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**FACTORS INFLUENCING IMPLEMENTATION OF LIFE SKILLS EDUCATION
IN PUBLIC PRIMARY SCHOOLS:
A CASE OF NAKURU NORTH DISTRICT, KENYA.**

BY:

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN
PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI.**

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DECLARATION

This research project Report is my original work and has not been previously published or presented for the award of a degree or diploma at the University of Nairobi or in any other university.


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DEDICATION

This research project is dedicated to my husband, Mr. Nahashon Mein and our children; Duncan Lang'at, Sylvia Mein, Dennis Mein and Davies Mein whose continuous support and inspiration has brought me this far.

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ABBREVIATIONS AND ACCRONYMS

MOE	-	Ministry of Education
ICRC	-	International Community of Red Cross
QASO	-	Quality Assurance Officers
UNESCO	-	United Nations Environmental, Scientific Cultural Organization
BEC	-	Basic Education Curriculum
LSBE	-	Life Skills-Based Education
CRC	-	Convention on the Rights of the Child
WHO	-	World Health Organization
AIDS	-	Acquired Immune Deficiency Syndrome
UPE	-	Universal Primary Education
ASALS	-	Arid and Semi-Arid Lands
TIVET	-	Technical Industrial and Vocational Education and Training
ECDE	-	Early Childhood Development and Education
GDP	-	Gross Domestic Product
ICT	-	Information and Communication Technology
ODE	-	Open and Distance Education
UN	-	United Nations
SAGA	-	Semi-Autonomous Government Agencies
ICE	-	Information Collection and Exchange
OPATS	-	Office of Overseas Programming and Training Support
PSA	-	Public Service Agreement
UK	-	United Kingdom
MoESD	-	Ministry of Education and Skills Development
NGOs	-	Non-Governmental Organisation(s)
CBOs	-	Community Based Organization

IBE	-	The International Bureau of Education
UNICEF	-	United Nations International Children's Fund
MHP	-	Mental Health Promotion and Policy
STDs	-	Sexually Transmitted Diseases
NAS	-	National Academy of Sciences
PLWHAs	-	People Living with HIV/AIDS
TOT	-	Training-of-Trainers
TB	-	Tuberculosis
STIs	-	Sexually Transmitted Infections
WSWM		World Starts with Me
EFA	-	Education for All
EMACK	-	Education for Marginalized Children in Kenya
KAS	-	Knowledge or information, Attitudes and values and Skills
SPSS	-	Statistical Package for Social Sciences
D.E.O	-	District Education Officer..

ABSTRACT

The focus of the study was to examine factors influencing implementation of life skills education in primary schools; this was motivated by declining Conflict resolution skills and knowledge as a result of the post-election violence of 2007/8 that left students with Traumatic Disorders coupled with aggressive behaviours. Life skills education was introduced into Primary Schools curriculum in the year 2008 to equip students and teachers with the adaptive abilities and positive behaviour that would enable them deal effectively with the demands and challenges of everyday life. The curriculum was designed to address issues on self awareness and esteem, coping with emotions and stress, interpersonal relationships, empathy, effective communication, assertiveness, peaceful conflict resolution and negotiation, decision making skills, peer pressure and peer resistance. The topics covered are adaptable to many different contexts and can be used to meet different psychosocial needs. Research shows that children exposed to violence develop negative emotions, aggressive behaviour and attachment disorders. The study adopted a descriptive survey design to collect primary data by interviewing and administration of questionnaires to a sample of individuals while secondary data was collected from Libraries and offices. The study focused on a target population of 856 teachers and 3 Quality Assurance Officers. Data collected was analyzed using Statistical Packages for Social Sciences and Microsoft Excel software. The results of the data analysis were tabulated to determine “factors influencing implementation of life skills education in public primary schools in Nakuru North District. The tabulation was based on Quality Assurance Officers and teachers’ responses and suggestions. The findings from the tabulated data helped the researcher to conclude and recommend that the following be done to help the government, NGOS and the Ministry of Education to facilitate the implementation of Life Skills Education in public primary schools: Life skills education curriculum be taught as a standalone subject not through integration or infusion, follow-up activity to be done on supervision of the curriculum in order to guide teachers on implementation process, the subject be one of the examinable subjects to increase teachers’ devotion and commitment in teaching life skills education and teacher education programs to teach life skills education as a core subject in order to equip teachers with the necessary knowledge, skills and attitude so that they can pass on the same to pupils in their respective learning institutions in order to improve their psychosocial competencies.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Overall growth, development and ability to make appropriate choices enhance students' academic performance; discipline is the pillar of success to education and in life. The special emphasis on the Life Skills program was in response to the unprecedented aftermath of the disputed presidential election results at the beginning of 2008 that left most students with post traumatic stress disorders. Life skills education was therefore, introduced into Primary Schools curriculum in the year 2008 to equip students and teachers with the adaptive abilities and positive behaviour that would enable them deal effectively with the demands and challenges of everyday life (WHO 1997). The study therefore sought to investigate the influence of socio-economic status, attitude and cultural factors on implementation of life skills education curriculum in public primary schools in Nakuru North District, a curriculum designed to address skills on knowing and living with oneself, others and effective decision making.

The topics covered are adaptable to many different contexts and can be used to meet different psychosocial needs. Life skills education was designed to address intrapersonal, interpersonal, intragroup and intergroup conflicts (MOE, 2008) because when self-understanding and expressiveness are emphasized, participants become more forthright and insightful (Moos, 2002). The host of factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills training are an efficacious tool for empowering the youth to act responsibly, take initiative and take control (Bandura, 1988).

Life Skills Education also refers to programs targeted primarily at young people and based on the need to promote healthy lifestyles through health education. Life skills education also emerged from a growing concern about certain health problems with particular impact on young people, including HIV/AIDS, sexual behaviour, drugs, peer influence, and youth suicide. The emphasis

of this approach is on basic personal and social skills, attitudes, and knowledge helpful in making positive decisions and lifestyle choices. Research shows that children exposed to violence develop negative emotions, aggressive behaviour and attachment disorders (Mbogori 1999), claims that the root cause of conflicts goes back to dormant childhood unresolved crises, which existed in a symbolic nature as their devastating stories affect them the way in which they learn to read and write (Taylor, 1993, P.143).

Many young people are caught up in conflicts every day, as they do not know how to manage, transform and resolve situations or differences. Considering the diversity within our society, the various backgrounds, perspectives and approaches to life, it is not surprising that conflict is part and parcel of our everyday life. Even though youth in church, do not use guns, machetes and burning of property, it can be the means they will resort to in the future (Adossi, 2009). If conflict resolution is not dealt with effectively, the youth of today will be the potential source of violence in tomorrow's society.

For life skills education to influence children and youth, they must attend school. The existence of mandatory public education is a necessary condition for accomplishing the goals of life skills education. Schools provide the means to reintegrate children and youth who have participated in violence back into civilian life and help them find meaningful and positive roles as civilians. Provision of education is fundamental to the success of any government in Africa's overall development strategy (Kenya Country Gender profile October 2007 p.12) and is required to re-establish normal social life in countries trying to end violent conflicts in order to give children and youth a rewarding and meaningful livelihood.

Peace education, an aspect of life skills aims at preventing further violence. It attempts to transform the war like behaviour of communication, (Barcoritch & Kadajifei, 2002) through transformative dialogue, a process, through which sides deal with disagreement or conflict between them through expressing themselves, listening to the other and taking in or empathizing with the emotions, experience, views and values of the other thus extending the boundaries of the self and including the other within the realm of relational moral responsibility. Perceptions and relations to the other are transformed and greater understanding, acceptance and connectedness to the experiences and positions of others are formed (Gergen, 1999).

Most countries have national education policies that include goals on good governance, life skills and importance of positive and productive relationship. In Australia, Canada, New Zealand and Norway there are organizations functioning actively which not only develop peace education Curriculum for schools, but also organize specialized training for organizations, teachers and individuals interested in these resolution skills for example, ICRC researches and disseminates knowledge about non-violent resolution of conflict in Australia and internationally. Other than developing peace education curriculum for schools in Vietnam, Sierra-Leone and Victorian schools in Australia, it also develops software measuring children's conflict resolution skills (Mikayelyan et al, 2006).

As with any curriculum, the adoption of the program depends on the quality of resources and learning environment. The strategy for developing a new curriculum can take the form of periphery model pilot, school-periphery model or Net-work model (Farrant, 2005). In Africa most conflicts like those in Ivory Coast, Sierra Leone, Angola, Mozambique and Liberia, have documented violations of international humanitarian laws against children. These violations are: Use of children in combat or combat support roles for example in Sierra Leone, forced recruitment of children (child soldiering) into the armed groups in any capacity as happened in Liberia, East Timor, Sudan, Sierra Leone and the Democratic Republic of Congo.

The capacity of school systems to include peace education, initiatives vary according to the traditions and current concerns of the country. In Kenya, the current school curriculum addresses issues related to citizenship, patriotism and fostering of national unity, which are major aspects of peace education. The meaning and relevance of peace education as an aspect of life skills arises out of students day-to-day personal experiences in building and maintaining peace in the school. Schools should provide the setting where students may be educated in the competences and attitudes they need to build and maintain long-term peace. These depend on having common goals that unite all members of a society, not just information about peace. Schools should provide a setting where peace may be lived and experienced not just talked about. To experience peace, schools need to be integrated and school life needs to reflect co-operation and constructive conflict resolution inherent in a peaceful society (MOE 2010 p 90-91).

Peace should be woven to the fabric of school life primarily through instructional methods. It is reflected in the way lessons are taught, Student-student and student-teacher conflicts are managed, decisions are made, and intellectual conflicts are resolved. Because the competencies and values every student should master for peace to be established and maintained take years, their use should pervade classroom life from an elementary through post secondary education to avoid competition among the formerly disputing groups for economic resources and educational achievement will institutionalize the conflict and encourage further violence. As long as the disputants are isolated from each other, continued conflict may be institutionalized. Peace education is concerned with fostering schools where students work together to achieve mutual goals and distribute the benefits justly. This is done through cooperative learning (Johnson & Holubec, 1998a, 1998b). It is within cooperative learning groups that personal relationships and emotional support are developed that allow for candid conversations about the conflicts previous to the peace agreement. Candid conversations allow for reconciliation, forgiveness and giving up of an identity as a combatant or victim.

1.2 Statement of the problem

The post-election violence in 2007/2008 left students with Post Traumatic Stress Disorders coupled with aggressive behaviours. It is for this reason that the researcher sought to investigate factors influencing implementation of life skills in public primary schools in Nakuru North District since some teachers have attended life skills education seminars, yet the program has taken long to take off even after the development and introduction of life skills education curriculum in September 2008 in Basic and Teacher education that mandates the promotion of a culture of peace in education concepts, skills and values in the learning content of basic education.

