

**TEACHERS' PERCEPTIONS TOWARDS THE  
IMPLEMENTATION OF LIFE SKILLS CURRICULUM IN  
PUBLIC PRIMARY SCHOOLS IN NAIROBI WEST  
DISTRICT, KENYA**

**By**

**Nyaberi Linet Monyangi**

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

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the Award of the Degree of Master of Education in Curriculum Studies**

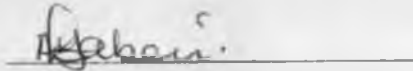
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## DECLARATION

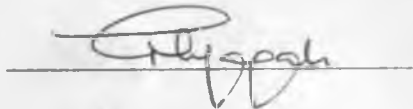
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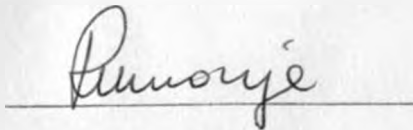


Dr. Grace Nyaga

Senior Lecturer and Chairperson

Department of Educational Administration and Planning

University of Nairobi



Mrs. Rosemary Imonje

Lecturer

Department of Educational Administration and Planning

University of Nairobi

## **DEDICATION**

This project is dedicated to my parents, Mzee Elizaphan Nyaberi and Mama Yuventia Nyaboke who despite their limitations found it wise to take me to school. Thanks for your words of encouragement. To my husband Elkana Osinde, my children; Evelyn and Abissi their continuous prayers were very valuable in my study. Last but not least to Mzee Elias Osinde and Mama Yunuke Osinde for the encouragement they gave me.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AIDS</b>	<b>Acquired Immune Deficiency Syndrome</b>
<b>CRC</b>	<b>Convention Rights of the Child</b>
<b>EFA</b>	<b>Education for All</b>
<b>ESARO</b>	<b>East and Southern African Region Organisation</b>
<b>ESAR</b>	<b>East and Southern African Region</b>
<b>HIV</b>	<b>Human Immuno deficiency Virus</b>
<b>ICPD</b>	<b>The International Conference on Population and Development</b>
<b>ICT</b>	<b>Information and Communication Technology</b>
<b>IEC</b>	<b>Information Education Communication</b>
<b>IIGE</b>	<b>International Institute of Global Education</b>
<b>KIE</b>	<b>Kenya Institute of Education</b>
<b>LSP</b>	<b>Life Skills Promoters</b>
<b>LSE</b>	<b>Life Skills Education</b>
<b>MFMC</b>	<b>My Future My Choice</b>
<b>MoE</b>	<b>Ministry of Education</b>
<b>QASO</b>	<b>Quality Assurance and Standard Officers</b>
<b>RoK</b>	<b>Republic of Kenya</b>

<b>STIs</b>	<b>Sexually Transmitted Infections</b>
<b>TSC</b>	<b>Teachers Service Commission</b>
<b>UNAIDS</b>	<b>United Nations Program on HIV/AIDS</b>
<b>UNESCO</b>	<b>United Nations Education, scientific and Cultural Organization</b>
<b>UNGASS</b>	<b>United Nations General Assembly Special Session</b>
<b>UNICEF</b>	<b>United Nations International Children Fund</b>
<b>USAID</b>	<b>United States Agency for International Development</b>
<b>WBR</b>	<b>World Bank Report</b>
<b>WHO</b>	<b>World Health Organization</b>

## **ABSTRACT**

This study was set out to investigate teachers' perceptions towards the implementation of life skills curriculum in public primary schools in Nairobi West District, Kenya. The specific objectives were to assess the relevance of life skills education (LSE), analyse teacher's perception on training LSE and identify the challenges teachers face in implementing LSE in primary schools. The study was based on the Social Cognitive Theory.

The study targeted a population of 1199 teachers and 59 head teachers from the 59 primary schools in Nairobi West District. The sample was selected through simple random sampling technique where 126 teachers and 12 headteachers were identified. Two sets of questionnaires were developed, pretested and administered and a response rate of 100% was realized. Cronbach's alpha reliability method was used to test the reliability where a coefficient of 0.8110 was realized and was deemed reasonable for the study.

The study found out that life skills were relevant especially in prevention of HIV/AIDS. Teaching methodologies were learner friendly but the curriculum was haphazardly implemented. Teachers did not get in-service training for the course. The study further established that LSE was taught like a co-curricular activity alongside physical education. Teachers faced challenges in implementing

LSE curriculum which included inadequacy of reference materials, diversity of cultural backgrounds of the pupils, inadequate time to deliver the content and inadequate LSE resource persons.

The study recommended in-service courses for all the teachers involved in teaching LSE, recognition of LSE as a fully fledged subject was necessary thereby allocating it teaching time in the weekly time table; and awareness creation to parents and the community on the benefits of LSE. The study recommended replica of the study to the other parts of the country as an area of further research.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Hawes (2005) observes that education empowers recipients to have ability and capacity to advance their own development. According to World Bank (2002) the role of education in lives of people is more crucial today in the face of Humane Immuno-Deficiency Scourge. The World Bank report indicated the need to start educating people at an early age across the broader spectrum of the population in a bid to impart life skills to combat the spread of HIV/AIDS. Following the World Bank report many countries have introduced life skills education in their schools with an aim to socialize youth into Life Skills that can empower them to remain uninfected, avoid stigmatization and to deal with themselves after a calamity.

Youth are faced with many challenges as a result of the fast changing world. These challenges may be psychological, social, economic, negative pressure, gender bias, early marriage, teenage pregnancies, indiscipline and school unrest, poor career choices, early sexual debut, drug and substance abuse, rape, incest and human immune deficiency virus and acquired immune deficiency syndrome HIV/AIDS pandemic. (Republic of Kenya Teachers' Handbook 2008).

Republic of Kenya Teachers' Handbook (2008) also observes that the challenges are compounded by various factors such as complex developmental changes during adolescence, lack of positive role models, negative mass media influence, inadequate, inaccurate and unreliable source of information. When the psychological and social needs of the youth are not met, they become mal-adjusted and the resultant behavior could be drug abuse, early pregnancies, pre-marital sex, and increase in crime, violence, riots and general indiscipline. Life skills therefore enable the youth to manage their lives in a healthy and reproductive manner. But does not look at challenges implementers face. This study researched on teachers' perception towards the implementation of life skills curriculum.

Life skills curriculum consists of; self awareness, self-esteem, coping with emotions, coping with stress, interpersonal relationships, empathy, effective communication, conflict resolution and negotiation, skills of effective decision making, peer pressure resistance, peaceful conflict resolution and problem solving and critical thinking (Republic of Kenya, 2008).

In the recent years, scholars, educators and municipalities across the globe have began to address social emotional learning / life skills education is a serious a means to better prepare pupils for life in the 21<sup>st</sup> century and promote positive



school climate to encourage the learning of all learners (Social and Emotional learning 2008). The analysis further states that in the USA life skills “significantly enhance social and emotional skills of children and youngsters reduce mental and behavioral problems and promote academic achievement in the short as well as long term”. SLE, (2008) Observes that life skills in the United Kingdom are supported by volunteering agencies resources have been committed towards life skills programme in primary schools.

According to WHO (2000) LSE programmes in Indonesia were faced with challenges such as lack of knowledge of health issues and difficulties in implementing the participatory methodology. Teachers also lacked expertise. This study highlighted teachers’ perception on LSE and its methodology in the light of an overloaded curriculum such that enough time is not given in teaching of LSE, standard classes’ assessment in class is a challenge to teachers who are not competent.

In a national stakeholder’s forum held by KIE in 2006, the teaching of life skills as a discipline in schools was strongly recommended. The forum further observed that it is apparent that educational system tends to prioritize the imparting of academic knowledge without acquisition of psychosocial skills. This is an inadequate way of preparing young people for complex challenges that exist in

our world today. Teachers tend to give more emphasis to examinable subjects rather than those of the life skills. Hence little life skills content is covered through integration and infusion as expected (KIE, 2008). The idea behind implementing life skills curriculum as a discipline is that the intended subject content be taught to the learners and there be class assessment. However, teachers have not had enough training, since only few teachers have been in serviced. This gives a gap to study on teacher's perceptions towards the implementation of LSE.

Life Skills Education entails the acquisition of abilities for adoptive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Life skills are used to promote learners' overall growth, development and ability to make appropriate choices which enhance academic performance. Life Skills help the pupils to deal with issues that are likely to be distracters in their learning. Life skills have an opportunity for realizing good discipline which is the pillar of success to education and in Life (Republic of Kenya, 2008). Life skills topics are developed in spiral approach and the teacher is the one to ensure related skills are covered. This gives a gap since all teachers have not been trained. Therefore, a need to research on teacher's perceptions towards the implementation of life skills education.

