pass through in order to reach a definite goal thus, running a race.

Teres, and Klinge (2019) define education as a development of one's consciousness to think, decide and act hence, it should be aimed at improving people's physical and mental freedom in order to increase control over themselves, their own lives, and the environment in which they live. Nyerere clearly touches the great outcry of most African communities about the type of education their children are currently going through. Today, formal education is governed by national centralized or state curriculums with the aim of achieving their aims and goals of education. According

to Singh, and Saini (2018), curriculum refers to all the activities that we plan and organize for students inside and outside educational institutions for realizing the aims of education. Education for life on the other hand, is a system that prepares the learner to face the challenges of living as a human being, and helps him to achieve balance and harmony in all that the learner does.

The basic education curriculum in Uganda aims at preparing the learner for life today and tomorrow (Medard, 2015). Therefore, the role of the teacher is to enhance the curriculum through the content, the teaching methodologies and techniques of handling the class to ensure the achievement of education for life. Andy (2017) asserts that the teachers view their role in curriculum implementation as an autonomous one. They select and decide what to teach, how to teach it, and the instructional materials to be used from the prescribed syllabus or curriculum.

Since implementation takes place through the interaction of the learner and the planned learning opportunities, the role and influence of the teacher in the process is indisputable. If the teacher is to be able to translate curriculum intentions into reality, it is imperative that the teacher understands the curriculum document or syllabus well in order to implement it effectively (Teresa & Klinge, 2019). Implementing curriculum, the teacher must play a more significant role in designing the curriculum, and must be involved in curriculum planning and development so that they can implement and modify the curriculum for the benefit of their learners (Francesc, 2019).

Different countries have identified and categorized their curriculum differently so as to facilitate attainment of the intended goal. However, in the case of Uganda, the basic education curriculum is aimed at coping with stress and emotion, assertiveness, the skills of knowing and living with others such as interpersonal relationships, friendship formation, empathy, negotiation skills, non-violent-conflict resolution and effective communication skills. The third category includes the skills for effective decisions include: critical thinking, creative thinking, decision making and problem solving (Ochwo, 2020).

Life can be utilised in many content areas, issues, subjects, drug, and substance abuse prevention, HIV and AIDS prevention, sexual violence, teenage pregnancy reduction, suicide prevention, environmental education, peace livelihood and education, and income generation (Ochwo, 2020). For the purpose of this study, the application of life is used to refer to the practical use of life by the teachers and pupils both in the classrooms, in co-curricular activities at school and outside school. These could be demonstrated by the methods used in disciplining pupils, learning-teaching methods, debating clubs, pen pal clubs, straight talk clubs, the existence of such structures such as senior woman teacher, senior male teacher, mode of leadership applied by the administration, the relationships between the school staff and pupils (Francesc, 2019). Applications of life in

various spheres of life, both by the teachers and pupils indicate their awareness of life.

Generally, the term life refers to a group of psychosocial and interpersonal skills which can help people make informed decisions, communicate effectively, think critically and creatively, cope with stress and emotions, problem solving, have empathy and self-awareness. Meanwhile, throughout the Eastern and Southern Region of Africa (ESAR), there was growing awareness that education for life of children and adolescents had largely been neglected in education programmes in and out of school (Ochwo, 2020).

The introduction of current life initiatives in Uganda follows a series of other related activities by the Government, Non- Governmental Organisations (NGO) or Government in collaboration with NGOs (Annie, 2015). The Government of Uganda in collaboration with UNICEF country programme introduced the School Health Education Project, (SHEP) Programmes between 1985-1989 and 1990-1995 aiming at reducing infant and child morbidity and mortality, and reducing sexually transmitted diseases (STDs) and HIV infection among youth aged 6-20 years. To effect the project, the content was identified, materials produced and teachers trained. The project was initially introduced to primary 6 and 7, with the intention of equipping children, especially girls with health knowledge, skills and attitudes prior to them dropping out of school, often to start their own families, but was later on extended to all primary school classes (Slattery, 2017). Subsequently, the 1995-2000 Uganda Government/UNICEF country programme stressed the promotion of positive behaviour change with emphasis on women, children and adolescents (GOU/UNICEF, 1994). Four intentions were developed to bring about such a behaviour change. Prominent among them was the Basic Education Child Care and Adolescent Development (BECCAD). BECCAD was aimed at equipping children and adolescents with the education for life to enable them deal effectively with the demands and challenges of everyday life (Tapscott, 2017).