According to Berecovitch (1999), conflict is a phenomenon which most of us experience firsthand but only a few of us go far towards understanding. Vanier (2005) states that conflict is a part of life because we are part of an evolving humanity, (Machira, 2008) whenever two or more people have to do something together, because of our limitations in communication, problems will occur whether it is intentional or unintentional, although Reconciliation after conflict is not easy, it is the only way forward Tutu (1999). Youth are the future generation, therefore, Conflict among

the youth should be dealt with effectively and appropriately, by defending the oppressed without hurting the oppressors, reproach, errors without antagonizing those who err, denounce scandals and sins without ceasing to show compassion to sinners, seek out the corrupt without weakening to vice in a word. be a father and a judge at the same time. Mbogori (1999), claims that the root cause of conflicts goes back to dormant childhood unresolved crises, which existed in symbolic nature. Many young people are caught up in conflicts every day, as they do not know how to manage, transform and resolve situations or differences. If conflict resolution is not dealt with effectively, the youth of today will be the potential source of violence in tomorrow's society.

Considering the diversity within our society, the various backgrounds, perspectives and approaches to life, it is not surprising that conflict is part and parcel of our everyday life. Even though youth in church, do not use guns, machetes and burning of property can be the means they will resort to in the future (Adossi, 2009). Conflict starts in the heart, from bitterness after an experience hence the need for life skills education curriculum since the great end of knowledge is not knowledge but action (Abayo, 1999).

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing implementation of life skills primary education curriculum in public Primary Schools in Nakuru North District, Rift Valley Province, Kenya.

1.4 Objectives of the study

The overall objective of this research was to investigate factors influencing implementation of life skills primary education curriculum in public Primary Schools in Nakuru North District. To achieve this objective, the study aimed at meeting the following specific objectives:

1. To determine how socio-economic factors influence implementation of life skills primary education curriculum in public primary schools, in Nakuru North District.
2. To establish how cultural factors influence implementation of life skills primary education curriculum in public primary schools, in Nakuru North District.
3. To investigate how the attitude of teachers influence implementation of life skills primary education curriculum in public primary schools, in Nakuru North District.

1.5 Research Questions

The following research questions were formulated to guide the research process:

1. To what extent do socio-economic factors influence implementation of life skills education curriculum in public primary schools, in Nakuru North District?
2. To what extent do cultural factors influence implementation of life skills education curriculum in public primary schools, in Nakuru North District?
3. To what extent does the attitude of teachers and pupils influence implementation of life skills education curriculum in public primary schools, in Nakuru North District?

1.6 Significance of the study

The significance of this research was to investigate and document factors influencing implementation of life skills education in selected schools in Kenya. The study will assist the United Nations agencies and the public, on curriculum about the necessary policies to improve implementation of life skills education in Kenya. The study is expected to be of great significance to the government policy makers, community, teachers and pupils.

1.7 Basic assumption of the study

The basic assumption of the study was that life skills education curriculum, had not been implemented as a subject in Nakuru North District since its introduction in September 2008. The study also assumed that the respondents would answer the questions correctly and truthfully.

1.8 Limitation of the study

The study focused on subjects from selected school within Nakuru North District hence no wider generalization of the findings of the study was done. The research considered the thematic area namely life skills education. The problem of long distance from one school to another and difficulty of collecting data due to tight education working schedule was overcome by good planning.

1.9 Delimitation of the study

The study was carried out in selected Primary Schools in Nakuru North District. The focus was on Quality Assurance Officers (QASO) and teachers. The study was carried out in the period between November 2010 and July 2011.

1.10 Definition of the significant terms

Peace Education: Education program aimed at promoting nationalism, cohesion and harmonious school environment and the society.

School: A learning institute where learners acquire knowledge and skills.

Formal education: Entails constructive values/ideas of behaviour and altitude that are part of peace education of justice.

Teachers: People who are trained to create opportunities for learners to acquire knowledge and skills.

Candid conversation: Involves honest and detailed sharing of past experiences pain and insight involved in the healing of past trauma.

Co-operative learning: Is the instructional use of small groups so student work to maximize their own and each other's learning.

Basic education: Education intended to meet the basic learning needs that lay the foundation on which subsequent learning can be based. It encompasses early childhood, elementary and secondary education as well as alternative learning systems for out-of-school youth and adult learners, and includes education for those with special needs.

Teacher Education: education comprised of both pre-service and in-service education of teachers intended to equip them with competencies prescribed by accepted standards.

Non-formal educational: any organized, systematic educational activity carried outside the framework of the formal system to provide selected types of learning to segment of the population.

Informal education: a lifelong learning process which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences at home, at work at play and from life itself.

Culture of peace: consists of values attitudes, behaviours and ways of life based on non-violence, respect for human rights intercultural understanding tolerance and solidarity sharing and free flow of information and the full participation and empowerment of students (UNESCO, 1995).

Peace Education Exemplars: compendia of lessons in different grade and year levels in the elementary and high schools that highlight values and concepts related to peace. Each lesson in the exemplars is written in the lesson plan format so it may properly guide the teachers who are targeted as the end users. The idea is to provide them with examples on how to teach their students about peace through the teaching of their regular lessons as found in the Basic Education Curriculum (BEC) of the department of Education.

Life skills are “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.

Adaptive: means that a person is flexible in approach and is able to adjust in different circumstances.

Positive behavior: implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

Livelihood skills: or **occupational/vocational skills** refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation.

Culture: the way of life, especially the general customs and beliefs of a particular group of people at a particular time.

Psychosocial competence: is a person's ability to deal effectively with the demands and challenges of everyday life.

Positive Attitude in Reality: Positive attitude is more than thinking good thoughts; it is the ability to access a beneficial state of mind regardless of your situation.

Attitude: An attitude is a mental and neutral state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

1:11 Organization of the study

The report contained five chapters:

The first chapter formed the introduction, background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumption of the study, limitation of the study, delimitation of the study, definition of the significant terms and organization of the study.

Chapter two dealt with literature review, introduction, the concept of Life Skills, principles of behaviour change and how the Life Skills program Mirrors these Principles, Education policy framework, the philosophy of education in Kenya, socio-economic status, cultural issues, attitude and conceptual framework.

The third chapter covered introduction, research design, target population, sample size and sampling procedure, research instruments validity of data collection instruments, reliability, data analysis techniques, ethical consideration, operationalization of variables, and summary of research methodology.

Chapter four focused on introduction, questionnaire return rate, background of the respondents, distribution of the respondents by gender, distribution of the respondents by age, distribution of the respondents by level of education, socio-economic status and life skills education, number of teachers trained and life skills education, position held by respondents and life skills education, teachers' income versus life's demands, budgetary allocation for life skills, cultural issues and life skills education, number of male and female life skills teacher, implementation of life skills education, attitude issues on life skills education, consideration for further training in life skills education, interest of respondents in teaching life skills topics and Life skills education.

Finally chapter five provided the introduction, Summary of findings, Discussion of findings, Conclusions, Recommendations, Contribution to the body of knowledge and Suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Life Skills-Based Education (LSBE) has a long history of supporting child development and health promotion. The Ottawa Charter for Health Promotion (1986) recognized life skills in terms of making better health choices. The Convention on the Rights of the Child (CRC) (1989) linked life skills to education by stating that education should be directed towards the development of the child's fullest potential. The Jomtien Declaration on Education for All (1990) took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life. The Dakar World Education Conference (2000) took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included life skills in two out of the six EFA Goals.

Life Skills Education is one of the strategic means by which the goals of 'learning society' can be achieved. According to Nyerere (1970), the education system has a purpose to transmit from one generation to the next of the accumulated wisdom and knowledge of the society and to prepare the young people for the future membership of the society and their active participation in its maintenance or development. Whether in formal or non-formal educational settings (ECDE 2009), the processes that support quality education include well-trained teachers; supportive, child-friendly and gender-sensitive classrooms; participatory and active learning strategies; and monitoring and evaluation of programmes. Training mentors in participatory methods to deliver quality life skills-based education is an important component of the programme. Bernnaars, (1993) argues that education both formal and informal is "widely regarded within the world as an indispensable means to make people at all levels development conscious". We need to impact values at home and in School. This involves parents, teachers, the government and every one of us, since we are all educators. As recommended by Delor's report of UNESCO, (2000) advancing towards learning society built upon the four pillars of education thus Learning To Be, Learning To Know, Learning To Do and Learning To Live Together is a fresh approach.

The teaching of life skills appears in a wide variety of educational programmes with demonstrable effectiveness, including programmes for the prevention of substance abuse (Botvin et al., 1980, 1984; Pentz, 1983) and adolescent pregnancy (Zabin et al., 1986; Schinke, 1984), the promotion of intelligence (Gonzalez, 1990), and the prevention of bullying (Olweus, 1990). Educational programmes teaching these skills have also been developed for the prevention of AIDS (WHO, 1994), for peace education (Prutzman et al., 1988), and for the promotion of self-confidence and self-esteem (TACADE, 1990). Teaching life skills in this wide range of promotion and prevention programmes demonstrates the common value of life skills for health promotion, beyond their value within any specific programme.

It is a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behaviour while interacting with others, his/her culture and environment. Psychosocial competence has an important role to play in the promotion of health in its broadest sense; in terms of physical, mental and social well-being (Adossi, 2009). In particular, where health problems are related to behaviour, and where the behaviour is related to an inability to deal effectively with stresses and pressures in life, the enhancement of psychosocial Competence could make an important contribution (Alison, 2006). This is especially important for health promotion at a time when behaviour is more and more implicated as the source of health Problems. The most direct interventions for the promotion of psychosocial competence are those which enhance the person's coping resources, and personal and social competencies. In School-based programmes for children and adolescents, this can be done by the teaching of Life skills in a supportive learning environment using different methods since the challenges facing young people today have changed significantly from those affecting previous generations; some simply did not exist before, and others have intensified or become more complex. The causes of these problems are complex and multifaceted, and so they are unlikely to be solved quickly or simply. As part of a comprehensive, multi-strategy approach, a life skills approach may help to contribute to a reduction in the harm associated with issues like sexual exploitation, and to maintaining and promoting healthy lifestyles.

Life skills-based education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses including as expressed in World Youth Report (2003), World Program for Human Rights Education (2004), UN Decade on Education

for Sustainable Development (2005), UN Secretary General's Study on Violence Against Children (2006), 51st Commission on the Status of Women (2007), and the World Development Report (2007). Expected learning outcomes include a combination of knowledge, values, attitudes and skills with a particular emphasis on those skills that related to critical thinking and problem solving, self management and communication and inter-personal skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings.

The syllabus is presented in the form of skills developed in spiral approach so that skills acquired in the previous levels become the foundation for the next level. The course will promote learners overall growth, development and ability to make appropriate choices which enhance academic performance as well as deal with the issues that are likely to be distracters in their learning. Teachers are therefore encouraged to embrace life skills as an opportunity for realizing good discipline which is the pillar of success to education and in life. The topics covered are self awareness, self esteem, coping with emotions and stress, interpersonal relationships empathy, effective communication assertiveness conflict resolution and negotiation, skills of effective decision making and peer pressure (MOE, 2008).