According to Gichuhi (1999), LSE in Malawi is believed to help the youth deal with aspects of their sexuality more effectively if they are given sufficient knowledge and counseled on sex and sexuality they could be able to make informed decisions. In South Africa, Life Skills is taught through the “Growing up” Programme. The youth learn a number of skills such as decision making, communication skills and how to handle emotions. These skills help the youth to choose healthy life styles and face challenges with a positive attitude.

Life skills curriculum is designed to develop life skills in reducing vulnerability to HIV infections by developing in young people abilities such as negotiation skills, assertiveness and ability to cope with pressure, attitudes such as compassion ,self-esteem, tolerance, knowledge about self awareness and HIV transmission (USAID, 2002).

The researcher chose Nairobi west district because it had many primary schools with teachers and pupils with varying performance, ethnic backgrounds, the complaints from among teachers themselves that life skills is an alien subject, Early pregnancy, school dropout and regular absenteeism among pupils in Nairobi West and that no research has been done in the district on teacher’s perceptions towards the implementation of life skills curriculum.

This study was set to establish whether teacher's perceptions influence implementation of life skills. Complaints from teachers and parents about teachers who abuse children were alarming. The incidents shown on television on girls being defiled by their fathers and teachers are discovered late. All these reasons have necessitated the researcher to look at teachers perceptions.

In Kenya, the Teachers Service Commission (2005) report on teacher mortality indicated that teacher's deaths rose from 450 per year to 750 per year in 1999 due to HIV/AIDS. This is quite alarming as the same teachers who are teaching life skills education should have acquired the skills and used them. The East Africa Standard of 12<sup>th</sup> February 2010 indicated cases where teachers defile pupils. The number of teachers was high in the Rift Valley and lowest in Nairobi. With this kind of scenario, there is an urgent need to explore how best life skills education can be taught.

Table 1.1 represents the number of teachers who defiled pupils in public primary schools per province. The researcher wants to find out why Nairobi has fewer cases. Could it be that life skills education has influenced them or is it Fear of loss of job or is that Nairobi is dominated by female teachers?

**Table 1.1: Summary of Teachers Immoral Behavior Cases in Kenya**

<b>PROVINCE</b>	<b>2004</b>	<b>2005</b>	<b>2006/2007</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>TOTAL</b>
Rift Valley	42	33	27	13	22	137
Nyanza	22	19	27	17	24	109
Western	24	13	18	19	26	100
Central	20	15	23	20	21	99
Eastern	22	12	23	19	19	95
Nairobi	0	0	0	0	1	1
Coast	9	12	15	10	8	54
North Eastern	1	0	1	2	1	5

Source: The East Africa Standard Feb. 12<sup>th</sup> 2010

Implementation of life skills depends on teachers views for its successful teaching and learning. Importantly too could be the need to find out whether the primary school teachers have taken the responsibility to address social needs through the teaching of life skills. Life skills education had been integrated into all subjects initially but now it is taught as a discipline and has its own curriculum, a syllabus a teacher's guide book and pupil's book in place (Republic of Kenya, 2003)

Ithagi (2007), in her research on perception of primary school pupils and teachers on adequacy of life skills HIV/AIDS education found out some factors influencing implementation of life skills which are researched on HIV/AIDS has recommended a study on teachers perceptions I found a gap in this study. I hope to fill this gap on teachers' perceptions towards the implementation of life skill curriculum in Nairobi West District.

This study was done in Public primary Schools in Nairobi West District which has three divisions namely Langata, Dagoretti, and Westlands Divisions. In the introduction of life skills education, Nairobi Province teachers were the most in-serviced on LSE because it was the pilot province. Most materials were made available to teachers including guide books from the Ministry of Education, before they were disseminated to other provinces. The Life Skills Centre is located in Nairobi West District. Trainers of trainers comprised of teachers from Nairobi. Don Bosco Boys Town Technical Institute which has a life skill unit offers volunteer services to schools within the district. Kibera, being the biggest slum in the district was hard hit during the post election violence in Kenya.

KIE (2006) observes that with infusion and integration approach teachers at times find it difficult to create linkage between subject content and life skills education, and if not well planned they tend to deviate from the subject content. The report

also showed that LSE materials are essential requirements in the implementation of life skills education and well trained teachers in life skills are in a better position to deliver content more easily and effectively. Hence, the research on teachers perceptions towards implementation life skills education.

Republic of Kenya (2008) notes that youth are faced with many challenges as a result of the fast changing world. These challenges could be psychological, social, economic, negative pressure, gender bias, early marriage, teenage pregnancies, indiscipline and school unrest, poor career choices, early sexual debut, drug and substance abuse, rape, incest and human immuno deficiency virus and acquired immune deficiency syndrome HIV/AIDS pandemic.

Republic of Kenya (2008) observes that the challenges the youth face are compounded by various factors such as complex developmental changes during adolescence, lack of positive role models, negative mass media influence, and inadequate, inaccurate and unreliable source of information. When the psychological and social needs of the youth are not met, they become mal-adjusted and the resultant behaviour could be drug abuse, early pregnancies, pre-marital sex, and increase in crime, violence, riots and general indiscipline. Life skills therefore enable the youth manage their lives in a healthy and reproductive

manner. But does not look at challenges implementers face. This study therefore looked at the challenges teachers face in implementing life skills curriculum.

## **1.2 Statement of the Problem**

The government's policy to achieve Universal Primary Education (UPE) by 2005 is a key strategy towards attaining overall Education For All (EFA) goal by 2015. This is to ensure primary schooling children get an opportunity to enroll and remain in school to acquire basic education and skills, (ROK, 2005). Good performance in education and training sector contributes to national development. However, this has been faced with challenges of emerging issues like drug abuse, unwanted pregnancies and HIV/AIDS. Although there is guidance and counseling, the pastoral programme by the senior teachers to guide pupils and teaching of life skills education, there seems to be a problem in public primary schools; pupils revert back to their initial behaviours. This has been observed in recent incidences where parents and teachers defile children, sex among the youth, the recent table of, drug, abuse, early pregnancies, civil unrest in Kenya in 2007/2008 triggers the desire to research on teacher's perceptions towards the implementation of life skills curriculum in Kenya.

Studies have been carried in factors influencing implementation of life skill curriculum but little has been done on teacher's perceptions towards LSE. The



curriculum package is concerned with the relevance to the needs of the pupils according to content, availability of material but it does not cater for the teachers. The issues facing LSE curriculum poses a challenge on implementation of life skill education. This affects learners' behaviour and even performance. Therefore, this study aims at researching on teachers perceptions on implementation of Life skill education in Nairobi west District.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the perceptions of teachers towards the implementation of life skills curriculum in public primary schools in Nairobi West District, Kenya.

### **1.4 Objectives of the Study**

The specific objectives of the study were to;

- i) To assess relevance of life skills curriculum in public primary school in Nairobi West Districts.
- ii) To analyse teacher's perceptions on training of life skills education in public primary schools in Nairobi West Districts.
- iii) To identify challenges that teacher's face in implementing life skills curriculum in public primary school in Nairobi West Districts.

### **1.5 Research Questions**

The following research questions guided this study

- i) What is the relevance of life skills curriculum in public primary school in Nairobi West Districts?
- ii) What are the teacher's perceptions on training of life skills education in public primary schools in Nairobi West Districts?
- iii) What are the challenges that teacher's face in implementing life skills curriculum in public primary school in Nairobi West Districts.

### **1.6 Significance of the Study**

Findings from this study could inform and guide KIE on issues related to improving implementation of life skills education. The information from this study could also be used by the Ministry of Education (MOE) when organizing for INSET programmes for primary school teachers. This study identified constraints and suggests possible solutions to enhance in-service training to teachers. The findings would be useful to the Quality Assurance and standards on how best to implement life skills education. The findings of this study could improve the understanding of teachers' perception of life skills education and its

significance. To the learners, the research could help them to accept life skills as very important to help them face daily challenges.

### **1.7 Limitation of this study**

Limitations are conditions beyond the control of the researcher that could restrict the conclusion of the study and the application to other institutions. The main limitations of this study were the fact that it could not be possible to control the views of the respondents which might affect the validity of the responses. Respondents could give answers that are not honest or true. Fear of victimization where life skill is not taught adequately or hatred could also limit the responses of the respondent though high level of confidentiality is assured Best (1988). A test retest approach was used to ascertain the reliability of the responses.

### **1.8 Delimitations of the study**

Delimitation is a process of reducing the study population and areas to be surveyed to a manageable size (Mulusa, 1988). The study was concerned with public primary schools on teacher's perceptions towards the implementation of life skills education. Nairobi west district was selected for this study. Teachers and head teachers in public primary schools in the District were involved.

## 1.9 Assumption of the Study

The study was based on the following assumptions.