However, a baseline study conducted in 1996 to determine the level of the education for life of Uganda's primary school children found that the children had a moderate but insufficient level of education for life. This is because teaching strategies in schools were content and examinations oriented and were therefore neither pupil-centered nor suitable for education for life transmission. In other words, education for life was not given much attention, and this is still evident in almost all primary schools in Iganga District (Slattery, 2017).

1.1 Statement of the Problem

The national Aims and Goals of primary education curriculum of Uganda point towards achieving self-reliance skills (NCDC 2018). Through the National Curriculum Development Centre (NCDC), the government has provided the necessary scholastic materials to teachers to fulfill the above. However, the

current state of the primary school products continues to cause a big question in the minds of stake holders as many cannot transfer the school knowledge and skills into daily life of living within their environment. This state necessitated the study to investigate into the way through which the teachers in primary school in Iganga implement the curriculum to enable the learners achieve the basic skill of education for life.

1.2 Objectives of the Study

- (a) To establish the knowledge of implementing an education-for-life oriented curriculum.
- (b) To examine the manner in which teachers implement the primary school curriculum to enhance education for life in Iganga District.
- (c) To find out the challenges that teachers face in implementing the primary school curriculum

2. Literature Review

This is reflective of the subthemes as per the specific objectives of the study.

2.1 Knowledge of implementing the primary school curriculum to enhance education for life

Graziano, and Navarrete (2012) notice that a teacher can reinforce behaviors and skills necessary and extinguish the ones that are not needed so as to integrate and transfer learned skills from simulated teaching situation to real classroom teaching. Introduction and facilitation of schools to use computers is another government educational resource which can aid attainment of education for life (Africa Development Corps, 2011). Introduction of practical computer work in this era of modernization helps learners acquire skills that can help in using the internet for employment and connecting with friends within and outside Uganda (Brindley, 2015). However, as far as acquisition of essential skills by pupils in primary schools is concerned, the results are still disappointing. The curricula are not properly implemented as most of the energy is targeted at examinable theoretical subjects. This study therefore seeks to establish why development of education for life is still a myth in primary schools.

Theory construction is one of the aspects of practical teaching that teachers need to be aware of in order to implement the curriculum and enhance education for life. Meek (2013) states that, in theory construction, pre-service students are required to explicitly name the theories being used in lesson to ensure that they ably reflect critically on the use of appropriate theories or models of teaching and learning. As an application of theoretical knowledge, Weglinsky (2014) reveals that theory construction enables learners (pre-service teachers) to establish a well-rationalized teaching

framework by including the theoretical foundation to unveil the purpose and significance of the theories in the learning process.

Research has further revealed claims that peer classroom observations is an effective support system for promoting education for life because it is a practical constructive and collaborative way to teacher development. Weglinsky (2014) notices that peer classroom observations provides value to the learners observed as well as to the ones who are the observers to promote active reflection through collaborative interaction. According to Torff (2016), engaging in reflective inquiry with another person, establishes a mutual level of trust as colleagues openly evaluate the lesson, discuss potential change, confront issues, and strengthen best practices.

Reflective thinking, a process in which learnt theories are linked with prior experiences to promote new learning is another practice of promoting education for life, which needs not to be ignored in this presentation (Fatih, 2015). Educational researchers have discovered that the practice of reflection is crucial in the development and enhancement of effective and reflective teachers because it inculcates the practice of reflection so that pupils are helped to critically analyze what hinders effectiveness in the teaching learning (Roisin & Marian, 2011). This means that when learners are given opportunities to reflect on their practices, they are able to generate alternative approaches that best suit the contexts in which they work, and this is the basis of problem solving and creativity.