However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. The Ten core Life Skills as laid down by WHO (1997, p.1) are in three categories:

a) The Life skills of knowing and living with one self: these skills are; self awareness, self esteem, coping with emotions and coping with stress. Self-awareness includes recognition of 'self, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others. Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax. Coping with emotions means involving recognizing emotions within us and others, being aware of how emotions influence

behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately

b) The skills of effective decision making. Such skills include: critical thinking creative thinking, decision making and problem solving. Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media. Creative thinking is a novel way of seeing or doing things that is characteristic of four components; fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas). Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have. Problem solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

c) The skills of knowing and living with others. These skills are: Empathy, effective communication, assertiveness and peer pressure resistance (interpersonal relationship). Empathy deals with having a successful relationship with our loved ones and society at large, we need to understand and care about other people's needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We are more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we are able to elicit support from others, and win their understanding. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and

assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support. Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears, it may mean being able to ask for advice and help in a time of need. Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being, keeping good relations with family members which are an important source of social support or to end relationships constructively.

2.2 The Concept of Life skills

There are many different understandings of life skills but no definition is universally accepted. Different organizations attach different meanings to the term. The International Bureau of Education (IBE) derives its understanding from the Delor's four pillars of learning to know, learning to do, learning to be and learning to live together and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis. Life skill training originated from an educational perspective and is based on a humanistic, cognitive and behavioural frame of reference (Ebersohn & Jacobs, 2000). Life skills training can therefore also impact on risk behaviour related to HIV/AIDS, which is associated with various processes at the individual (such as self-esteem, awareness of personal risk), interpersonal (such as peer group norms, gender roles) and community and cultural levels (Campbell & Williams, 1998).

UNICEF (2002) defined life skills as psychological and interpersonal skills that vary according to the topic. For example decision making may feature strongly in HIV/AIDS prevention whereas conflict management may be more prominent in a peace education programme. According to UNICEF it is ultimately the interrelations between the skills that produces powerful behavioural outcomes, especially where this approach is supported by other strategies such as media, policies and health services.

The life skills defined in a general way mean a mix of knowledge, behaviour, attitudes and values and designate the possession of some skill and know-how to do something of reach and aim. They include competencies such as critical thinking, creativity, ability to organize, social and communication skills, adaptability, problem solving, ability to cooperate on a democratic basis that are needed for actively shaping a peaceful future. Value that need to be reinforced include democracy, egalitarianism, social justice, rule of law, learning to live together, secularism, peace, non violence for self image and self confidence and respect for others (Daswani 2002).

According to World Health Organization (1997a p.1) life skills are “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. They represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills, such as crafts, money management and entrepreneurial skills. Health and livelihood education however, can be designed to be complementary to life skills education, and vice versa. Every school should enable children and adolescents at all levels to learn critical health and life skills which should be comprehensive, integrated life skills education that can enable young people to make healthy choices and adopt healthy behaviour throughout their lives” (World Health Organization, 1997b, p. 80).

2.3 Principles of Behaviour Change and how the Life Skills Program Mirrors these Principles

The seven principles listed below are based in part on the NAS work:

1 The Life Skills program assumes that you will begin by teaching basic information about HIV/AIDS, STDs, unwanted pregnancy, drugs, or other pressing community problems.

2. When working with Life Skills, avoid fear and negativity, and instead focus on positive messages creating, maintaining, and reinforcing healthy behaviours, and working towards a better life for everyone in the community young people, women, men, and People Living with HIV/AIDS (PLWHAs).

3. People are more likely to try behaviours they feel capable of performing. It is important to teach people the skills for engaging in the desired behaviours. Seeing examples of people engaging in the healthy behaviour will help a person believe that he or she too can engage in that behaviour. Life Skills systematically attempts to build skills for healthy behaviour. This is the crux of the Bridge Model of behaviour change. Many programs provide “one-shot” information to large numbers of people. A Life Skills program works with a small group of people over a longer period of time to motivate participants to adopt a new behaviour, to teach and model the skills necessary to successfully adopt that behaviour, and to continually reinforce those new skills, until participants “feel capable of performing” healthier behaviour. Peer educators can further reinforce this, as they provide a positive example of healthy behaviour.

4. Individuals are more likely to adopt a new behaviour if they are offered choices among alternatives. For example, rather than just promoting abstinence or condoms, give ranges of possible behaviours that reduce risk, like practicing less risky sexual behaviours, getting an HIV test with your partner, and so on. Life Skills helps develop critical thinking skills so participants learn a number of alternatives in dealing with a difficult situation. Participants are thus exposed to many choices in terms of negotiating healthier behaviour.

5. Campaigns should create environments that encourage change. Work to change social norms in favor of healthy behaviour. Peer education programs provide a support base for change, as accepted peers model behaviours. Working with community leaders or a PLWHA group around an HIV/AIDS program can reduce the stigma of the disease and create an environment that encourages change. Because change is easier if one’s environment encourages it, Life Skills programs emphasize working with a community holistically. For example, if you are interested in working with young people, first provide Training-of-Trainers (TOT) to community leaders such as mayors or chiefs, headmasters, government officials and parents. Then have a TOT for teachers in the school in which you work, or if you are working with young people outside the

school system, consider training the nearest adult role models in that community. Those workshops introduce the entire community to the program, create the possibility that those trained will begin programs of their own with their new skills, and will serve as a powerful support to the program that you begin with young people. You may also wish to consider training youth peer educators before moving.

6. Change is more likely in a community if influential people adopt the change. Since it is clear that influential people can drive change, peer educators can be an effective addition to your Life Skills program. Young people often seek health or sex related information from their peers before discussing these issues with adults. Training influential young people to serve as role models in their peer group can thus dramatically increase the impact of your program.

7. Relapse is expected. It is important to continually recreate the Bridge Model to assist those who have already fallen into damaging behaviours. Therefore, any program that seeks to change behaviours over time needs to build in ways to maintain those behaviours and to help bring people "back on the path" to positive behaviours after they have relapsed. A Life Skills Program focuses on building the "planks" in the bridge—working on the individual skills that help people to make healthier decisions about their lives. Relapse is expected in any behaviour change, so we must build in "life-preservers" or ways to bring people back onto the "bridge" should they suffer the consequences of a negative behaviour.

Findings from the World Bank (WB 2000) yield a clear and strategic role for governments to play in skills development as part of actions towards the achievement of Millennium Development Goals for poverty reduction and Education for All (EFA). Kenya does not have adequate policy to support development of life skills early in the life of its youth. Life skills on which Technical industrial and Vocational Education and Training (TIVET) entirely depend must be formed very early in life. To ensure effective acquisition of TIVET, behaviour formation must be focused early to forestall the need to work on behaviour change.

Skills for Life are the national strategy in England for improving adult literacy, language and numeracy skills. The strategy was launched by the Prime Minister, Tony Blair, in March 2001. The Skills for Life strategy sets out how the Government will reach its Public Service Agreement (PSA) target to improve "the basic skill levels of 2.25 million adults between the launch of Skills

for Life in 2001 and 2010, with a milestone of 1.5 million in 2007". This PSA target is part of the wider objective to "tackle the adult skills gaps", by increasing the number of adults with the skills required for employability and progression to higher levels of training. The Leitch Review (2006) commissioned by the Government, has indicated the next likely Skills for Life target. The Review recommends that the UK commit to becoming a world leader in skills by 2020 with a basic skills objective "for 95% of adults to achieve the basic skills of functional literacy and numeracy" by 2020 (a total of 7.4 million adult attainments over the period). As part of the Skills for Life strategy, a nationwide survey of basic skills (Skills for Life Needs and Impact Survey) was published in 2003. The survey showed that of the adult population aged 16–65 in England: 5.2 million (16%) have literacy 15 million (46%) have numeracy skills) Only 18% achieved Level 2 in both literacy and numeracy. Estimates place the cost to the country of poor basic skills at £10 billion a year. This takes account of the effect of lower incomes, reduced productivity, poorer health and the cost Benefit.

In Botswana the Ministry of Education and Skills Development (MoESD 2008), developed a National life Skills Framework based on agreed learning outcomes and indicators that would serve as a quality standard for life skills programmes provided by many partners in Botswana, including schools, non-government organisations, religious organizations and other public and private sector entities. The Framework identified the following three priority learning areas and their respective summary content areas; Identity and well being(a. Botho and dignity and b. Healthy life styles) Living in a world with HIV and AIDS(a. Prevention of HIV infection and treatment (Care and Support) and Sustainable futures (Economy and livelihoods and the Environment). The Framework outlines expected learning outcomes for pre-school children up to the age of 18 years. Indicators for each of the learning outcomes were developed. The major goal of MoESD (2008) is that life skills education in Botswana should enable children to live lives that are: healthy, safe and secure (*boitekanelo jwa mmele, moya le maikutlo*) , moral, open, tolerant, caring, compassionate and being humane (*botho*) 3. Educated and informed (*thutego ya popota/motia*) 4. productive, prosperous and innovative (*tsweletso, itshetso*) and united, just and proud (*hommogo le bokgoni*). Life skills content is currently infused in a variety of curriculum subjects in the national school curriculum. The Guidance and Counseling programme, offered at both primary and secondary school levels, is the major school-based life skills intervention in the

public schools system. The Guidance and Counseling programme is taught using curriculum guidelines. The programme is not part of national examinations. At primary school level, the guidance and counseling programme is expected to be taught by every teacher with a senior guidance and counseling teacher coordinating the programme activities in the school. At secondary school level however, each school has a guidance and counseling teacher who delivers the programme to all classes. Pre-school education is mainly provided by the private sector, with a few centers run by NGOs and CBOs.

World Population Foundation (2003), in cooperation with Butterfly Works and School Net Uganda, developed and implemented an innovative, online curriculum on sexual and reproductive health and rights: the World Starts with Me (WSWM). This low-tech and easy to adapt tool was initially developed in Uganda and currently being adapted and piloted in Kenya, Indonesia and Thailand. To guide and support local partners during the adaptation process, World Population Foundation has developed a manual that describes steps to be taken to effectively implement WSWM. WSWM is based on the following principles: openness and acceptance of young people's sexuality, not on taboos, a positive, non-judgmental approach towards sexuality, not on fear or control, equity in gender and sexual orientation, the rights of young people to accurate and correct information and to self-determination, in order to make own responsible choices and active participation of young people, seeing young people as actors and agents of change instead of recipients.

2.4 Education Policy Framework

Most countries have national education policies that include goals on good governance, life skills and importance of positive and productive relationship. The evolution of the educational policies in independent Kenya dates back to 1964 with the production and publication of the Ominde Report that proposed an education system that would foster national unity and development of the Gachathi Committee of 1976 that focused on reforming the structure of education; followed by Mackay Report of 1981 whose recommendation led to the establishment of the 8:4:4 system of education. the Sessional paper No. 6 of 1988 addressed financing of education as its running theme and was an outcome of the Kamunge Report (MOE Strategic Plan 2006-2011 P.3).