- i. That the respondents for the study would be willing to co-operate and give truthful and since answers to the tests that would adequately evaluate the instrument.
- ii. It is assumed by the researcher that the respondents gave honest and valuable information as required by the researcher.
- iii. It is also assumed that the respondents willfully gave the information intended by the researcher.

## 1.10 Definition of Significant Terms

**Curriculum** refers to a plan of action or a written document which includes strategies for achieving desired goals or ends.

**Health** refers to a state of complete physical, mental and social well being.

**Life Skills Education** refers to the study of abilities for adoptive and positive behaviours that enable the individuals to deal effectively with the demands and the challenges of everyday life.

**Life Skills** refer to a large group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively and develop coping and self management skills that could help them lead a healthy and

productive life. They could direct towards personal actions and actions to change the surrounding environment to make it conducive for skills transfer.

**Perceptions** refer to opinions, views or feelings of an individual and they can change.

### **1.11 Organization of the study**

This study is organized into five chapters, Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations, delimitations, assumptions of the study and new terms. Chapter two covers literature review related to the study. Chapter three was on the research methodology which includes the research design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis techniques. Chapter four is comprised of data analysis and data interpretation. Chapter five is comprised of the summary of the findings, conclusions, suggestions and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter consists of reviewed literature on perceptions of teachers in public primary schools on the implementation of life skills education. The following aspects are covered; overview on Development of life skills, international views on teacher's perceptions, on life skills education Regional views on teachers' perceptions on life skill, content of life skills curriculum, the significance of life skills education, challenges facing implementation of life skills, summary of the literature review, theoretical basis and conceptual framework.

#### **2.2 Overview on Development of Life Skills Education**

Republic of Kenya teachers' handbook (2008) defines LSE as psychosocial competences or abilities that help an individual to effectively deal with demands and challenges of everyday life. They are techniques for positive behaviour and empowering skills that affect the capacity of individuals to pursue life's goals which they include. Skills to know and live with oneself, skills to know and live with others and skills of making effective decision.

WHO (2003) notes that Life Skills are a positive ability to behave according to the environment that allows the individual to deal with everyday demands and accept challenges. They help the individual to increase self control over their own health and life in general. Life skills education means not only imparting information but also the development of the skills to apply adequately in practice the gained knowledge. Some common risk behaviors which leads to adolescent problem and are in turn, aggravated by these problems, in a vicious circle, is substance abuse including alcohol and tobacco, engaging in unsafe sex, unhealthy eating habits situations which lead to accidents, violence, negative and possibly harmful peer relationships and afflictions, child soldiers, child sexual exploitation, and harmful working conditions. All these are a result of lack of adequate information and skills, poor access to education and health services unsafe and un-supportive environment including the family.

Ngugi (2006) in her study “Teachers perception of relationship between life skills education, sexual reproductive health and prevention among secondary students” observes that students who were well equipped with life-skills were less prone to HIV infection. Therefore life-skills education is an effective strategy in mitigating the spread of HIV/AIDS. Further, LSE is seen as a necessary endeavour to effectively addressing the many psychological challenges the youth encounter. This study examined teachers’ views on challenges they face in teaching life skills education. Rungu (2008) and Ithagi (2007) in their study on Life skills Education

have dwelt on HIV AIDS only. Their study indicates that life skills education is applicable in combating HIV/AIDS alone. It is therefore important to be known that it can be applied in; Peaceful co-existence among people of different ethnic groups, economic political background. Life skills can be taught to both girls and boys to enhance a healthy reproductive life, increase their enrolment and retention in schools. This study researched on teachers views on the significance of life skills.

### **2.3 International views on teachers' perceptions on life skills education**

According to Furtrel (1984), perception is the process by which a person selects, organizes and interprets sensation to produce a meaningful experience of issues. The International Institute of Global Education (2005) observes that life skills is taught as a discipline course with an aim to help learners deal with disasters (earth quake) where the teacher and the teacher is a fellow learner and not an authority.

International Institute of Global Education (IIGE) in 1993 notes that Armenia had a major earthquake fault running through it, and suffered devastating loss of life and property in a 1988 earthquake. One of the life skills that was determined to be important for Armenian children is the ability to act quickly and safely in the event of future earthquakes and other potentially life threatening crises. They can be designed for implementation in a discipline course or for integration into



classes on regular curriculum. However, in 2000, by order of the new Ministry of Education and Science minister, Life Skills curriculum implementation was decreased to grades one through seven.

In Vietnam primary school teachers have different teaching experiences but used traditional methods in teaching life-skills education. After three years of training the teachers can now use learner centred methods. The teachers said that before the training, they did not have life-skills teaching experience. (Mai, 1999) This study also aims to find out teachers views in teaching experience in life-skills education.

UNICEF (1999) observes that the teachers that were interviewed in Vietnam stated that when they used life-skills teaching approach, pupils understood and participated in the lesson. "The teachers feel comfortable teaching about drug abuse and prevention of smoking. However teachers need to prepare more for the lesson. They further explained that it feels un-comfortable in using life skills to teach sensitive issues such as sexuality. "We need to identify the appropriate way of talking about sexuality and relationships in primary schools." This study also aims to find out views of teachers in Nairobi West on the teaching of life-skills.

## **2.4 Regional Views and Teachers Perceptions in Life Skills Curriculum**

Ngugi (2006) reports that LSE has helped reduce adolescent sex risk behavior in Namibia through My future My Choice (MFMC) which is an HIV intervention programme. UNICEF (2006) observes that LSE in Swaziland is used to pass information about dilemmas facing Swazi children. It was observed that teachers have no confidence to carry out experiential learning activities. KIE (2006) observes that in Kenya Life Skill's aim was to prevent the spread of HIV infections among youth in and out of primary school with skills that could lead to healthy life styles free of HIV/AIDS LSE was infused and integrated and now it is taught as a discipline.

LSE in South Africa and Botswana was introduced to promote healthy life styles in children with the hope that it could continue into adulthood (Lee and Orley 1999). Skills like decision making, problem solving, and critical thinking are introduced. Reddy (2001) in a "Dare to be Different" module used in South Africa, observes that educators are encouraged to familiarize themselves with the entire teachers' manual before implementing the programme. The teachers and the trainers felt positive about LSE "even if it is not my life orientation period, the learners come and ask me to come back to class and finish up the activities that we did not finish" this shows that teachers opinions were that learners were happy about life skills. This study aimed to find views from teachers in Nairobi West District on Life Skills Education.

## **2.5 Significance of the content of life skills education**

Schmuck (2005) observes that in well – managed co-educational environments boys and girls learn to respect and value each other's ideas. They learn to listen to each other. Isolating them is seen as a barrier to their development of effective interpersonal skill. This study does not show teachers perceptions on life skills education rather it shows its importance to learners only. This research aims to investigate teachers' views on implementation of life skills education.

WHO, (2003) Identifies that life skills helps learners to increase self-control over their own health. It is also applicable on the teaching of substance and drug abuse. The main goals of life skills education is to enhance young people's ability to take responsibility for making choices, resisting negative pressure and avoiding risky behavior. The need to focus on life skills is a critical response to the challenges facing young people today as discussed in a number of recommendations like the Convention Rights of the Child (CRC), the International Conference on Population and Development (ICPD) and Education for All (EFA).

Republic of Kenya (2008) confirms that the Ministry of Education (MoE) has long been aware of the need to adopt Life Skills education as a remedy to these psychological challenges. To address this, different strategies have been put in place to enable the learner manage the challenges such as the establishment of

HIV and AIDS projects, infusing and integrating life skills into the curriculum, the life skills curriculum being taught as a discipline, the peace programmes by the Ministry of Education and training teachers on mainstreaming of Life Skills Education in the curriculum. This equips the adolescent with skills needed to empower them to cope with life challenges.

Sexual and reproductive health is a fundamental aspect of all human beings and encompasses the right integrity, safety, privacy, and access to care (Schutt, 2001). Life skills approach is built around creating opportunities for the youth to acquire skills such as media literacy or critical thinking that enable them to avoid manipulation by outside influences (Bolvin 1986).

Martinez (1998) observes that through Life Skills interactive training, student learn assertiveness, critical thinking, decision making and problem solving skills, in turn boost their self-confidence, self-esteem, self-control, and autonomy. UNHCR (2004) advocates life skills education as a central element for programming of children and adolescents for the promotion of health and development. This gives a gap to study on the perception of teachers in the implementation of life-skills in primary schools. Since they play a role in instilling the skills.

## **2.6 Challenges facing Implementation of Life Skills Curriculum**

Teachers' perceptions are that they do not have the skills and ability to interact with students. This is due to inadequacy of materials and difficulties in obtaining materials needed at the time to be used in the implementation of the curriculum and harness the adoption of the curriculum of life skills (Guneysu 2004). Most teachers' views were that the LSE curriculum is not properly prepared. From 153 primary school teachers 46.4% stated that they felt adequate and 53.6% felt not adequate in terms of theoretical knowledge on application on new abilities. Those who were competent to teach said that they had been in-service in life skills education and that it helped them to teach science practically using methodology used in LSE. Majority of the teachers indicated that they need in-service in LSE. In Kenya a few teachers have been in-serviced. This study sought teachers' perceptions on implementation of life skills education.