Mentoring is a practical teaching technique in primary schools. According to Mentoring is a means of providing support, challenge, and extension of the learning of one person through the guidance of another who is more skilled, knowledgeable, and experienced, particularly in relation to the context in which the learning is taking place (Carroll & Simco, 2010). The role of a tutor from a higher education institution, if the training route provides for this support, is in terms of these three dimensions. Structurally, he or she would often have established relationships with 'link' or 'partnership' schools, so that the placement could be negotiated smoothly (Ibid). The tutor would then facilitate and support the relationship between the student and mentor as it develops, so that the potential benefits of that learning relationship are forthcoming. Professionally, the tutor would expect to contribute to the educational process by offering comparative experience and knowledge from reading and research. In the assessment phase, he or she is able to draw on comparative judgment and may be able to enhance consistency of judgment across schools (Carroll & Simco, 2010).

In lesson presentation, an effective teacher is an excellent communicator and therefore thinks about improving his or her presentation skills. One of the most important aspects of communicating is shaping both content and style to fit the audience. They practice in the

room especially those who are new to teaching. They are also prepared emotionally and psychologically by taking the time to organize their thoughts and to look forward to teaching before every class (Wilbert & McKeachie, 2016).

Using Generic Methods, a skill which can be applied across a variety of subject domains, and takes longer to acquire than domain-dependent or subject-area skills, this is important for future teachers who will enter the working world. The pupils need to be equipped with the skills required by the job market. It is important that these future teachers have acquired the generic skills in order to be competitive in the job market when they graduate (Ambili, 2013).

2.2 Challenges teachers face in promoting life development among the learners

Looking at the gender of Scholars, girls have lower expectations for themselves to succeed in than boys. Girls believe they do not have ability to perform better academically and when they perform poorly, they attribute it to their infelt inability (Cheng-sun, 2009). Therefore, starting at the elementary school level, teachers need to encourage girls to have higher expectations and offer them positive explanations in respect to their academic achievement, self-esteem, confidence in their abilities, expectations for life, interest in challenging courses and rewarding careers, and pursuits and science affects in after school life (Carroll, 2011).

Considering the issue of physical facilities, Brindley (2015) found that many primary schools in Uganda lack adequate classrooms and this has encroached on the need to have a fair teacher to pupil ratio which is normally established at one teacher handling a maximum of thirty pupils. The study further revealed that on average, there has to be 482 teachers per 1000 learners in primary schools, such that the maximum handling can be about five pupils per teacher. However, it is observed that in most of the schools, no regard is given to such claims and no research endeavors have been made to find out whether in the midst of increasing population numbers of pupils, the resources available can enhance attainment of education for life and the extent to which this is so.

Other resources by the central government relate to sensitisation and encouraging parents to fulfill their role of providing facilitation to children. Depending on the economic status of the parents, different schools vary greatly in the instructional resources and facilities they have. This leads to great disparity in students' participation and performance, particularly in mathematics and science subjects realised not only in the learning of the subjects greatly affected, but also in examination performance. Excellence in subjects like mathematics and science are entirely dependent on

pupils' opportunity to see and handle equipment, chemicals and specimens to which examination questions refer (AllAfrica, 2014).

On the other hand, schools with very small size classrooms end up teaching pupils in shifts (Greagors, 2010). The challenge with this is that some it is easy for some pupils to go for a week without adequate doze of practical subjects like mathematics owing to the fact that teacher-specialists in these areas are few (Measiourte & Herbok, 2013). Therefore, with good learning environment, learning is reported to be enjoyable and it's easy for teachers to monitor attainment of education for life by learners. Other issues relate to quality of life for pupils. This is ensured by various stakeholders including pupils themselves by reporting health problems, teachers through responding to complaints by pupils, and parents through meeting the financial and psychological needs of pupils (Treavis & Morentus, 2010).The quality of life among pupils includes good health, social and economic welfare which set the mind of pupils clear, so thoughtful and with positive attitude towards studies.

UNICEF (2014) report indicate that in most parts of Kenya, the poor hygiene in is characterised by lack of adequate spaces for convenience and poor water systems results into poor concentration and dodging of classes. In this case, even though a teacher is competent enough to deliver services satisfactorily, lack of psychological stability by the learner is enough to explain failure to attain education for life (Treasou & Madembeu, 2010).