The rationale for the strategic plan was to provide a road map for implementing the policies spelt out in the Sessional paper No. 1 of 2005 and programs presented in Kenya Sector Support Program (KESSP) that provide resources to districts to support planning at that level. The KESSP has also been developed to help the Government to achieve the following targets as outlined in the Sessional Paper of 2005: Attain Universal Primary Education (UPE) by 2005 and Education for All (EFA) by 2015; Achieve a transition rate of 70 percent from primary to secondary school level from the current rate of 47 percent, paying special attention to girls' education by 2008; Enhance access, equity and quality in primary and secondary education through capacity building for 45,000 education managers by 2005; Construct/renovate physical facilities/equipment in public learning institutions in disadvantaged areas, particularly in Arid and Semi-Arid Lands (ASALS) and urban slums by 2008; Develop a national training strategy for TIVET by 2005, and ensure that TIVET institutions are appropriately funded and equipped by 2008; Achieve 50 percent improvement of levels of adult literacy by 2010; and expand public universities to have a capacity of at least 5,000 students each by 2015 and increase the proportion of all students studying science related courses to 50 percent, with at least one third of these being women by the year 2010.

The goals outlined in the Sessional Paper No. 1 of 2005 include: To develop a comprehensive Early Childhood Development and Education (ECDE) policy paying special attention to gender, vulnerable and disadvantaged children by 2005; Currently about 6.5 percent of Gross Domestic Product (GDP), 39 percent of Government recurrent expenditure and about 73 percent of Government social sector budget; To ensure that all children, including girls, children in difficult circumstances and those from marginalized/vulnerable groups, have access to and complete free and compulsory primary education by 2010; To enhance access, equity and quality at all levels of education and training by 2010; To eliminate gender and regional disparities in primary and secondary education by 2005; To improve all aspects of education and training quality so that recognized and measurable learning outcomes are achieved, especially in literacy, numeracy and essential life skills relevant to the world of work by 2010; To ensure that the learning needs of all young people and adults, are met through equitable access to appropriate learning and life-skills programmes by 2015; To achieve universal adult literacy, especially for women by 2015; To promote and popularize Information and Communication Technology (ICT) as well as

science and technology education by 2008; To promote and popularize Open and Distance Education (ODE) at all levels of education and training by 2010; To improve the quality and relevance of teaching, learning and research at universities and Technical, Industrial, Vocational and Entrepreneurship training (TIVET) institutions by 2010; To increase the proportion of women in teaching, administration and research at all levels of higher institutions by 2010; To introduce new modes of operation that will provide the linkages between all higher education and training institutions with communities; by 2010; and To ensure quality management capacities amongst education managers and other personnel involved in education at all levels by 2010.

2.5 The philosophy of education in Kenya

The development of MOE strategic plan (2005-2010) and its eventual implementation are guided by the national philosophy which places education at the centre-stage of the country's human and economic development strategies. The plan focuses on the acquisition of knowledge, skills and provision of holistic, quality education and training that promotes the cognitive, psychomotor and affective domains of learners. Emphasis is placed on instilling values such as patriotism, equality of all humans, peace, security, honesty, humility, mutual respect, tolerance, co-operation and democracy through education. Children need to learn skills of negotiation, problem solving, critical thinking and communication that will enable them to resolve conflicts without resorting to violence. Kenya is a signatory to International Treaties and Conventions such as UN declaration of "Universal Human Rights" (1948) and has embraced the Millennium Development Goals and the goals of the Dakar Conference on "Education for all". The Government of Kenya has committed itself to provide basic and quality education to every child. In view of this, it is the country's desire to provide a learning environment that is harmonious and safe for all (MOE, 2010). Kenya lays a lot of emphasis on education as the foundation upon which a just society can be built (MOE Manual, 2008).

The ministry of education has listed several general Life Skills education objectives which include appreciation of self as a unique human being; demonstration of ability to relate amicably with others; demonstration of ability to make informed and rational decisions on issues affecting him/her and others; demonstration of ability to participate in community development;

acquisition of attitudes, values and development of psychosocial competences that promote responsible living; and demonstration of ability to cope with everyday challenges (MOE 2008).

2.6 Socio-economic status;

Socioeconomic factors include income, ethnicity and education. Studies have shown that certain segments of society are disproportionately exposed to environmental hazards, and may be more vulnerable to such hazards than other populations. Low income families focus on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. Families with higher and expendable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and weather crises (Boushey, 2005). One's level of education can shape how he or she views the world and can contribute to social growth. It can lead to increased earning capacity, which in turn can contribute to quality-of-life issues.

Education also can contribute to decision-making processes that alter the paths people take in life. One's income and corresponding occupation are factors that can contribute to socioeconomic status. Education also plays a role in income. Median earnings increase with each level of education the highest degrees, professional and doctoral degrees; make the highest weekly earnings while those without a high school diploma earn less. Higher levels of education are associated with better economic and psychological outcomes (thus: more income, more control, and greater social support and networking). Lower income families can have children who do not succeed to the levels of the middle income children, who can have a greater sense of entitlement, be more argumentative, or be better prepared for adult life (Lareau, 2003). A career in medicine, for example, places a person in a higher income bracket, while also making that same person part of a social class of doctors, nurses and other medical-profession peers. In society, people are often judged by what they do and what they earn. When getting to know someone, the question of what they do for a living often is among the first addressed. Place of Residence often group people socially among people with similar incomes and often similar backgrounds.

2.7 Cultural Issues

There are opportunities for students to accept and appreciate diversity and the uniqueness of self and others in our global society. This program emphasizes healthy interactions and values, such as integrity, honesty and trust that underlie safe and caring relationships. Friendship skills are developed and then extended to incorporate skills for working in groups. Such skills include conflict management, consensus building, negotiation and mediation (Machira 2008). Students examine the various sources of stress in relationships, which include behaviour-related factors and those due to natural life cycle changes and transitions. They learn strategies to deal with unhealthy relationships, as well as traumatic events. Throughout the program, students build and expand upon safe and supportive networks for self and others that link the home, school and community.

A project of the Aga Khan Foundation (2006), with the help of Education for Marginalized Children in Kenya (EMACK), enabled girls at Tetu Primary School to address issues on socio-cultural barriers on their own through an initiative called “the Girls’ Forum”. Human sexuality education is offered in Grade “Since the Girls Forum began; these girls have become peer educators to each other they are open with one another and share things that they would not tell their teachers or parents. The impact of the Girl’s Forum initiative has gone beyond Tetu Primary School. Six forum leaders have created a prototype of a natural sanitary towel which they made from locally available materials. The low-cost inputs used to make the towels were extremely relevant to the girls in their communities because they often do not have the funds or the access to expensive store bought towels.

Today’s young people are more affected with sexual health problems such as teenage pregnancy, early motherhood, unsafe abortions, STIs including HIV, sexual harassment and abuse. Also gender discrimination, exclusion for being HIV positive or discrimination based on sexual orientation is a common problem related to sexuality (Williams 1995). Sexuality education therefore, needs to start at an early age and should be comprehensive, by integrating sexual health problems in a way that young people get the support to make own decisions about their sexual life, whenever this will start. As sexuality education preferably needs an interactive and long term approach, the school setting provides a unique opportunity, as most young people can be reached through schools, instead of ad hoc interventions, a systematic, long-term educational

process is possible and structurally embedding of life-skills education in the educational system guarantees education over the school years.

According to Ruth, (1985) Kenyan women face a number of gender issues including unequal access to education, discriminatory land ownership, the HIV/AIDS pandemic, sexual exploitation and trafficking. However, women in Kenya are coming together to fight for their human rights. Since the new government assumed authority in 2003, legal efforts have been underway to reverse these practices. Still, however, women are often subjugated to discriminatory land practices, which lead to the loss of property and possessions, homelessness, sexual violence and increased vulnerability to HIV/AIDS. Of the 1.2 million people nationwide infected with HIV/AIDS, women represent a disproportionate number. According to a recent nationwide survey it is projected that a quarter of women between the ages 12 and 24 years lost their virginity to due to a forced sexual encounter.

Although the majority of African women are illiterate, the feminist movements in Africa as elsewhere in the world have had a significant impact on the status of women. This is in response to changes taking place in the world and the many women conferences such as the Mexico Conference of 1975, the Nairobi Conference of 1985 and the Beijing Conference of 1996, which put women in a better perspective than before. These movements are championing for empowerment and emancipation of women, thus improving their participation in public life. For instance, the Kenya League of women (1996) aimed at increasing women participation in the public and political affairs of the societies. To attain the goal, the league targeted to educate women from grass root level through workshops and seminars so that they could understand their rights better in order to minimize discrimination against them which manifest itself in all forms.

However, some countries like South Africa, Kenya and Uganda have taken appropriate actions towards improving the status of women in Africa. The only way in which negative attitude and tendencies about women especially in Africa can be changed is to adopt the Beijing declaration and platform of action that aims at enhancing the socioeconomic empowerment of women, improve their health, advance their education and training, promote their rights and end gender bias (the Beijing conference, 1996) it is hoped that if this fundamental problems are addressed, women would be encouraged to participate fully in development of the continent.

A key obstacle for women in Kenya has been limited access to contraceptives and sexual education. Because of the social taboo regarding sex and global limitations placed on organizations that disseminate such education, women have limited autonomy over their own bodies, resulting in increased health risks and overpopulation. Culture/Ethnicity can contribute to our thoughts and attitudes. Psychological well-being requires one to have a positive attitude, building self-esteem, counseling, reducing stress (Bennaars1993). Social well-being include having spousal or family support, peer support, a social system that protects one from discrimination, continuing productive work or advocacy. Studies have shown that women with breast cancer who were involved in support groups lived twice as long as those who were not in Well-being sectors. Thoughts and attitudes can have an impact on how people are raised, their core values, and their sense of family and tradition. The history of one's ethnicity, special holidays, and cultural beliefs are all things that can be passed down between generations and shape individual identities. Religion often closely tied to culture also plays an important social role in the lives of many that includes faith or a belief system, prayer, or meditation.

2.8 Attitude of teachers

Attitude is the key to lifelong educational success. The goal is to help school children retain or regain their joy and passion for learning. The symptoms of motivational amputation include lack of interest in learning, a sense that participating in a group (or class) is pointless, and cynicism and resignation in the face of injustice (Williams 1995). If attitude is put first throughout the education system then the long-term results will include: Passionate teachers teaching, enthusiastic students in joyful schools, and coincidentally, improved test scores, reduced stress, self-managed behaviour, improved self-image, respect for legitimate authority, and increased academic excellence.

According to Smith Bruner & White (1996), functions of values and attitudes can be grouped into three categories: Objective appraisal - an ability to assess different features of our environment in order to know how to act towards them, Social adjustment - holding certain attitudes rather than others can help us to identify with, or affiliate to, particular social groups and Externalization that deals with matching up inner unconscious motives with what is going on

around us and these help to externalize inner fears or anxieties thus treating external objects as if they were relevant to internal problem.

According to Allport (1935), attitude is a mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it's related. Rokeach (1948) defined attitude as a learned orientation or disposition which provides a tendency to respond favourably or unfavourably to the object or situation and value as an enduring belief that a specific mode of conduct or end-state (the value is concerned with some type of goal for example world peace) this was termed as terminal while instrumental value deals with a particular way of behaving (for example to be unselfish or kind) of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence (Hayes, 1994 p. 414).



According to Prislin (1998) attitudes can be applied to the field of public health. They found that six beliefs commonly held by parents about childhood immunization predicted the immunization status of their children. The findings suggest that childhood immunization rates could be increased by facilitating parental beliefs in the efficacy and safety of vaccines and dispelling the belief that it is better to acquire immunity by getting sick than by receiving a vaccine. These beliefs contribute to parents' overall evaluation (their attitude) toward having their children immunized. Given that parents have access to affordable vaccination services; a more favorable attitude is likely to influence greater compliance with recommended immunizations.