Jnne (2008) observes that head teachers in Japan are negative about the practice of HIV/AIDS LSE education. Teachers are not trained for LSE education and do not have enough knowledge and confidence to teach children. About the curriculum of HIV/AIDS prevention method, head teachers try to avoid talking to parents and children about HIV/AIDS education. This shows that teachers view life skills education as a problem, they do not have skills themselves.

UNICEF (2006) observes that teachers in Uganda and Swaziland were not confident to carry out experiential learning activities such as role plays and therefore reverted to more conventional teaching methods. Teachers avoided teaching sensitive topics such as those on or those that referred to condoms for fear of losing their jobs and due to religious affiliations. Since it was not an examinable subject and not on the curriculum, it was not perceived to be important. The teachers said they taught about 70 percent of the life skills lessons officially included on the timetable, while the pupils claimed they only taught about 30 percent of the lessons. This shows that teachers do not have the skills themselves and this study researched on teachers' perceptions towards the implementation of LSE.

The Centre for the Study of Adolescence CSA (2004) notes that in Kenya as in other parts of the world, young people face serious challenges in their transition to adulthood. The lack of adequate information and comprehensive reproductive health service as well as a non-facilitative environment are some of the factors which are negatively influencing this transition. HIV further complicates the situation. HIV/AIDS affects the families' young people and are left with new responsibilities and roles; in the extreme, robbing them of their parents and guardians. This leaves a gap to research on teachers' perceptions towards the significance of life skills curriculum.

## **2.7 Summary of the Literature Review**

This section has outlined that teachers' perceptions could influence the implementation of Life Skills curriculum. Tiendrecogo (2003) observes that most school teachers felt that life skills is not their responsibility and are reluctant to mainstream LSE into existing curriculum. This leaves a gap to study on teachers' views on the significance of life skills education. Therefore this study sought to fill this gap by studying the teachers perceptions on implementation of life skills in public primary schools in Nairobi West District.

## **2.8 Theoretical Framework**

This study is based on the Social Cognitive Theory Bandura (1977). This theory is also known as the cognitive – social learning model. It is largely based upon Albert Bandura of (1977). He states that children learn to behave through both instructions. That is how the parents, teachers, and other authorities and role models tell them to behave as well as observation; how they see adults and peer behave. Their behaviour is reinforced, or modified by the consequences of their actions and the responses of others to their behaviours.

Children learn to behave, through observation and social interaction, rather than verbal instructions. Similarly children should be taught skills through processes of instruction, rehearsal, and feedback, rather than just instruction (Iadd and Mize

1983). Bandura stresses that confidence in one's ability to perform appropriate behaviours, is important to learning and maintaining behaviours, especially the face of social pressure to behave differently. Thus, skills development not only becomes a question of outward behaviour, but of internal qualities such as self confidence that support those behaviours (Bandura, 1977).

This theory had two profound influences on the development of life skills. Namely i) it provides children with skills for coping with internal aspects of their social lives, including stress reduction, self-control, decision making. To be effective LSE need to replicate the natural process by which children learn behaviour. Thus, most life skills programmes include observation, role-play and peer education.

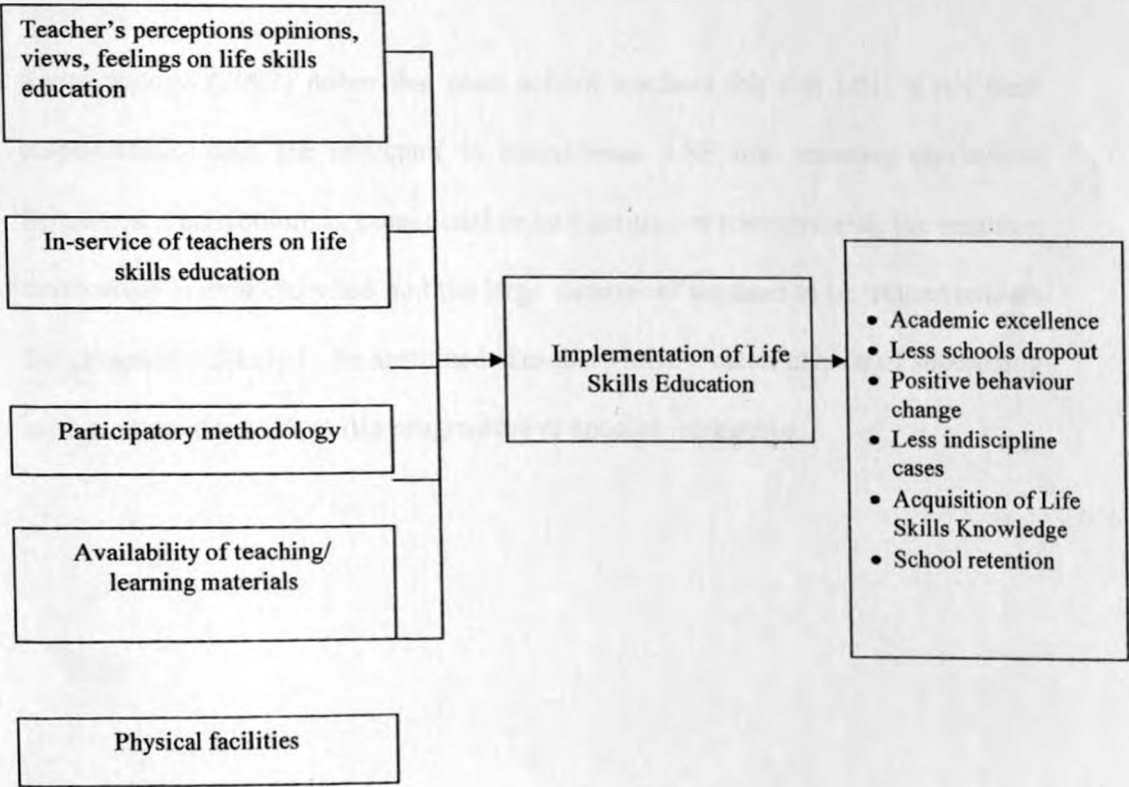
## **2.9 The Conceptual Framework**

The study is based on the independent variables which when used lead to independent variables. The independent variables of this study emanates from teachers opinions, feelings, attitudes and comments from teachers teaching life skills education both trained and untrained. Teacher's levels of training in life skills, teaching experience, family status are part of the challenges teachers face. UNESCO (1995) notes that to achieve the goals, classroom activities have to evolve from the approach which the teachers teach their learners participatory



activities to change behaviour and maintain good practice. If teacher's perceptions are positive, they take the responsibility of addressing life skills education by developing skills and values to the learners. They could teach the content, prepare teaching materials and use participatory methods.

**Figure 2.1 Effects of teachers perceptions on implementation of life skills curriculum.**



Source: Tac Tutors handbook from the Ministry of Education 2006

The conceptualized framework above shows that with proper training of teachers, teachers have adequate knowledge on life skills, are competent in delivery methodology, have appropriate facilities and material, this could in turn lead to effective implementation process of LSE, this could in turn lead to academic excellence, low school dropout rate, positive behaviour change, healthy relationships, less indiscipline and acquisition of life skills knowledge. The reverse could take place if the relevant inputs are not in place.

Tiendrecogo (2003) notes that most school teachers felt that LSE is not their responsibility and are reluctant to mainstream LSE into existing curriculum because the curriculum is considered to be sensitive or controversial, the resulting curriculum is over crowded and the large number of teachers to be trained renders the program unlikely to be sustained. Teachers have a better chance of succeeding with a stand alone life skills programme or special workshops.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents a description of the research procedures employed in the study to address the research objectives as follows; research design, target population, sample size and sampling procedures, research instruments, data collection procedures and methodology used in analyzing data.

#### **3.2 Research Design**

Orodho (2004) defines research design is the arrangement of conditions for correction and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure. Research design is the conceptual structure within which research is conducted. In this study, descriptive survey design to help in achieving the stated objectives. The survey research design was selected because it enables data collection from a large sample (Gay 2006).

#### **3.3 Target Population**

The study targeted all public primary schools headteachers and teachers in Nairobi West District. The study focused on 59 public primary schools, 59 head

teachers and 1258 teachers in Nairobi West district (City Council of Nairobi, Education Department. March 5<sup>th</sup> 2010).