Homework-related issues also play a part in failure to realize education for life in primary schools especially if the homework is assigned regularly in reasonable amounts, relevant to learning objectives, well explained, motivational and collected then reviewed during class time and used as an occasion for feedback to pupils (Butler, 2010). However, failure of learners to do homework as a result of domestic interferences means that teachers cannot have a basis for establishing learners' weakness. This is what happens in most schools and among other factors, it results from sending off pupils late from school yet they have limited time up to early morning when they are required to report to school. After school, home tasks lie awaiting for pupils thus no time for school assignments (Brindley, 2015).

The change in teaching methods to an extent whereby pupils get confused while listening to teachers in classroom, leads to limited chances of attaining functional skills. The methods employed by teachers to teach Mathematics and Science subjects in primary schools are to a very large extent influenced by the kind of resources and facilities available in the school (Kaoffa, 2010). The teaching methods in turn, influence the level and quality of participation and performance in SMT by students, particularly girls. In general, where resources and facilities - teachers, textbooks, and laboratories, among others are inadequate, the teaching approach tends to be teacher-centered.

Lack of qualified teachers also seems to be a serious problem contributing to failures to attain functional skills in primary schools. Where facilities and resources are available, a qualified and motivated science teacher will deploy methods that center on the learner (Arlene, 2011). Such an approach emphasises practical activities and has the pupils experimenting, solving problems, discussing with each other and involved in practical hands-on-activities. This approach stimulates curiosity, imagination and critical thinking. It keeps the lessons exciting and captivating to the young people, particularly girls (Unionlearn, 2016).

3. Methodology

This chapter comprises of the research methodologies used to obtain results needed in this study particularly research design, area of study, population, and sampling, data collection instruments, quality control measures, data presentation and analysis and ethical considerations.

3.1 Research Design

A research Design is normally the overall plan made by the researcher to make sure results of the study directly respond to the topic and research objectives (Bernard, 2019). This study intended to generate and present views concerning how teachers apply the various methodologies during the teaching process and make education for life real among learners. A cross sectional survey design comprising of a predominantly

descriptive approach to data collection and analysis was appropriate for this study.

3.2 Area of the Study

The study was conducted in Iganga, a rural district in Busoga sub region of Eastern Uganda. Iganga District is bordered by Kaliro District to the North, Namutumba District to the Northeast, Bugiri District to the East, Mayuge District to the South, Jinja District to the Southwest, and Luuka District to the west. The district headquarters at Iganga are located approximately 44 Kilometres (27 Miles), by road, Northeast of Jinja, the largest city in the Busoga sub-region. Iganga District comprises of more than 50 primary schools. However, this study concentrated on four primary schools, purposely to get enough time and conduct in-depth investigations about the teaching methodologies and how teachers are able to make sense of these to come up with education for life.

3.3 Sampling Strategy and Sample Size

The researchers were curious to find any notable features that would explain differences in the current practices in promoting education for life in these primary schools. Purposive sampling was used to select the head teachers and other key respondents since they have direct responsibility for structuring monitoring and evaluating all academic and professional activities in the primary schools.

Table 1: Study Population and Sample Size

College	Head teachers	DOS	Deputy Headteachers	Teachers
A	1	1	1	16
B	1	1	1	15
C	1	1	1	13
D	1	1	1	18
Total Number	4	4	4	62
Sample size	4	4	4	52
Sample technique	Purposive	Purposive	Purposive	Purposive

3.4 Data Collection Instruments

Self-administered structured questionnaires were designed with varying content based on variations in data required from categories of respondents. In addition, an interview schedule was used.

3.5 Methods of Data Analysis

The data collected was analysed using both qualitative and quantitative techniques. Qualitative data involving ideas and opinions were

categorised into themes and analyzed. Some data especially that was obtained from secondary sources was presented and backed up by authors.

4. Results and Discussion

This section addresses the findings from the three objectives set in the study. Thus, the knowledge of implementation of education-for-life curriculum, manner in which teachers implement the primary school curriculum to enhance education-for-life and challenges facing teachers in implementing the primary school curriculum to enhance education-for-life.