The theory of planned behaviour is based on the premise that attitudes influence behaviour in unison with two other factors: perceptions of social norms (for example "Is this something my friends think I should do?") and beliefs about one's personal ability to perform a specific behaviour. Studies of various health behaviours have found that attitudes, perceived social norms, and perceived ability each contribute, in varying combinations of importance, to predicting behaviour and behavioural intent. Thus, it is appropriate to consider attitudes toward a behaviour as one of these three broad classes of psychological determinants of health-related behaviour. One common problem encountered in studying attitudes is that attitudes may either influence behaviours or be influenced by behaviours. For example, a favorable evaluation of oral contraception may prompt a woman to rely on the pill for contraception. Alternatively, a woman

who begins using the pill because it is popular (social norms) or because it is easy to use (perceived ability) may subsequently infer that she believes the pill is a good thing (an attitude). In the latter case, the behaviour preceded the attitude. Eagly and Chaiken (1993) provide a comprehensive view of how people infer their attitudes based on their behaviour.

Whether in formal or non-formal educational settings (ECDE 2009), the processes that support quality education include well-trained teachers; supportive, child-friendly and gender-sensitive classrooms; participatory and active learning strategies; and monitoring and evaluation of programmes. Training mentors in participatory methods to deliver quality life skills-based education is an important component of the programme.

Implementing life skills-based education for young people:

<p>1. FORMAL</p> <p>2. In the formal primary or secondary school curriculum:</p> <ul style="list-style-type: none"> ❖ Facilitated by a teacher trained in the content and methods ❖ Through a relevant "carrier subject", with time designated in the schedule ❖ May or may not be assessed  <p>May be complemented by:</p> <ul style="list-style-type: none"> ❖ Guest speakers and outside resource people ❖ Extra-curricular projects and activities <p>Examples:</p> <ul style="list-style-type: none"> ❖ South Africa's Pilot Project on Life Skills and HIV/AIDS Education in Primary Schools ❖ Zimbabwe's AIDS Action Programme for Schools 	<p>2. CROSS-OVER</p> <p>Extra-curricular programme affiliated <i>with</i> schools but not necessarily delivered in schools</p> <ul style="list-style-type: none"> ❖ Participants may be reached through schools ❖ School resources and facilities often used, either during or out of school time ❖ Facilitated by somebody trained in the content and methods, usually with teacher support: (for example peer educators, guidance counselors, social workers)  <p>Examples:</p> <ul style="list-style-type: none"> ❖ Namibia's My Future is My Choice ❖ Botswana's Tsa Banana
<p>3. NON-FORMAL</p> <p>Programme delivered and participants reached through community settings and organizations, such as health centers, drop-in centers, churches, street programmes, women's/young people's groups and clubs (for example girl guides/boy scouts)</p> <ul style="list-style-type: none"> ❖ Typically target out-of-school youth, but may include students as educators, counselors or learners ❖ Curriculum typically developed by non-governmental or community-based organizations, rather than government 	<p>4. TECHNOLOGY / MEDIA</p> <p>Educational messages, stories & activities delivered through local or national communication channels, including TV, radio, videos, comic books, storybooks, audiocassettes, posters, Internet and newspapers.</p> <ul style="list-style-type: none"> ❖ Can supplement any of the first three models ❖ May provide educational activities or materials that can be used in schools




<p>Examples:</p> <ul style="list-style-type: none"> ❖ Thai Friends Tell Friends on the Street ❖ Peace Corps Life Skills Manual 	 <p>Examples:</p> <ul style="list-style-type: none"> ❖ Sara, Meena, Right to Know, Straight Talk, Sexwise, SoulCity
<p>5 PIGGY BACK</p> <p>Issue addressed in the context of a programme designed for another purpose. (for example livelihoods, vocational training)</p> <ul style="list-style-type: none"> ❖ Best when facilitators are experienced in livelihoods and the issues of interest (perhaps using two sets of experts rather than training a single expert from one programme area to attempt to deliver the other)  <p>Examples:</p> <ul style="list-style-type: none"> ❖ UNICEF Bangladesh child protection programme for child workers - has life skills-based education as <i>part</i> of the "work and education" initiative ❖ Population Council, Kenya - Tap and Reposition Youth (Try) savings and micro-credit project for adolescent girls and women includes HIV/AIDS component 	<p>6. INVOLUNTARY ENVIRONMENTS</p> <p>Programmes delivered within an institution or involuntary setting such as detention centres and transition houses. Includes programmes that must be completed as a penalty (for example drunk-driving counselling courses)</p> <ul style="list-style-type: none"> ❖ Maybe voluntary or involuntary ❖ Requires facilitators experienced in working with the participant group ❖ The fact that participants may not want to be there is the greatest challenge ❖ Useful to make links with programmes delivered outside the involuntary environment, including transition programmes and livelihood programmes (for example points or accreditation in the course count towards training that can be continued outside the detention centre) <p>Example:</p> <ul style="list-style-type: none"> ❖ UNICEF Brazil - reaching young men in conflict with the law, in detention centres
<p>7 EMERGENCY SITUATIONS</p> <p>Programme delivered and participants reached in a protective environment within the emergency setting such as Child-Friendly Spaces, IDP/refugee camps, health centers, or churches.</p> <ul style="list-style-type: none"> ❖ Learners include children, young people, women, and men, depending on the life skills topic (for example landmine awareness, violence prevention, conflict resolution, peace building, HIV/AIDS prevention, health and sanitation) ❖ Curriculum typically developed by international agencies, non-governmental or community-based organizations, rather than government <p>Example:</p> <ul style="list-style-type: none"> ❖ UNICEF Southern Sudan (Operation Life Line Sudan) LSBE for HIV/AIDS Prevention, Health/Sanitation, Peace Education and the Environment 	

Fig. 2.1: Mixed models for better quality and scale

Source: South Africa's pilot project on life skills & HIV/AIDS education in Primary Schools 1995 - 2000.

2.9 Conceptual Framework

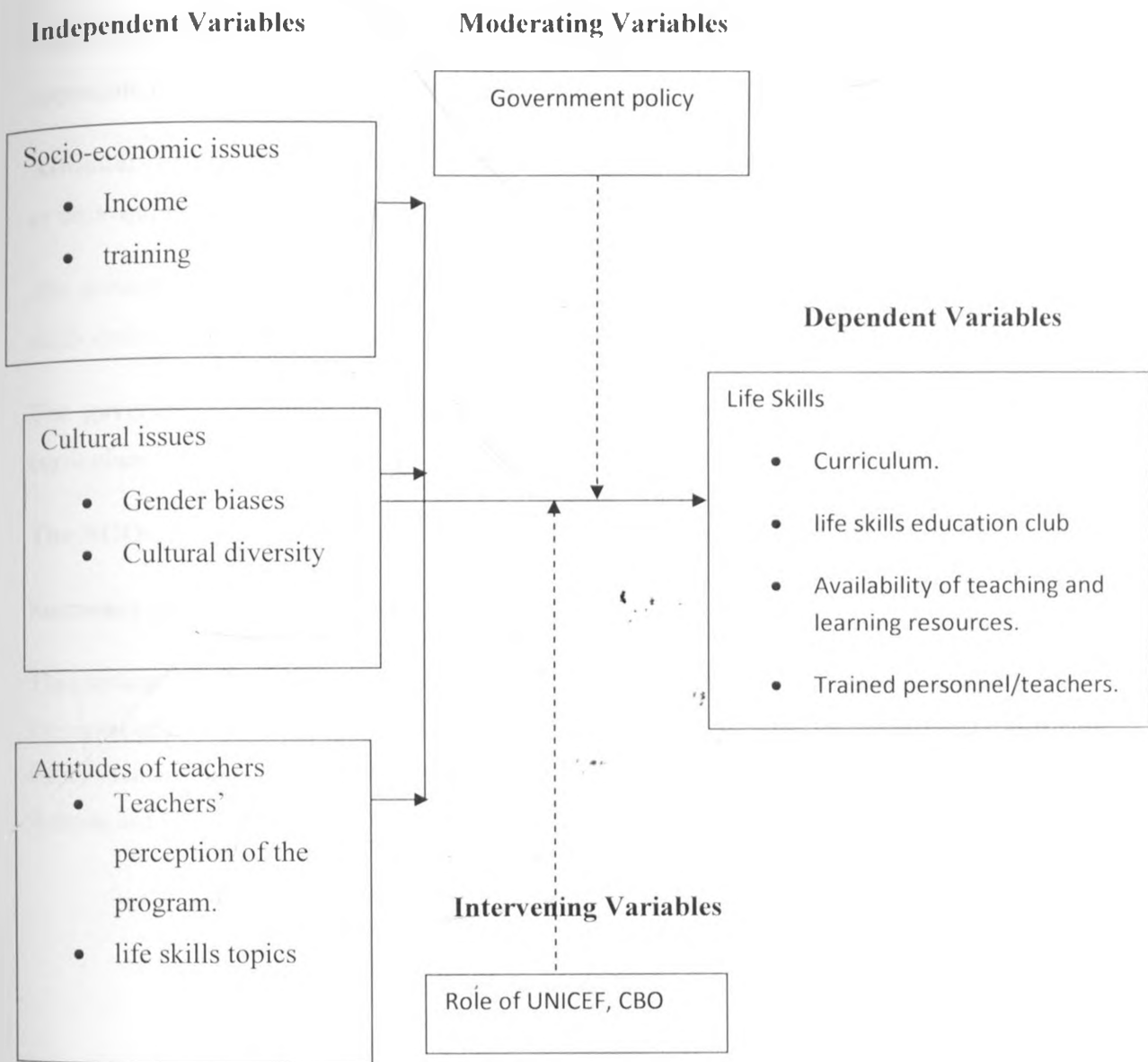


Fig 2.2; Factors influencing implementation of Life Skills Education.

The conceptual framework was developed by the researcher to give guidance on factors influencing implementation of life skills education in primary schools in Nakuru North district. It contained both the independent variables and the dependent variables. The independent variables were socio-economic status, attitude and cultural factors.

Socio-economic status; Socio-economic factors include income that is determined by one's education level and training that promote decision making and the capacity to teach life skills Education.

Cultural issues include cultural diversity that needs to be addressed in order for teachers to accept and appreciate diversity and the uniqueness of self and others in the global society.

Attitude: A learned orientation or disposition which provides a tendency to respond favourably or unfavourably to the object or situation.

The success of **life skills education** will be determined by the presence of the curriculum, life skills clubs, presence of teaching and learning resources and presence of trained staff.

The **government policies** are there to give guidelines on the implementation of life skills curriculum.

The NGOs are concerned with financial assistance for example UNICEF.

Summary of Literature Review

This section highlighted issues on life skills education curriculum; the concept of Life Skills, Principles of Behaviour change and how the Life Skills Program Mirrors these Principles ,Education Policy Framework, the philosophy of education in Kēhya , Socio-economic status,Cultural issues, Attitude and Conceptual Framework.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the description of the methods and procedures applied in conducting the research. The chapter also dealt with Research design, location of the study, target population, sampling techniques, research instrument, data collection procedures, data analysis and the types of variables and measurement scales to be used in the study.