### **3.4 Sample Size and Sampling Procedure**

A sample is a smaller group obtained from the accessible population. For a research to get proportional representation in all sub-groups of the population, random sampling procedures were employed in selecting participating schools. The researcher took the total number of schools and total number of teachers in the district. The researcher used the teachers signing list and gave a number to the names of teachers. Then wrote numbers on paper and put them in a container and picked respondent at random. The minimum sample for a survey of a small population is 20% and that of a large population is 10% (Gay 2006).

The researcher took 1% of the total population for pre-testing and this was 12 teachers, 2 schools and 1 head teacher 12 schools were involved , and this was 20% of 59 schools and 126 teachers were selected randomly as 10% of 1258 teachers and 12 headteachers were given questionnaires.

**Table 3.1:Nairobi West District**

<b>Division</b>	<b>No. of schools</b>	<b>Head teachers</b>	<b>No. of teachers</b>
Langata	14	14	324
Dagoretti	21	21	505
Westlands	24	24	428
<b>Total</b>	<b>59</b>	<b>59</b>	<b>1258</b>

### **3.5 Research Instruments**

Data collection was done through questionnaires for teachers and headteachers. The questionnaire sought information on teacher's level of training in LSE, significance of content, and its methodology, materials, teaches attitudes, challenges and possible solutions. The questionnaires consisted of two sections; section A had personal data and section B a conceptual data. The teachers and headteachers questionnaire could be on the five point scale from Likert type scale. 1 =strongly disagree 2 = disagree 3= undecided 4 = agree 5= strongly agree. Mugenda, (2008) observes that the use of questionnaires is a popular method of data collection in education because of the relative ease and cost effectiveness with which they are constructed and administered to the large sample.

### **3.5.1 Instrument validity**

Nachmias & Nachmias (2005) observes that validity is about answering a question, “Am I measuring what I intended to measure?” The researcher measured content validity (Kasomo, 2006). To enhance the validity of the questionnaires, a pretest was conducted on a population. This assessed the clarity, spellings and ambiguity of the instrument. Items that failed to measure the variables they intended were modified and discarded and new ones were made. Split –half technique was used to assess reliability which requires only one testing. This technique eliminates chance error, it is less time consuming and less expensive (Mugenda 2008). The supervisor was consulted in the course of construction of the instruments to ensure validity besides this pre-test (Mugenda, 2008).

### **3.5.2 Instrument reliability**

Reliability refers to the degree to which test scores are free from measurement errors (Best & Khan 1981). Sample questionnaires were administered to 2 primary schools that were not be used in the main study. To establish reliability, the researcher used the split-half after the pilot study in 2 schools, which were not used in the final study. In order to assess the reliability of the instrument the researcher used half-split technique. Where after administering the instruments, the research split them into two even numbered and odd numbered for the high

stability correlation coefficient was calculated using Pearson product correlation formula and the findings are shown in Table 3.1.

$$\frac{\sum xy - (\sum x)(\sum y)}{N} \\ \sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right) \left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}$$

Where: x = first half test, y = second half test

Σxy = Sum of the gross product of the values of each variable.

(Σx) (Σy) = product of the sum of x and of y

Σ = sum of the values

In order to obtain the reliability of the entire instrument, the Spearman Brown Prophecy formulae indicated here below was used.

$$re = \frac{2r}{1+r}$$

Where: Re = reliability, r = reliability coefficient

Source: Gatimu and Ingule, (1985)

**Table 3.1 Pearson Coefficients**

Statistics	Pilot	Research Data
Pearson Correlation	0.739375259	0.796187
Sig. (2-tailed)	0.009312125	0.018062

From table 3.1, the pilot data was correlated using Pearson product correlation. The analysis show that both data gave a significant 2 tailed value of 0.0093 and 0.018 for pilot and research data respectively which were both less than 0.05 indicating that there was no significant difference from the two samples hence confirming reliability of the instruments.

Cronbach's alpha reliability coefficient 0.8110 and the standardized 0.8320. the alpha of .8140 was deemed reasonable for the study as provided by George and Mallery (2003) rules of thumb that when the alpha values is :-

- \_ > 0.9 – Excellent,
- \_ > 0.8 – Good,
- \_ > 0.7 – Acceptable,
- \_ > 0.6 – Questionable,
- \_ > 0.5 – Poor, and
- \_ < 0.5 – Unacceptable” (p. 231).

The coefficient rated between good and excellent further confirming reliability of the data instruments.



### **3.6 Data Collection Procedure**

The research sought permit from the National Council for Science and Technology. The permit was used to contact the city council for an administrative letter to allow the researcher to go to public primary schools in Nairobi west. The approval was presented to the Education officer and the visits were made to schools to make appointments with head-teachers and ask permission to administer instruments. The questionnaires were administered to the selected schools by the researcher. The package to each school contained a cover letter explaining the purpose of the study and the questionnaire. The main criteria were to find out the teachers perception on the implementation of Life-skills education in public primary schools.

### **3.7 Data Analysis Techniques**

Data analysis started by identifying , spelling mistakes, items that were wrongly entered and any blank spaces left unfilled by the respondents. Raw data was checked to establish accuracy, usefulness and competence. The data that was obtained was analyzed by using Statistical Package for Social Sciences (SPSS) to determine the perceptions of teachers and headteachers in the implementation of Life Skills Education Curriculum. Findings were then presented using tables, charts and graphs.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This Chapter presents the analysis and findings of the study. It provides general information of the study sample population on teacher's perception towards the implementation of life skills curriculum in public primary schools in Nairobi West district, Kenya.

#### **4.2 Instrument Return Rate**

A total of 138 questionnaires were distributed, out of which 138 were collected giving 100% response rate. The filled questionnaires were coded, cleaned and analyzed using Statistical Package for Social Sciences (SPSS) and presented using tables, frequencies and charts.

#### **4.3 Analysis of Demographic Data Distribution**

The background information on gender, age, educational level and teaching experience were analyzed and the results presented in table and charts.

### 4.3.1 Teachers' Gender Representation

The study established that 81.8 percent of the headteachers were females while their male counterparts constituted only 18.2 percent. On the other hand, 85.3 percent of the teachers were females while males constituted only 14.7% percent. This suggests that the teaching profession in public primary schools in Nairobi West district is dominated by the female gender. Table 4.1 tabulates the gender representation in the district.

**Table 4.1: Gender Representation Of Teachers In Public Primary Schools In Nairobi West District**

Gender	headteachers		Teachers		Total	
	F	%	F	%	F	%
Male	2	18.2	19	14.7	21	15.0
Female	10	81.8	107	85.3	117	85.0
<b>Total</b>	12	100.0	126	100.0	138	100.0

From table 4.1 it was evident that majority of the teacher respondents (85) were females.

### 4.3.2 Age Representation of teachers

The age range of teachers and headteachers varied from across the profession as tabulated in table 4.2.

**Table 4.2: Age Representation of the Respondents**

Age (years)	Head teachers		Teachers		Total	
	F	%	F	%	F	%
less than 30	0	0	7	5.3	7	4.7
31 - 40	3	23.1	42	33.3	45	32.3
41 - 50	7	61.5	53	42.1	60	44.1
50 and above	2	15.4	24	19.3	26	18.9
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>126</b>	<b>100.0</b>	<b>138</b>	<b>100.0</b>

The study observed that none of the headteachers respondent was below thirty years of age. Majority of the head teachers (61.5 percent) were aged between 41 and 50 years of age suggesting that seniority is directly influenced by age. Whereas all the age groups were represented by the teachers, majority of the teachers (42.1 percent) were aged between 41-50 years. Notably, the teachers below thirty years of age were only 5.3 percent suggesting that younger

workforce is not being recruited in the district. This could pose a challenge in future in terms of succession planning given that 63% are set to retire in the next 10 years.

### 4.3.3 Academic Level

The educational level among the respondents varied across as shown in table 4.3

**Table 4.3: Academic Level of the Respondents**

Highest academic qualification	Headteachers		Teachers	
	F	%	F	%
Masters	1	8	8	7
B.Ed	6	54	31	25
B.Com	0	0	1	1
Diploma	2	15	26	21
Pl Certificate	1	8	47	37
Others	2	15	13	10
<b>Total</b>	<b>12</b>	<b>100</b>	<b>126</b>	<b>100</b>

From the analysis, majority of the teachers have attained graduate and post graduate education. A total of 54 percent of the teachers and 25 percent of the headteachers have attained university degrees in education and commerce.

Another 8 percent of the teachers and 7 percent of the headteachers have attained Masters Degrees, demonstrating a highly educated workforce. Notably Nairobi West District is proximate to Nairobi city where graduate and post graduate education is easily accessible through school based, distance learning and evening class programmes suggesting that most of the teachers have enrolled for these courses.

#### 4.3.4 Teaching Experience

The teaching experience of the respondents was as tabulated in table 4.4.