4.1 Knowledge about Education for Life

The knowledge about education for life was intended to find out the possibility that teachers and other

stakeholders were in position to know what education for life entailed. The question asked generated multiple responses and Table 2 shows the multiple responses obtained to this effect.

Table 2: Multiple Responses for knowledge about Education for Life

No.	Knowledge about education for life		Aware	Not aware	Total
1.	Positive living skills	Freq.	48	4	52
		%age	92.3	7.7	100
2.	Skills for decision making	Freq.	33	19	52
		%age	63.5	36.5	100
3.	Creative thinking skills	Freq.	50	2	52
		%age	96.2	3.8	100
4.	Communication skills	Freq.	50	2	52
		%age	96.2	3.8	100
5.	Empathy	Freq.	47	5	52
		%age	90.4	9.6	100

The Table 2 above shows that generally, stakeholders were knowledgeable about the basic components of education for life in primary schools. According to the results in Table 2, the most commonly known education for life skills are the communication skills and creative thinking skills, each rated at 96.2% awareness level. By implication, head teachers, deputies and head teachers were in position to establish that education for life would not be meaningful without enabling learners to acquire creative thinking skills and communication skills. These findings on creative thinking concur with results by Duckworth (2019) indicating that instructors need to know creativity as an integral part of the human condition involves learning who we are and recognizing how that fits into the rest of the world, and on the other hand creativity allows self-discovery, as well as the opportunity to share a hidden side of ourselves. In terms of communication skills, Jaina (2020) noticed that the ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. Therefore, this is what stakeholders who do not teach communication skills miss out to see among their learners.

The study also revealed that stakeholders established that education for life creating knowledge about positive thinking skills and empathy with percentage representation of 92.3% and 90.4% accordingly. However, only 63.5% of the stakeholders were aware that skills for decision making were part of education for life that learners ought to know. There are certain key aspects of life that a learner who lacks decision making skills can eventually land into. According to Chitra (2020), decision making skills are a weapon that diverts the students from falling into the trap that manages the students and saves their career life, and also promotes self-determination on how to make good decisions and choices.

In the qualitative findings, pupils and teachers' responses on awareness of life reveal that pupils from schools near urban centers were more aware of life than those far from the urban centers. Other responses

especially as regards source of life skills showed that teachers and parents were the major source of life skills, although their involvement falls far below average especially when it comes to do with skills of decision making.

There is also less influence of straight talk newsletter in schools far from camps than in schools near camps. Also, from the percentages, it seems the Ministry of Education and Sports is doing little in the promotion of life. This is in part explained by the low contribution of reading as source of life. Perhaps the more involvement of teachers in the promotion of life is partly explained by the low involvement of other parties, including invited counselors/guests.

According to UNICEF (1996), base line study on the level of life education in primary schools, the teachers were found to be qualified. However, the qualifications were not reflected in the method of teaching in the class rooms, necessary for the promotion of life. When life concepts were explained to the headteachers and teachers who participated in the base line survey, they enthusiastically welcomed the importance. These findings point to the inadequate knowledge about life among some teachers and thus their absence or lack of application in some schools

4.2 The manner in which teachers implement the primary school curriculum to enhance skills for life in Iganga District

The second objective of study was intended to find out ways in which teachers made it possible for learners in primary schools to acquire the basic skills which include decision making, creative thinking skills, empathy, positive thinking skills, and communication skills. Table 3 shows the ways in which teachers so far can do this.

Table 3: How teachers can implement the curriculum to bring about Education for Life

No.	The different Approaches		Applied	Not Applied	Total
1.	Through story telling	Freq.	50	2	52
		% age	96.2	3.8	100
2.	Through using examples in class	Freq.	52	00	52
		% age	100	00	100
3.	Through classroom discussions	Freq.	52	00	52
		% age	100	00	100
4.	Using videos or movies	Freq.	16	36	52
		% age	30.8	69.2	100
5.	Referring to radio programs	Freq.	22	30	52
		% age	42.3	57.7	100