3.2 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Claire & Seltiz et al (1962, p. 50). The design helped the researcher to organize their ideas in a form whereby it was possible to look for flaws and inadequacies. It was used to facilitate the smooth yielding of maximum information with minimum expenditure of effort, time and money (Kothari, 2005, p. 30). The data was coded, analyzed and interpreted to investigate influence of socio-economic status, attitude and cultural issues on implementation of Life Skills Education in Nakuru North District in Nakuru County.

The study adopted descriptive survey design since it was a method of collecting information by answering such basic questions as 'what, how, when and where' about a given phenomenon (Peter 1986, p. 55). According to Orodho, (2003), descriptive survey is a method of collecting data by interviewing or administering questionnaires to a sample of individuals. This design provided both qualitative and quantitative information about the study. Descriptive research included surveys and fact- finding enquiries of different kind. Its major purpose was description of the state of affairs as it existed that time. In social sciences and business research the study quite often uses Ex post facto research for descriptive research studies. The main characteristic of this method is the researcher has no control over the variables; he/she can only report what has happened or what is happening (Kothari, 2005, p.2). The design enabled the study to establish the relationship between three variables to achieve an in-depth analysis of life skills education in selected schools in Nakuru North District.

3.3 Target population

Kothari (2005) defines population as the total of the items about which information is desired. Mugenda (2003) defines population as the entire group of individuals, events or objects having common observable characteristics. Best and Khan (1988) defines Target Population as a small portion of the population selected for observation and analysis. The study targeted a population of 856 teachers in 40 public primary schools and 3 QASOs in Nakuru North District Rift Valley Province in Kenya.

3.4 Sample Size and sampling procedure

Sampling is the selection of a part of an aggregate or totality on the basis of which a judgment about the aggregate or totality is made. It is a process of obtaining information about an entire population by examining only a part of it to make generalization about the parameters of the population from which the sample was drawn Kothari (2005, p.152). The study employed a non probability sampling in the selection of Nakuru North District; this technique allowed the researcher to use cases that had the required information with respect to the study. Cluster sampling was used to choose a sample of 265 teachers from the 36 selected schools based on a table provided by Krejcie and Morgan (reproduced in Mulusa 1990, p. 107). The sample size of 265 teachers (Appendix 3) was distributed equitably (Bahati division-126, Dundori division-86 and Solai division-53 teachers). This means that 7 teachers from every school filled the questionnaires which according to Peter, (1986 p.69), were representative part of the population.

3.5 Research Instruments

The research used interview schedule, questionnaires and observation as methods of data collection from Quality Assurance Officers and teachers from the selected Division and schools respectively in Nakuru North District.

Interview schedule was used for in-depth data from the QASO to discover underlying motives and desires, it was used to explore needs, desires and feelings of respondents although it required a lot of skills and time, good planning sufficed (Kothari, 2005, p.110). This method is popular, particularly in case of big enquiries thus large samples can be made use of and the results can be made more dependable and reliable.

Questionnaires comprised of closed and open-ended questions for limited and elaborated answers respectively. The questionnaires facilitated easier coding and analysis of collected data from teachers, Mugenda & Mugenda, (1999).

Observation method was used to investigate the life skills education lessons on the timetable and charts for sensitization of teachers to determine the implementation level of life skills education curriculum in public primary schools in Nakuru North District.

3.5.1 Validity of Data collection instruments

Mugenda and Mugenda (1999), defines validity as the accuracy and meaningfulness of inferences which are based on the research results and actually represents the phenomenon under study. It also refers to the quality that a procedure or instrument used in the research is accurate, correct, true, meaningful and right. Easy language was used for respondents to interpret and answer questions correctly; in order to limit the occurrence of systematic errors, the content and construction of the questionnaire was reviewed with assistance of the Research supervisor. External validity was guaranteed by taking a sample size that was representative of the population to ensure that results obtained could be generalized.

3.5.2 Reliability

Mugenda and Mugenda (1999), defines reliability as the degree of consistency with which it measures a variable. The questionnaires had closed-ended questions for consistency and open-ended questions for in-depth information especially from key informants like the QASO. Internal consistency was determined from the scores obtained from a single test administered to a sample of subjects. A score obtained in one item was correlated with other scores obtained from other items in the instrument

A pre-test was conducted on a sample size of 10 respondents (Mulusa 1990 p.172) who did not have to be representative (Babbie 1973, p.207) of the population, in a preparatory exercise before commencing the actual research project to test reliability of the questionnaire on data collection. The three schools and 10 teachers, who were involved, were not included in the study to avoid interaction with the action units. The pre-test results helped in updating the questionnaire.

3.6 Data analysis techniques

Computer software was useful in dealing with descriptive survey of a society (Peter 1986 p 65). After data had been collected, it was coded, analyzed, tabulated, interpreted and discussed, then statistical inferences were drawn (Kothari, 2005). In statistical method, the data was quantified and studied in the aggregate that provided the researcher with useful indicators to describe a phenomenon under study. Descriptive Statistics were used with the aid of the Statistical Package for Social Sciences (SPSS)) by cross-Tabulation. Qualitative and quantitative data were analyzed and the results interpreted in form of frequencies, percentages and mean. The research findings of this study were presented in form of tables.

3.7 Ethical consideration

The researcher coded the respondents' names so that the information accessed was confidential and used only for the purpose for which it was meant. The authorization letter was obtained from the district authority prior to the study.

3.8 Operationalization of variables

Objective	Variables	Indicators	Measurement	Measurement scale	Data Collection	Data Analysis
To determine the influence of socio-economic factors on implementation of life skills education	Socio economic factors	-income -training-	-job groups - workshops held	Nominal Ordinal	Interview Observation Questionnaire	Computation of frequencies percentages Mean
To establish the influence of cultural factors on implementation of life skills education	cultural factors	-cultural diversity -Gender biases	-registers -availability of records	Nominal Ordinal	Interview Questionnaire Observation	Percentages frequencies Mean
To investigate the influence of attitude of teachers on implementation of life skills education	Attitude	-level of perception of the program -level of interest on topics covered	-Content of the program -record of members -level of interest in topics covered	Nominal Ordinal Likert-scale	Observation Interview Questionnaire	Computation of mean percentages frequencies
To determine ways of achieving Quality Life Skills Education	Quality Life Skills Education	- Curriculum - Teaching and learning resources -Trained teachers	Presence schemes of work and lesson notes Presence of wall charts and text books No. of teachers trained	Nominal Ordinal	Observation Questionnaire Interview	Frequencies Percentages

This section deals with indicators based on variables from the objectives. The variables are measured using different scales and analyzed using different tools. This was possible because the sample size of a target population of 856 was 265, this number was observably representative.

3.9 Summary of Research Methodology

This section dealt with Research design, Target population, sample size and sampling procedure, Research Instrument, Validity of data collection instrument Reliability, data analysis techniques, Ethical consideration and Operationalization of variables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter is a descriptive analysis of the data collected from the target respondents comprising mainly primary school teachers in Nakuru North district using a questionnaire, interview schedules as well as secondary data collected from the District Education offices. The study sought to investigate the factors influencing implementation of life skills primary education curriculum in public Primary Schools in Nakuru North District Nakuru County. The chapter is organized into; questionnaire return rate, background of the respondents, socio-economic factors, cultural factors, attitude of teachers and life skills education implementation.

4.2 Questionnaire return rate

The responses received were 240 out of the 265 questionnaires that were distributed to the teachers in the 40 targeted schools, which represents 90.57% return rate. The questionnaire return rate was high since they were distributed in advance to all the schools through the D.E.O's office in Bahati. This gave the respondents adequate time to fill in the questionnaire. Trained research assistants were then used to collect the completed questionnaires and in cases where they had not been filled, they talked to the respondents and requested for their participation in answering the questions. This return rate therefore was representative of the target population hence validity of the results.

4.3 Background of the respondents

This section discussed the respondents' gender, age marital status, academic qualifications and teaching experience in the current working station. This information was important to the study since it provided an insight on the respondents' knowledge of the facts and ability to provide information that was valid and relevant to the study.

4.3.1 Distribution of the respondents by gender

Public institutions and departments are obligated to provide equal opportunities for both men and women to ensure gender balance in all their operational processes. To determine the level of

involvement of either gender in the implementation of life skills education, the respondents were asked to indicate their gender and their responses are presented in Table 4.1.

Table 4.1: Distribution of respondents by gender

Gender of the respondents	Frequency	Percentage
Male	138	57.5
Female	102	42.5
Total	240	100.0

The findings show that 57.5% of the respondents were male while 42.5% were female. The percentages of either gender show insignificant variations indicating some degree of gender balance.

4.3.2 Distribution of the respondents by age

The respondents were both male and female public primary school teachers in Nakuru north district. They were asked to indicate their individual ages from among choices of age groups/classes given. Grouping the age responses minimized the number of individual age responses and allowed easy analysis of the data on the respondents' age. Age of the respondent shows the length of life experiences and influences their approach to life skills education. The responses given are shown in Table 4.2.

Table 4.2: Distribution of respondents by age

Age of the respondent	Frequency	Percentage
Below 30 Years	48	20.0
31-40 Years	72	30.0
41-50 Years	72	30.0
Over 50 Years	48	20.0
Total	240	100.0

The results show that 30% of the respondents interviewed were aged between 31- 40 years; 30% were aged between 41-50 years; those over 50 years were 20% while the rest (20%) were below

30 years of age. The age brackets between 31 and 50 years who were majority respondents, had long life experiences hence in good position to know and understand the importance of life skills education.

4.3.3 Distribution of the respondents by their level of education

Education level can contribute to decision-making processes that alter the paths people take in life. The respondents' education level also indicates the level of professional development and influences their ability to effectively discharge their responsibilities to realize the overall goals of the education process. The respondents were asked to indicate their highest academic qualification and their responses are shown in Table 4.3.

Table 4.3: Distribution of the respondents by their level of education

Academic qualification	Frequency	Percentage
'O' level	12	5.0
A' level	24	10.0
College level	204	85.0
Total	240	100.0

The findings show that 85% of the respondents were graduates of teachers' colleges, 10% had A' level academic qualification while 5% had 'O' level qualification. This implies that the respondents not only understood the issues but also were in a position to effectively discharge their responsibilities. The information they provided was therefore reliable and relevant to the study.

4.4 Socio-economic status and life skills education

Socio-economic factors include income, ethnicity and education. One's income and corresponding occupation are factors that can contribute to socioeconomic status. In the case of this study, socio-economic status was considered in respect of the number of teachers who had been trained in life skills education, the position they held in the school's hierarchy, teacher's income versus demands of life as well as schools' budgetary allocations for life skills education.

4.4.1 Number of teachers trained and life skills education

Respondents were asked to state the number of teachers who had been trained in life skills education. Their responses were related to the number of schools in which pupils were aware of Life Skills Education and the findings are shown in Table 4.4.