**Table 4.4: Teaching Experience of the Respondents**

Range	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
less than 6 years	3	23.08	7	5.38
6 - 10 years	1	7.69	9	6.92
11 - 20 years	3	23.08	50	38.46
21 -30 years	4	30.77	49	37.69
More than 30 years	2	15.38	14	10.77
No response	0	-	1	0.77
<b>Total</b>	<b>13</b>	<b>100.00</b>	<b>130</b>	<b>100.0</b>

According to table 4.4, majority of the teachers (87 percent) have taught for more than 10 years implying that they were well informed about life skills.

#### **4.4 Analysis of data as per objectives of study**

The data collected was used to establish the findings for each study objective.

##### **4.4.1 Relevance of life skills curriculum in public primary school in Nairobi West Districts.**

The study observed that life skills is taught in various classes, ranging from standard one to standard eight with majority of the teachers teaching standard 4 to 8. The number of children enrolled in life skills ranged from 12 to 30 pupils per school. Out of the total number of pupils who had enrolled 47.4% of the teachers confirmed that 1 to 30 pupils have dropped from the schools because of various reasons including, transfer to other schools, Instability in their homes, sickness, Change of residence, Separation of parents, Early marriage, Lack of proper guidance from home, pregnancy and death.

The study established that 36.2 percent of the teachers have attended life skills training. The organizers of the training cited by the teachers included Kenya Institute of Education (KIE), City Education Department, Don Bosco, Lions Club of Kenya, KPPE, Ministry of Education, World Vision and PBH. The head teachers confirmed that they have between 10 to 30 teachers out of which 10 percent have been taken through in-service courses in life skills.

The in-service courses have helped the teachers handle life skills lessons, helped in team building and helped them to teach life skills. According to the head teachers anybody can teach life skills, including parents and peers educators. The skills learnt have helped the teachers to teach effectively, to appreciate the teaching methodology, to improve and enrich the training content, to implement counseling and decision making in order to mould pupils' behaviors.

The study established that majority of the teachers (61 percent) had not attended life skills training, although they were willing to attend if given the opportunity. According to the teachers, life skills is very important in primary schools and all teachers should be trained through in-service course. Table 4.5 shows the proportion of the teachers who have attended life skill training.

**Table 4.5: Teachers' Attendance for Life Skills Training**

Responses	Frequency	Percent
Yes	42	36.2
No	71	61.2
Did not respond	3	2.6
<b>Total</b>	<b>116</b>	<b>100.0</b>

From the analysis 36.2 percent had attended life skills training course, 75% were teaching the course in their schools suggesting that 38.8% who teach life skills are



not trained which is in agreement with WHO (2000) and Republic of Kenya (2008) that LSE programmes in primary schools in developing countries lack expertise. This observation is presented in table 4.6. However, as shown in table 4.4 majority, 38.8% had taught between 11-15 years hence using teacher centered methodologies they can train LSE as noted by Mai (1999).

**Table 4.6 : Teachers’ Allocation for Life Skills Classes.**

Do you teach life skills education	Frequency	Percent
Yes	87	75.0
No	22	19.0
No response	7	6.0
<b>Total</b>	<b>116</b>	<b>100.0</b>

The study established that the topics taught in public primary schools include; empathy, communication, relationship, assertiveness and critical thinking, conflicts resolution, coping with emotions and stress, dealing with peer pressure emotion, self- awareness and relationship. HIV/ AIDS, health, gestures and family life the findings is in agreement with the findings on life skills education content in the Republic of Kenya (2008).

The study also observed that life skills is also taught through co-curricular activities like the social clubs. The teachers were asked to identify co-curricular activities related to life skills education in their schools. The findings were presented in table 4.7.

**Table 4.7 : Co-Curricular Activities Related to Life Skills Education in Public Primary Schools**

Responses	Frequency	Percent
Wildlife club	1	7.7
Environment club	1	7.7
Scouts club	3	23.1
Peer Educators club	8	61.5
<b>Total</b>	<b>13</b>	<b>100.0</b>

From table 4.7 it was observed that the peer educators club was the most effective co-curricular social club in the dissemination of life skills as shown in table 4.8. The scouts club, environment and wildlife clubs also had a fair share of their contribution. The respondents further identified the following as the topics discussed in these social clubs: Empathy communication relationship, Assertiveness and critical thinking, Communication , Conflicts resolution, Coping

with emotions and stress, Dealing with peer pressure Emotion, self awareness and relationship, HIV/ AIDS peer pressure, health, gestures and family life.

**Table 4.8 : How Life Skills Education is Taught in Class**

Training approach used	Frequency	Percent
As a stand alone	56	48.3
Integrated curriculum	30	25.9
Infused subject	21	25.8
<b>Total</b>	<b>107</b>	<b>100</b>

The most popular methodology used by the teachers is “stand alone” where the discipline is taught as a subject alongside other subjects like Science, English Religious Education and Social studies. This was confirmed by 48.3 percent of the respondents. Another 25.9 percent were of the opinion that the discipline should be covered through integration and infusion with other subjects concurring with the recommendation by (KIE, 2008).

The study observed that the approach recommended by KIE include: Brain storming, case studies, discussion, role play, demonstration, explanation, lectures,

peer groups, drama, storytelling, question and answers, dramatization and poems. The teachers were asked to rank the adequacy of each of the approaches and the results were tabulated in table 4.9.

**Table 4.9 :How Life Skills Taught Class.**

Teaching methodology	Very adequate	Adequate	Inadequate	Total
story telling	63.81	34.29	1.90	100.00
Discussion	64.15	33.02	2.83	100.00
Case study	22.34	44.68	32.98	100.00
Lecture	6.06	33.33	60.61	100.00
Demonstrating	59.00	37.00	4.00	100.00
Question and answers	52.38	43.81	3.81	100.00

From table 4.9, the most popular methods were story-telling, discussion, demonstration and questions and answers. The least popular methods were case studies and lecture methods. Although Martinez (1998) observes that through Life Skills interactive training, student learn assertiveness, critical thinking, decision making and problem solving skills, in turn boost their self-confidence, self-esteem, self-control, and autonomy, the findings show that teachers in primary

schools use teacher centered methodologies due inadequacy of time for LSE programmes in schools.

On Adequacy of resources, the study observed that KIE has developed a curriculum, teacher’s handbook and pupil’s handbook on life skills education. These resources have been disseminated to all schools country wide. The respondents were asked to identify the resources they used to teach life skills education. The results were tabulated in Table 4.10.

**Table 4.10 :Resources Used To Teach LSE**

Resource	Always	Mostly	Sometimes	Not used	no response	Total
Radio	9.78	3.26	18.48	68.48	-	100.00
Resource person	4.26	10.64	62.77	21.28	1.06	100.00
Text books	45.63	29.13	11.65	13.59	-	100.00
pictures	21.00	32.00	35.00	12.00	-	100.00
Computers	2.17	4.35	91.30	2.17	-	100.00

Majority of the teachers 45.6% indicated that they always use text books to teach LSE. This confirms that the materials distributed by KIE are widely used in public

primary school in Nairobi west. Other resources used include; Computers which is sometimes used by 91.3% of the teachers and resource persons that are sometimes used by 61.77% of the teachers.

#### **4.4.2 Teacher's Perceptions on Training of Life Skills Education in Public Primary Schools.**

In order to establish teacher's perceptions on training of life skills education in public primary schools, a set of questions were posed to teachers and their responses presented in table 4.11.

**Table 4.11:Teacher's Perceptions on Training of Life Skills Education**

<b>Implementation Of LSE</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Total</b>
Life skills in primary school is relevant in preventing HIV/AIDS	7	3	90	100
Life skills Education does not change the students	88	2	10	100
Teaching of LSE is fulfilling	8	2	91	100
Teaching LSE is unnecessary workload for teachers	81	5	15	100
LSE teaching does not influence My personal life	83	4	13	100
LSE curriculum was hurriedly enforced	29	16	55	100
In servicing of teachers should have been given priority	5	1	94	100
The methodologies recommended are learner teacher friendly	8	9	83	100

The study established that life skills in primary school are relevant in preventing HIV/AIDS. This was confirmed by 90 percent of the teachers who indicated that Life skills Education changes the pupils' behaviour. Another 91% of the teachers agreed that teaching of Life skills was fulfilling and meaning, teaching Life skills is a necessary workload for teachers and it changes pupils' behaviour. They further confirmed that the methodologies in place are learner teacher friendly. About 94 percent confirmed that in - servicing teachers should be given priority for in service training. There was a mixed reaction to the curriculum in place with 55 percent highlighting that the curriculum was hurriedly done while 29 percent were of the opinion that the curriculum was well done.