The findings about the manner in which teachers can use to implement the primary school curriculum to enhance education for life in Iganga District was a multifaceted phenomenon. However, not all approaches are predominantly used by teachers. According to findings, all teachers can teach education for life through classroom discussions and by use of examples in class. In the latter, community is used to describe how people can for instance avoid stigma and live positively with HIV/AIDS. In their responses about positive living as a life skill, head teachers explained that stigma has always been a precursor to hatred for one's self and eventually failure to meet obligations. People infected and affected with HIV/AIDS are examples whereby they reach an extent of not working claiming they are left with no option but to die. The importance of life skills that agitate for positive living can also help girls who get pregnant at tender age not to see this as the last option but to continue with normal life. Positive living means that a girl should continue schooling even when they have of late become pregnant.

On the other hand, through discussions, teachers share about life experience with learners and by sharing solutions out of their problems, there are lessons learned which can serve as examples to people in similar situations. This kind of education is not common to ordinary curriculum which emphasizes already designed content in the syllabus. The most important point to notice is that teachers of primary schools rarely use videos or radio programs to teach education for life skills. This is justified by the relatively very small percentage (30.8%) of respondents who reported applicability of using videos and movies and 42.3% who reported application of references to radio programs when teaching education for life. The use of videos in teaching is important because according to Edsurge (2019) use of videos enhances comprehension and retention of new material, and compels students to think critically when introduced to complex content. It is just unfortunate that videos are not applied at a wider scale.

Results from head teachers, through interviews also indicated some similar ideas. For instance, some head teachers indicated that education for life were given to pupils through class talks and sharing about day-to-day events to get answers to unanswered questions among teenagers who are stranded or caught up in life situations.

The skills are also taught through discipline or how to behave while alone and while in groups with friends, boy-girl relationships and how they hinder different aspects of life especially if handled prematurely, how to handle academics with little regard for other non-academic issues, the value of education. In a study by Bodo (2020) indicates that punishment which is intended for discipline helps maintain classroom discipline and enable learners to develop their responsibilities if they are made to understand and appreciate their faults. Such learners may reform in the classroom, at school or at home as they strive for good behaviour and develop a responsible attitude enabling improvement in their performance.

The most common method of promoting life skills among the learners in schools is during assembly talks. More child centred methods such as group discussions and house meetings were second and last respectively. The interpretation is that most teachers have little time for life activities and can only afford to talk about it in assemblies. There is also less involvement of other stakeholders such as counselors in life skill programmes.

The least used method was meeting parents of the undisciplined children. Involvement of parents of undisciplined pupils was another approach by teachers followed by sports, senior woman, and male teacher were third, followed by writers/debating club as the fourth. Tillman (1997) also noted that education is practically useless unless it offers practical solutions for everyday problems and situations. Tillman further contends that education should include strategies, which focus on resolving all sorts of issues in order to encourage the students' self-confidence, self-esteem, and independence. These skills would help the students grow up and develop as individuals with sound values. Life education helps to develop creative thinking thus, building capacity for reasoning and analysis and a sense of caring for self and others.

Office of career guidance was another approach through which straight talk programmes are encouraged to compel the participation of teachers, head teachers and any school community member in life promotion. Health education programs focusing on HIV/AIDS prevention were carried in schools to increase levels of knowledge, influence attitudes, and encourage good

sexual practices among secondary school students. A group of students who received comprehensive sexual health education were compared with those who did not receive the sexual health education (controls). Students in the intervention grouping showed a greater knowledge and increased tolerance of people with HIV compared to the control. The mean number of sexual partners also decreased in the intervention group, while the control showed a slight increase. There was also increased condom use among the intervention group.

Playful activities facilitate associative fluency in children. "In playing we learn about the child, for through it he or she expresses his/her wants, problems, and his/ her potential future development," remarked Piaget. Therefore, those who work with children and who want play to become a constructive force in child development should take into consideration observation of curiosity and assimilatory action aroused by the new or novel in the context of the familiar and children should be given the opportunity for exploratory activity, real events and concrete objects in their play world.

During the concrete operational stage, children begin to use mental operations to think logically about objects and events in their environment. Classification of objects conservation of items such as numbers, mass and serializing of arrangement of items along particular dimensions like size take form.