Table 4.4 Number of trained teachers and level of pupil awareness

Number of teachers trained on life skills education		Are your pupils aware of what life skills education is all about?		Total
		Yes	No	
None	Frequency	-	6	6
	Percentage	-	6.3%	2.5%
One	Frequency	-	42	42
	Percentage	-	43.7%	17.5%
Two	Frequency	120	48	168
	Percentage	83.3%	50%	70%
Three	Frequency	24	-	24
	Percentage	16.7%	-	10.3%
Total	Frequency	144	96	240
Total	Percentage	100.0%	100.0%	100.0%

The findings indicate that most schools had two teachers trained in life skills education. 70% of the respondents confirmed this, 18% indicated that only one teacher had been trained, 10% said three while 3% indicated that no teacher had been trained in life skills. All the respondents who indicated that three teachers had been trained in life skills education also indicated that pupils were aware of life skills education, while where teachers had no training in life skills, pupils were not aware of life skills education. Overall, majority of the respondents (144) had sensitized their pupils on life skills education while 96 had not.

4.4.2 Position held by respondents and life skills education

The respondents were asked to state the positions they held in their respective schools. This was related to the teaching of life skills education and the results are as shown in Table 4.4.

Table 4.5: Position respondent holds in school and teaching of life skills education.

Position respondent holds in school		Do you teach life skills education?		Total
		Yes	No	
Assistant Teacher	Frequency	66	36	102
	Percentage	64.7%	35.3%	100.0%
Senior teacher	Frequency	12	6	18
	Percentage	66.7%	33.3%	100.0%
Head of stream	Frequency	18	-	18
	Percentage	100.0%	-	100.0%
Panel head	Frequency	24	12	36
	Percentage	66.7%	33.3%	100.0%
Deputy Head Teacher	Frequency	12	30	42
	Percentage	28.6%	71.4%	100.0%
Head teacher	Frequency	-	24	24
	Percentage	-	100.0%	100.0%
Total	Frequency	132	108	240
	Percentage	55.0%	45.0%	100.0%

The findings indicate that a total of 55% of the respondents taught life skills education while 45% did not. All the 24 respondents who were head teachers did not teach life skills education. Out of the 42 respondents who were deputy head teachers only 29% had life skills education lessons while 100% heads of streams were involved in teaching life skills. The general trend is that the higher the level of responsibility, the less time they have for teaching life skills as is also the case with panel heads.

4.4.3 Teachers' income versus life's demands.

Respondents were asked to indicate the extent to which their income enabled them to cope with various life demands. The findings are presented in Table 4.5.

Table 4.6: Means of various income-life coping processes

	N	Maximum	Minimum	Mean
Income of respondent on health care	240	1	4	2.15
Income of respondent on emotions	240	1	4	2.50
Income of respondent on stress	240	1	4	2.75
Income of respondents on HIV/AIDS victims	240	1	4	2.80

The findings are based on a scale ranging from great extent (Maximum) to not at all (Minimum). The closer the mean tends towards (1) the greater the extent of enabling the respondent to cope with the respective demands on life.

4.4.4 Budgetary allocation for life skills

Respondents were required to indicate whether they were aware of any budgetary allocations for life skills education in their respective schools. This was related to the availability of resources for life skills education in the schools and the findings are shown in Table 4.6.

Table 4.7: Budgetary allocation and life skills education resources

Budgetary allocation to life skills education		Presence of resources for life skills		Total
		Yes	No	
Yes	Frequency	36	72	108
	Percentage	33.3%	66.7%	45.0%
No	Frequency	-	132	132
	Percentage	-	100%	55.0%
Total		Frequency	36	204
Total		Percentage	100.0%	100.0%

The findings show that 55% of the respondents indicated that they had no budgetary allocations for life skills education while 45% said they had. Of the respondents who had budgetary allocations, only 33% had the life skills education resources in their schools while the majority (67%) did not have the resources. This implies that financial resources allocated to life skills education programs are either inadequate or diverted to other activities hence lack of life skills education resources for those schools that had the allocation.

4.5. Cultural Issues and life skills education.

There are opportunities for teachers to accept and appreciate diversity and the uniqueness for self and other in the global society. This section presents findings on the level of gender involvement and the extent to which participation of other stakeholders is appreciated.

4.5.1 Number of male and female life skills teachers.

The respondents were asked to indicate the number of male and female teachers in their respective schools who had been trained in life skills education. Their responses are reflected in Table 4.8.

Table 4.8: Number of male and female Teachers trained in life skills

Number of teachers	Male		Female	
	Frequency	Percentage	Frequency	Percentage
None	84	35.0	42	17.5
1	114	47.5	150	62.5
2	42	17.5	48	20.0
Total	240	100	240	100.

The findings indicate that 48% of the respondents confirmed that at least one male teacher had been trained in their respective schools while 18% indicated two male teachers had been trained and 35% had no trained male teacher. On the other hand, 63% of the respondents indicated that one female teacher had been trained in their schools, 20% indicated two female teachers while

18% said that there were no female teachers trained in life skills education. These findings implied that there were more female teachers trained in life skills education than there were male counterparts.

4.5.2 Implementation of life skills education.

The study sought to establish the acceptance of life skills education in the schools. The respondents were asked to give their views on who was best placed to effectively teach life skills education. Their responses are presented in Tables 4.8 and 4.9.

Table 4.9 Respondents' views on life skills education.

Statement	<i>Strongly agree</i>		<i>Agree</i>		<i>Disagree</i>		<i>Strongly disagree</i>
	Freq.	%	Freq.	%	Freq.	%	Freq.
Life skills are best taught by teachers	126	52.5	72	30	42	17.5	-
Life skills are best taught in religious settings	108	45	96	40	36	15	-
Life skills are best taught by parents	48	20	114	47.5	78	32.5	-
Life skills are best taught by peers	24	10	102	42.5	18	7.5	-

The findings indicate that 53% of the respondents strongly agreed that life skills education is best taught by the teachers in schools, 39% agreed that it is best taught by teachers and 18% disagreed. On the other hand, 45% strongly agreed that it was best taught in religious settings, 40% agreed to life skills being taught in religious settings while 15% disagreed. Only 20% and 10% strongly agreed that life skills are best taught by parents and peers respectively. Although a considerable majority merely agreed that life skills are best taught by parents and peers, these findings implied that culture had a lot of emphasis on teachers and religious institutions as the leaders in life skills education, ignoring the fact that peers themselves together with their parents could contribute enormously to life skills education.

Table 4.10: Respondents views on life skills education

Statement	N	Maximum	Minimum	Mean
Life skills are best taught by teachers	240	1	3	1.36
Life skills are best taught in religious settings	240	1	3	1.70
Life skills are best taught by parents	240	1	3	2.13
Life skills are best taught by peers	240	1	3	2.45

The descriptive statistics from the findings as presented in table 4.9 where 1 was the highest score and 3 the least, among the stakeholders charged with the responsibility for teaching life skills education, it was confirmed that teachers in the school setting scored highly with a mean of 1.36 followed by religious institutions with a mean score of 1.7 as compared to parents and peers with mean scores of 2.13 and 2.45 respectively.

4.6 Attitude issues on life skills education

Attitude is the key to lifelong educational success. The goal is to help school children retain or regain their joy and passion for learning. The symptoms of motivational amputation include a lack of interest in teaching, a sense that participating in a group (team work among teachers) is pointless, and cynicism and resignation in the face of injustice. Passionate teachers, enthusiastic pupils in joyful schools translates to improved test scores, reduced stress, self-managed behaviour, improved self-image, respect for legitimate authority, and increased academic excellence. This section therefore presents findings on the teachers' attitudes with respect to consideration for further training in life skills education and the level of interest in teaching the various topics in life skills education.

4.6.1 Consideration for further training in life skills education

The respondents were asked to indicate whether they would consider further training in life skills education if an opportunity arose. Their responses are as shown in Table 4.10.

Table 4.11: Consideration for further training in life skills education.

Consideration for further training in life skills	Frequency	Percentage
Yes	222	92.5
No	18	7.5
Total	240	100.0

The findings indicate that an overwhelming majority (93%) of the respondents expressed their interest and desire for further training in life skills education. This implies that teachers are enthusiastic about life skills education.

4.6.2 Interest of respondents in teaching life skills topics

The respondents were asked to indicate their level of interest in teaching the various life skills topics, ranging from low (minimum), to moderate to high interest (maximum). The findings are presented in Table 4.11.

Table 4.12: Interest level in teaching life skills

Interest in life skills topics	N	Minimum	Maximum	Mean
Empathy	240	1	3	2.28
Effective communication	240	1	3	2.58
Peer resistance	240	1	3	2.63
Coping with stress	240	2	3	2.68
Conflict resolution & negotiation	240	1	3	2.70
Skills of effective decision making	240	1	3	2.70
Interpersonal relationship	240	1	3	2.72
Self esteem	240	2	3	2.75
Assertiveness	240	2	3	2.77
Coping with emotions	240	2	3	2.78
Self awareness	240	2	3	2.85

Generally, the findings indicate that highest mean for interest in teaching life skills education was 2.85 while the least was 2.28. The maximum interest level was 'High' with a value of 3 while the minimum was 'low' with a numerical value of 1. This implies that the more the mean score tends towards 3, the higher the interest in teaching life skills Education.

4.7. Life Skills Education.

Understanding of life skills education is based on Delor's four pillars of learning to know, learning to do, learning to be and learning to live together and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis. To ensure attainment of the goals of life skills education, effective supervision process is requisite. In determining the achievement levels of the goals of teaching life skills Education, monitoring and evaluation are necessary.

Summary of the Chapter

This chapter dealt with Questionnaire return rate, background of the respondents, distribution of the respondents by gender, distribution of respondents by gender, distribution of the respondents by age, distribution of the respondents by their level of education, Socio-economic status and life skills education, number of teachers trained and life skills education, position held by respondents and life skills education, teachers' income versus life's demands, budgetary allocation for life skills, cultural Issues and life skills education, attitude issues on life skills education, interest of respondents in teaching life skills topics and Implementation of life skills education.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes, discusses and concludes the findings of the study. The chapter also gives some recommendations for consideration based on the study findings. The last section discusses the contribution of the study to the body of knowledge. The purpose of the study was to investigate the factors influencing implementation of life skills primary education curriculum in public Primary Schools in Nakuru north district.

5.2 Summary of the findings

From the findings, it was established that majority of the respondents (58%) were male while 42% were female. A combined majority of the respondents interviewed (60%) were aged between 31 - 50 years indicating adequate teaching experience hence understanding of the importance of life skills education. Majority of the respondents, (85%) were teachers' college graduates, 10% had A' level academic qualification while 5% were 'O' level graduates. This strong background of the respondents not only put them in a position to understand the issues related to life skills education but also to effectively discharge their responsibilities. The information they provided was therefore reliable and relevant to the study.

The study established that most schools had two teachers trained in life skills education but only 3% indicated that no teacher had been trained in life skills. Where more teachers had been trained in life skills education learners were also aware of life skills education, while in schools where teachers had no training in life skills there was no awareness of life skills education among the learners. However, majority of the respondents had sensitized their pupils on life skills education. In addition, at least half of the respondents taught life skills education although the respondents who were head teachers did not teach life skills education. Some of the deputy head teachers taught life skills education but all the heads of streams were involved in teaching life skills. The study also found that 55% of the respondents had no budgetary allocations for

life skills education while 45% said they had the necessary budgetary allocation. Of the respondents who had budgetary allocations, only 33% had life skills education resources in their schools while the majority of 67% did not have the resources.