The head teachers were asked about the perceptions of their respective teachers towards teaching of life skills education. They confirmed that teachers were ready and positive about teaching life skills and the experience since it is very educative. This finding is very important in promotion of LSE in primary schools as noted by Ngugi (2006). The school heads also highlighted LSE change the behavior and it's very useful to schools. However, according to headteachers the challenge of inadequate materials, textbooks, perceived negative attitude, and perceived low importance, have affected the full actualization of the implementation of the curriculum.



#### **4.4.3 To identify challenges that teacher's face in implementing life skills curriculum in public primary school in Nairobi West Districts.**

When teachers and headteachers were asked the challenges they faced in implementing LSE in public primary schools a number of challenges were identified including; the difficult in cultural background hence some topics cannot be explicitly said in public, family problems ranging from poverty to lack of basic skills and knowledge, inadequate fund to training teachers and acquisition of the requisite resources, inadequate reference materials, lack of adequate time allocation for LSE as the study established that LSE is taught during P.E hence its not given seriousness like other subjects since LSE is not examinable subject as teachers concentrate on examinable areas confirming the findings of Eshiwani's of the rationale of teaching. Lack of information as the study established that parents are not aware about life skills education. Lack of knowledge by teachers and inadequate resource persons, the learning resources/books/ visual aids are inadequate.

The challenge posed by the society especially exposure to pornography by media and press waters out the lessons taught in schools. Pupils are left in confusion when they see in the media what teachers have taught them to abstain, hence causing confusion. Head teachers agreed that the above scenario causes a counseling challenge on coping with stress, relations solving conflict, family life, friends and how to cope with them, issues in adolescence which cause of stress,

HIV AIDS, health education and social interaction, self control and self esteem. Lastly, lack of commitments from the stakeholders.

#### **4.4.4 Solution to the Challenges**

The above challenges can be solved through; allocating more time to LSE in schools, restriction on pornographic programmes displayed by Media, creating awareness of LSE among parents, provision of adequate training materials, teachers in-service and seeking for more resource persons.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter presents the summary, conclusion, recommendations of the study and the extent to which the research objectives have been achieved. The study focused on teachers' perceptions towards the implementation of life skills curriculum in public primary schools in Nairobi West District in Kenya.

#### **5.2 Summary of the study**

Government's policy on primary education to achieve UPE by 2005, which is a key strategy towards attaining overall EFA goal by 2015. This is to ensure primary schooling children get an opportunity to enroll and remain in school to acquire basic education and skills, (ROK, 2005). However, this was being faced with challenges of emerging issues like drug abuse, unwanted pregnancies, HIV/AIDS. Schmuck (2005) observes that in well-managed co-educational environments boys and girls learn to respect and value each other's ideas. Most teachers views that LSE curriculum is not properly prepared and even the volunteering teachers are not able to induct the regular teachers. This study was

set out to establish the perception of teachers in implementing LSE curriculum in public primary schools in Nairobi west district.

The study targeted a total population of 1258 teachers including 59 head teachers from the 59 primary schools in Nairobi West district. The sample was selected through simple random sampling technique where 126 teachers and 12 head teachers were selected. A total of 138 questionnaires were distributed and collected giving 100% response rate. The Statistical Package for Social Scientists (SPSS) and Microsoft's Excel computer software were used for data analysis. The following were the findings of the study.

### **5.3 Summary of Findings**

The first objective was to determine relevance of life skills curriculum in public primary school in Nairobi West District. The study established that life skills in primary school are relevant especially in prevention HIV/AIDS. This was confirmed by 90 percent of the teachers who indicated that Life skills Education changes the pupils' behaviour. The teachers indicated that teaching of Life skills was fulfilling and disagreed with the proposition that teaching Life skills is unnecessary workload for teachers. They further confirmed that the methodologies in place are learner-teacher friendly. Encouragingly, 94 percent confirmed that teachers should be given priority for in-service training. There was

a mixed reaction to the curriculum in place with 55 percent highlighting that the curriculum was hurriedly done while 29 percent were of the opinion that the curriculum was well done. Only 16 percent were indifferent about the curriculum.

The second objective was to establish teacher's perceptions on training of life skills education in public primary schools in Nairobi West Districts. The study observed that life skills are taught in various classes, ranging from standard one to standard eight with majority of the teachers teaching standard 4 to 8. The teachers confirmed that some pupils have dropped from the schools because of various reasons including, transfer to other schools, instability in their homes, sickness, change of residence, separation of parents, early marriage, lack of proper guidance from home, pregnancy and death. As such they did not benefit from the programme being taught.

The study established that 36.2 percent of the teachers have attended life skills training. The in-service courses have helped the teachers handle life skills lessons, helped in team building and helped them to teach life skills. According to the head teachers, the skills learnt have helped the teachers to teach effectively, to appreciate the teaching methodology, to improve and enrich the training content, to implement counseling and decision making in order to mould pupils'

behaviors. The study established that 61 percent of the teachers had not attended life skills training, although they were willing to attend if given the opportunity.

The study also observed that life skills are also taught through co-curricular activities like the social clubs. The peer educators club, scouts club, environment and wildlife clubs had a fair share of their contribution towards the course. The study identified the following as the topics discussed in these social clubs: Empathy, communication, relationship, Assertiveness and critical thinking, Conflicts resolution, coping with emotions and stress, Dealing with peer pressure Emotion, self awareness and relationship, HIV/ AIDS peer pressure, health, gestures and family life.

The study observed that the approach recommended by KIE include; Brain storming, case studies, Discussion, role play, demonstration, explanation, lectures, peer groups, drama, storytelling, question and answers, dramatization and poems. The study established that the most popular methods were story-telling, discussion, demonstration and questions and answers. The least popular methods were case studies and lecture methods.

On adequacy of resources, the study observed that KIE has developed a curriculum, teacher's handbook and pupil's handbook on life skills education. These resources have been disseminated to all schools country wide. Majority of

the teachers indicated they are always using of text books. This confirms that the materials distributed by KIE are widely used in public primary school in Nairobi west. Other resources used include Computers, Resource Persons and Radio broadcasts.

On the challenges of implementing life skills curriculum in public primary school in Nairobi West Districts the study established that there existed a number of challenges including: Difficulty in cultural backgrounds of the pupils, inadequate reference materials, lack of adequate time to deliver the content, lack of basic life skills knowledge, parents not aware about life skills education, lack of adequate knowledge by teachers, inadequate resource persons on life skills, lack of learning resources like books and visual aids and lack of seriousness on the part of teachers since life skills is not an examinable subject. The study also established that teachers have a lot of work load and have allocated little time for life skills.

The study also observed that inadequacy of teachers due to lack of training, inadequate materials and text books since the subject was not examinable, exposure to pornography and explicit content on the media and lack of seriousness from some teachers could also be challenges to the administration of life skills. The study further observed that there exists Counseling challenge on

coping with stress, solving conflicts, family life, friends, issues in adolescence, HIV\ AIDS, Self control and Self esteem.

#### **5.4 Conclusions of the study**

The study has observed that life skills training is a critical component of learning in primary schools and is relevant in the current environment facing pupils in schools and in life in general. The study confirmed that KIE has developed and disseminated a curriculum for use in public primary schools. However challenges existed in administration of the course because only a few teachers have undergone training on the curriculum. The study noted that the course is not examinable in national examinations and as such little effort was invested in the course. Books and training materials on life skills learning were inadequate text books for the number of pupils in a class due to the fact that priority for text books favored examinable subjects.

#### **5.5 Recommendation**

This chapter presents the recommendations from the study findings. In order to overcome some of the challenges faced in life skills education in schools, the study recommends that;

- i. More teachers be considered for life skills in-service training since currently only 36 percent of the teachers have been training on life skills education.



- ii. The study observed that time allocation for the course was not adequate. In some cases the course was taught alongside the Physical Education subject. The study recommends that this position be reviewed with a view of recognizing the course as a full subject and allocate time alongside other subjects in the timetable. On average one to two lessons per week could be adequate.
- iii. The study observed that some parents were not aware of the content of life skills. The study recommends creation of more awareness on the subject matter so that the parents and the community can supplement the efforts of the curricula in managing the pupils' behavior.
- iv. The government through the relevant ministries also needs to come in with clear policies on pornography, explicit and violence scenes and content displayed by media which affects passing on of the skills taught in schools.
- v. This study was conducted in public primary schools in Nairobi West District, Kenya. It is recommended that the study be replicated to other districts in the republic of Kenya as areas of further research. Findings from the studies should inform the policy makers in education on the right course of action to be taken in each case.

## **5.6 Area for Further Research**

From the study, the research recommends the following as areas for further research; The effectiveness of teacher in- service training on LSE and the impact of LSE in primary education towards the realization of the universal primary education.