4.3 Challenges teachers face in promoting life development among the learners

The challenges to implementing curriculum to enhance education for life are many. However, in the context of this study, the problems identified were not based on a structured question, rather, an open ended question was put forth for respondents to attend to.

The proximity of pupils in schools near trading centers and main roads expose them to the influence of the print media, videos, and other people with different socio-economic background. This erodes their cultural norms and makes them adopt other lifestyles, including dress code: pupils in rural areas live under strong traditional cultural norms, that demand among others decent dressing and where western life styles are still weak.

Another challenge is related to parents' failure to provide instructional materials. The role of parents in education of their children ranges from provision of food to textbooks, uniforms, shoes and money for meals at school. These instructional materials not only make academics practical but stabilize the psychological being of a pupil while in class, and thus aid acquisition of functional skills. Without writing materials for instance, pupils study but cannot memorize because they did not write anywhere for reference. Consequently, they leave whatever they have learnt in

class. This is in line with one of the report findings by the U.S. Department of Education. (USED) identified lack of educational materials as a hidden educational crisis and Brian, Kelly, & Jacob (2017) that due to lack of materials, many learners are chronically absent which in turn makes them fit to miss skills that would otherwise be taught to them in classrooms.

Furthermore, the introduction of universal primary education has provided a stumbling block to attainment of functional skills among pupils in primary schools. UPE is surrounded by late coming, dodging of school, and abolishment of punishment and the policy of automatic promotion which among other factors allows half-baked learners to cross over from one class to another.

There is also lack of interest in reading which is causing negative implications on attainment of functional skills among learners in. This means that even when instructional materials are availed whether in adequate or inadequate amounts, lack of interest in reading renders all these materials useless even when there is close supervision and monitoring. According to Kaiser (2017), for many low-income or single-parent families, the special challenges faced by children and youth are directly or indirectly related to the poor economic condition of single-parent families, not just to parenting style. On the other hand, Khullar (2018) states that poverty directly reduces the access and quality of resources, social and health services, and opportunities such as food, shelter, health care, education, and transportation.

The absence of quality education is a problem as various stakeholders do not do their job. Teachers, in particular, do not play their role of instruction and facilitating the learning process, while administrators also do little to create a less enabling environment characterized by availability of teaching and learning materials, timely release of grants and working on remuneration issues. These results provide an opposite view to a prior study by Allan & Leifer (2016) which reveals that high-quality instructional materials can yield improvements in student learning outcomes equal to or greater than many interventions that are often costlier. Other failures include; dodging of lessons by some teachers, which in turn leads to failure to complete the syllabi, and thus lack of continuous assessment in schools which is also key to attainment of functional skills in primary schools.

5. Conclusion and Recommendations

5.1 Conclusions

In conclusion, the study established that teachers, head teachers and deputy head teachers were knowledgeable about the education for life. The definition of education for life according to teachers and head teachers was measured alongside enabling learners acquire skills that allow them to have positive living, be able to make good decisions in life, be creative thinkers, have good communication skills, and have empathy.

The above skills were mostly implemented through a network work of methods which were predominated by use of examples about day-to-day event that pupils were experiencing while in community, and through discussion and sharing. In addition, the use of videos and reference to radio programs, though not regularly, were also used to handle the primary school curriculum to promote education for life. Therefore, though not with serious emphasis, education for life is integrated in day-to-day lessons without teachers knowing its strength.

All in all, Education for life is still lacking in primary schools in Iganga District. Teachers still implement curriculum purposely to make learners pass examinations. The manner in which teachers perceive education for life such that it is only reflected in talks during assembly and counseling sessions is not good enough to make pupils obtain skills required in an

education-for-life oriented curriculum. This is why it is easy to have learners without skills they can use to harness the environment and earn a living on their own.

5.2 Recommendations

- a) All teachers should be involved in the promotion of life skills among pupils so as to ensure adequate attention to all pupils.
- b) There is need to supply schools with life skills education materials so as to expose more pupils to life skills activities.
- c) Academics should be balanced with extra-curricular activities involving use of structures like debating club, music and drama clubs, health and writers' clubs that are child centred for promotion of life skills.

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