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## APPENDICES

### APPENDIX A: INTRODUCTORY LETTER

UNIVERSITY OF  
NAIROBI  
P.O. BOX 92,  
KIKUYU

THE HEAD TEACHER  
..... PRIMARY SCHOOL

Dear Sir/Madam

**Re: Research Project on Perceptions of Teachers on the implementation of  
Life Skills Education**

I am Masters student in the Department of Educational Administration and planning , University of Nairobi. I am carrying out a study on *Teachers ' Perceptions towards Implementation of Life Skills Education* in Public Primary schools in Nairobi West District.

The purpose of this letter is to request you for permission to allow me to administer my questionnaires to your teachers. The information collected could be used for this study alone and utmost confidentiality could be observed.

Yours faithfully,

Linet Monyangi



## APPENDIX B: HEADTEACHERS' QUESTIONNAIRE

I am a post graduate student at the University of Nairobi, I am carrying out a research on Teachers' perceptions towards implementation of life skills curriculum in Public Primary Schools in Nairobi West District. Please complete each part as honestly as possible. All information collected could be treated with utmost confidentiality and your identity could not be revealed.

### Section A: Demographic Information (Kindly tick appropriately)

1. Gender: Male [   ]                      Female [   ]
2. Age:      Less than 30   [   ]   31-40   [   ]   41-50   [   ]   50 and above [   ]
3. Highest academic qualification  
Masters [   ]                      Bed    [   ]   Diploma      [   ]   Pl      [   ]  
Any Other Please Specify \_\_\_\_\_
4. Teaching experience as headteacher  
Less than 6 yrs [   ]      6 – 10 yrs [   ]      11 – 20 yrs [   ]  
21 – 30 yrs [   ]              More than 30 yrs [   ]

### SECTION B

5. How many trained teachers do you have in your school? \_\_\_\_\_
6. How many have been in-serviced for the teaching of life skills education \_\_\_\_\_
7. How has the in-service training in life skills benefited your teachers?  
\_\_\_\_\_
8. In your opinion who else can teach life skills? \_\_\_\_\_

9. Kindly tick in the spaces provided for the availability of the following materials

Statement	Available	Not available
i. Life Skill Education Primary Syllabus		
ii. Teacher's Handbook by K.I.E		
iii. Pupils Books Class 1 – 8 (Better Living)		

10. Are they recommended by the Ministry of Education? \_\_\_\_\_

11. Which methods are recommended for the teaching of life skills education?

\_\_\_\_\_

12. How is life skills taught in your school?

- a) As a stand alone curriculum [    ]
- c) As infused in other subjects [    ]
- b) As an integrated curriculum [    ]
- d) Any other (specify).....

13. Kindly tick (✓) in the spaces provided the adequacy of each of the following life skills teaching methodologies:

Teaching Methodologies	Very adequate	Adequate	Inadequate
a) Story Telling			
b) Discussion			
c) Case study			

d) Lecture			
e) Demonstrating			
f) Question and answer			

14. Which comment can you make about the availability of teaching learning resources? \_\_\_\_\_

15. How many teachers are teaching life skills education in your school How has the numbers affected the teaching of LSE? \_\_\_\_\_

16. Kindly tick any co-curricular activities related to life skills education in your school

Wildlife club [ ] Environmental [ ] Scouts club [ ] Peer educators club [ ]

17. How has the content taught in life skills assisted your school community to cope with the daily life challenges? \_\_\_\_\_

18. What are the perceptions of your teachers towards teaching of life skills education? \_\_\_\_\_

19. What are your opinions in the implementation of life skills education?  
\_\_\_\_\_

20. Please indicate how strongly you agree or disagree with the statements regarding the implementation of LSE using the key provided SD. Strongly Disagree, D. Disagree, U. Undecided, A. Agree, SA. Strongly Agree

Statement	SD	D	U	A	SA
i) Life Skills Education does not change the students behavior					
ii) Teaching of LSE is fulfilling					
iii) Teaching LSE is unnecessary workload for teachers					
iv) LSE does not influence my personal life					
v) LSE curriculum was hurriedly enforced					
vi) In servicing of teachers should have been given priority					
vii) The methodologies recommended are learner friendly					

21. In your opinion what challenges do you face in implementing life skills

Curriculum

Challenges	Possible solutions

**THANK YOU FOR YOUR PARTICIPATION**

## APPENDIX C: TEACHERS QUESTIONNAIRE

I am a post graduate student at the University of Nairobi, I am carrying out a research on Teachers' perceptions towards implementation of life skills curriculum in Public Primary Schools in Nairobi West District. Please complete each part as honestly as possible. All information collected could be treated with utmost confidentiality and your identity could not be revealed.

### Demographic Information Tick (✓) appropriately

1. Gender: Male [    ]                  Female [    ]
2. Age: Less than 30 [    ]    31-40 [    ]    41-50 [    ]    50 and above [    ]
3. Highest academic qualification  
Masters [    ]    B.Ed [    ]                  Diploma [    ]                  P1 [    ]  
Any other please specify \_\_\_\_\_
4. Teaching experience  
Less than 6 yrs [    ]    6 – 10 yrs [    ]    11 – 20 yrs [    ]    21 – 30 yrs [    ]  
More than 30 yrs [    ]

### SECTION B

5. Which class do you teach? \_\_\_\_\_
6. How many children were enrolled in the beginning of the year in your class? \_\_\_\_\_
7. How many have dropped? \_\_\_\_\_
8. In your opinion what are the causes of the drop out? \_\_\_\_\_  
\_\_\_\_\_
9. Have you attended any life skills education in-service course? \_\_\_\_\_
10. Who organized for the life skills education in-service course? \_\_\_\_\_

11. If you have attended LSE course, in which ways has it helped you in your teaching of LSE? \_\_\_\_\_

12. If your answer is No in question 9 above what are your views?  
\_\_\_\_\_

13. i) Do you teach life skills education? \_\_\_\_\_

ii) If yes list some of the topics \_\_\_\_\_  
\_\_\_\_\_

14. How is life skills taught in your class?

(a) as a stand alone [ ] (b) Intergrated curriculum [ ]

c) Infused subject [ ] d) any other (specify) \_\_\_\_\_

15. List some of the methods recommended by KIE for the teaching of LSE  
\_\_\_\_\_

16. From the methods you have listed which ones do you commonly use and your colleagues in teaching life skills \_\_\_\_\_

17. How has life skills education help you and your learners in your class?  
\_\_\_\_\_

18. Kindly tick (✓) in the spaces provided the adequacy of each of the following life skills teaching methodologies:

Teaching Methodologies	Very adequate	Adequate	Inadequate
a) Story Telling			
b) Discussion			
c) Case study			
d) Lecture			
e) Demonstrating			
f) Question and answer			

19. Kindly tick (√) in the space provided the resources you use in teaching life skills.

Resources	Always	Mostly	Sometime	Not used
Radio				
Resource person				
Text books				
Pictures				
Computer				

20. Kindly explain how the materials above have helped you in the teaching of Life Skills Education \_\_\_\_\_

21. What is the ratio of life skills textbooks in your class?

1:10 [ ] 1:5 [ ] 1:3 [ ] 1:2 [ ] Any other (specify) \_\_\_\_\_

22. Please indicate how strongly you agree or disagree with the statements regarding the implementation of LSE using the key provided SD. Strongly Disagree, D. Disagree, U. Undecided, A. Agree, SA. Strongly Agree

Statement	SD	D	U	A	SA
i) Life skills in Primary school is relevant in preventing HIV/AIDS					
ii) Life Skills Education does not change the students behavior					
iii) Teaching of LSE is fulfilling					
iv) Teaching LSE is unnecessary workload for teachers					
v) LSE does not influence my personal life					
vi) LSE curriculum was hurriedly enforced					
vii) In-servicing of teachers should have been given					



priority					
viii) The methodologies recommended are learner/ teacher friendly					

23. In your opinion what challenges do you face in implementing Life Skills Curriculum

Challenges	Possible solutions

THANK YOU FOR YOUR PARTICIPATION



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Our Ref: NCST/RRI/12/1/SS/587/3

Date: 29<sup>th</sup> June 2010

**Ms. Nyaberi Linet Monyangi**  
**University of Nairobi**  
**P. O. Box 30197**  
**NAIROBI**

Dear Madam,

## **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Teachers' perceptions towards the implementation of life skills curriculum in public primary schools in Nairobi West District, Kenya"* I am pleased to inform you that you have been authorized to undertake research in Westlands, Lang'ata and Dagoretti in **Nairobi West District, Nairobi Province** for a period ending **30<sup>th</sup> September 2010**.

You are advised to report to the **Provincial Commissioner, the Provincial Director of Education, Nairobi Province and the Director of City Education, Nairobi City Council** before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

A handwritten signature in dark ink, appearing to read 'P. N. Nyakundi'.

**P. N. NYAKUNDI**  
**FOR: SECRETARY/CEO**

Copy to:

The Provincial Commissioner  
Nairobi Province