It was also established that at least one male teacher had been trained in life skills education in most of the participating schools, with 18% of the respondents indicating that two male teachers had been trained while 35% said there were no trained male teachers. On the other hand, 63% of the respondents indicated that one female teacher had been trained in their schools, 20% indicated two female teachers while 18% said that there were no female teachers trained in life skills. 53% of the respondents strongly agreed that life skills education was best taught by the teachers in schools, 30% agreed that it was best taught by teachers while 18% disagreed. Alternatively, 45% of the respondents strongly agreed that life skills education was best taught in religious centre, 40% agreed to life skills being taught in religious settings while 15% disagreed. Only 20% and 10% strongly agreed that life skills education was best taught by parents and peers respectively.

The study also established that there was a positive attitude among the respondents towards life skills education, with an overwhelming 93% of the respondents expressing their interest and desire for further training in life skills education. Generally, it was found that there was very high interest in teaching life skills education topics.

5.3 Discussion of the findings

The level of education can shape the teachers' view about the world and can contribute to their social growth. This study established that as a teacher's socio-economic status increased the likelihood of teaching life skills education diminished. This was particularly depicted by the head teachers and deputy head teachers who almost had no life skills lessons. Despite the fact that they had trained in life skills, due to their socio-economic status coupled with huge administrative responsibilities, they had no time for life skills education. Whereas it was imperative to have them lead from the front in respect of implementation of life skills education right from training, the urgency of priority should have been given to the most available teachers for training opportunities. At the beginning of the implementation phase of the life skills

curriculum, the Ministry of Education had envisaged that some teachers would first be trained in every school, who would then sensitize the rest of the staff members in their respective schools, very little had been done due to lack of/insufficient budgetary allocation for life skills education. Education level can lead to increased earning capacity, which in turn can contribute to quality-of-life issues and contribute to decision-making processes that alter the paths people take in life.

Today's young people are more affected by sexual health problems such as teenage pregnancy, early motherhood, unsafe abortions, STIs including HIV/AIDS, sexual harassment and abuse. Also gender discrimination, exclusion for being HIV positive or discrimination based on sexual orientation is a common problem related to sexuality (Williams 1995). They therefore need to be actively involved in the implementation of life skills curriculum, including peer teaching. Unfortunately, this study established that there was a lot of scepticism among the teachers on the ability of the peers to take charge of the learning process in life skills education, believing that it was entirely the responsibility of teachers in a school setting to offer the direction. In fact, parents do not feature prominently among the stakeholders that can be entrusted with this responsibility. Young people must be encouraged to start participating in the process at an early age in a way that they will get the support to make their own decisions about their life, whenever this will start.

On the other hand, Kenyan women face a number of gender issues among which is unequal access to education. However, women in Kenya are coming together to fight for their human rights and inclusivity in the various sectors. The fact that this study established a near gender balance in the life skills education training figures, it is a positive pointer to the direction the Ministry of Education is shaping up to. Therefore, although a considerable majority merely agreed that life skills are best taught by parents and peers, this is a negative indicator of the progressive society that ought to be revised to disenfranchise the cultural belief that only teachers and religious institutions can impart knowledge.

Attitude is the key to lifelong educational success. An attitude is defined as a mental and neutral state of readiness organized through experience exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it's related (Allport, 1935). Rokeach (1948) defined attitude as a learned orientation or disposition which provides a

tendency to respond favorably or unfavorably to the object. The positive attitude towards life skills education among teachers as established by this study is quite encouraging. The overwhelming interest and desire for further training in life skills education, points to the teachers' willingness and readiness to enthusiastically implement the life skills education and its future success, given the requisite resources.

5.4 Conclusions of the Study

The study investigated the factors influencing implementation of life skills primary education curriculum in public Primary Schools in Nakuru North District, Rift Valley Province, Kenya. Based on the findings, the following conclusions were made;

- That socio-economic status of the teacher has a negative influence on the implementation of life skills education. The higher the socio-economic status of the teacher, the less time one has for life skills education. Low budgetary allocations affect life skills education negatively.
- Cultural beliefs have a bias towards involvement of parents and young peer in the implementation of life skills education. However, the proportion of male to female teachers trained in life skills education was satisfactory.
- There is a positive attitude among the teachers for life skills education, as a result of well-organized workshops held by Nakuru North District Quality Assurance Officers.

5.5 Recommendations of the Study

The study therefore Recommends that the following be done to improve psychosocial competence of pupils in public primary schools in Nakuru North District:

1. Life skills education curriculum be taught as a standalone subject not through integration or infusion.
2. Follow-up activity to be done through the QASO office on supervision of the curriculum in order to guide teachers on implementation process.
3. The subject be one of the examinable subjects to increase teachers' devotion and commitment in teaching life skills education.

4. The teacher education programs to incorporate life skills education as a core subject in order to equip teachers with the necessary knowledge, skills and attitude so that they can pass on the same to pupils in their respective learning institutions.

5.6: Contribution to the Body of Knowledge

This section presents the study's contribution to existing body of knowledge as shown in Table 5.1.

Table 5.1 Contribution to the body of knowledge

No. Objectives	Contribution to the body of knowledge
1. To determine how socio-economic factors influence implementation of life skills primary education curriculum in public primary schools, in Nakuru North District.	<ul style="list-style-type: none"> • Socio-economic status of the teacher has a negative influence on the implementation of life skills education. The higher the socio-economic status of the teacher, the less time one has for life skills education.
2. To establish how cultural factors influence implementation of life skills primary education curriculum in public primary schools, in Nakuru North District.	<ul style="list-style-type: none"> • Cultural beliefs and values have a negative influence on the involvement of parents and pupils in the implementation of life skills education., However the proportion of male to female teachers trained in life skills education was satisfactory
3. To investigate how the attitude of teachers and pupils influence implementation of life skills primary education curriculum in public primary schools, in Nakuru North District.	<ul style="list-style-type: none"> • There is a positive attitude among the teachers for life skills education that has influenced implementation of life skills education as a result of successful workshops held in the district.

5.7 Suggestions for further research

The study suggested the following for further research:

- 1 A study to determine influence of resources on implementation of life skills education curriculum, in the larger Nakuru County.
- 2 A study to investigate factors influencing implementation of life skills education in public primary schools outside Nakuru North District.
- 3 A study to investigate influence of leadership styles in schools on implementation of life skills Education in public primary schools in Nakuru North District.

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APPENDIX 1

Transmittal Letter

CHEMTAI ALICE CHENGORI,

P.O BOX 2269,

NAKURU

20TH MAY 2011.

THE DISTRICT EDUCATION OFFICER,

P.O BOX 50,

NAKURU.

Dear Madam,

REF: PERMISSION TO UNDERTAKE RESEARCH

I, Chemtai Alice Chengo`ri wish to undertake a research entitled factors influencing implementation of life skills education in public primary schools in Nakuru North District, Rift Valley province .quality assurance officers and, teachers will be involved in the study. I assure you that their responses will be held in strict confidentiality.

The study is important to me as it is for the fulfillment of the requirement of the degree of the University of Nairobi.

Yours faithfully,

Chemtai Alice Chengori

L50/60670/2010

APPENDIX 2

Research questionnaire for teachers

This questionnaire seeks to determine factors influencing implementation of life skills education in Kenya. Your school has been chosen to participate in the study and you are requested to respond to the questions as honestly as possible. Your responses will be treated with strict confidentiality and will only be used for research.

Please tick the most appropriate answer from the choices given or write answers in the spaces provided.

SECTION A: Background information

1. Kindly indicate your gender:

Male

Female

2. What is your age?

Below 30 years

31 – 40 years

41 – 50 years

51 – 60 years

3. Indicate your marital Status:

Married

Single

Other

4. What is your highest academic qualification?

O' level

A' level

College level

University level

5. How long have you taught in this school?

Less than 1 year

2 – 5 years

6 –10 years

More than 10 years

SECTION B: Socio-economic issues on life skills education

6. What post do you hold in this school

Assistant teacher

Senior teacher

Head of stream

Panel Head

Deputy/II/Teacher

7. Kindly indicate your job group.

H

J

K

L

M

8. To what extent does your income enable you to cope with the following demands of life?

	Great extent	Moderate extent	Some extent	Not at all
Emotions				
Stress				
HIV victims				
health care(paying bills)				

9. How many teachers in your school have attended a Life skills education workshop?

10. Are you aware of any budgetary allocation for Life skills education resources/activities in the school?

Yes

No

11. If yes, briefly describe how it is utilized.

12. As a subject teacher, how many Life skills education text books do you have?

13. Do you have a resource centre/library where people can access text books on life skills?

Yes

No

Section C: Cultural issues on life skills education

14. Kindly state the number of teachers who have attended life skills workshops in your school

Male teachers _____

Female teachers _____

15. Briefly describe the criteria used to select TOT's for life skills Education workshops

16. In the table below, kindly tick the space with the statement that best describes your opinion/views on the following statements concerning life skills education.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Life skills are best taught by teachers in school				
Life skills are best taught in religious settings				
Life skills are best taught by parents				
Life skills are best taught by peers.				

Section D: Attitude and life skills

17. Would you consider further training in life skills if an opportunity arises?

Yes

No

18. Give reasons for your answer to question 17.

19. Indicate the level of your interest in teaching the following life skills topics:-

	Low	Moderate	High
Self Awareness			
Self Esteem			
Coping with Emotions			
Coping with Stress			
Interpersonal Relationships			
Empathy			
Effective Communication			
Assertiveness			
Peer Resistance			
Peaceful Conflict Resolution and Negotiation			
Skills of Effective Decision Making			

Section F: Life skills education

20. Do you teach life skills education?

Yes

No

21. If yes, how many life skills education lessons do you conduct per week?

22. How many Life skills education lessons per week, have been allocated in the syllabus

23. Do you have Life skills club in your school?

Yes

No

24. Are your pupils aware of what Life skills education is all about?

Yes

No

25. For how long have you taught life skills education in your school?

26. Have you ever been supervised in Life skills education?

Yes

No

27. Suggest how life skills education programmes should be better conducted in schools.

Thank you for finding time to respond to the questions.

APPENDIX 3

Interview schedule for Quality Assurance Officers

This questionnaire seeks to determine factors influencing implementation of life skills education in Kenya. Your Zone has been chosen to participate in the study and you are requested to respond to the questions as honestly as possible. Your responses will be treated with strict confidentiality and will only be used for the purpose of research.

Please tick the most appropriate answer from the choices given or write answers in the spaces provided.

SECTION A: Background information

1. Kindly indicate your gender:

Male

Female

2. What is your age?

Below 30 years

31 – 40 years

41 – 50 years

51 – 60 years

3. Indicate your marital Status:

Married

Single

Other

4. What is your highest academic qualification?

O' level

A' level

College level

University level

5. How long have you served in this zone?

- Less than 1 year
- 2 – 5 years
- 6 –10 years
- More than 10 years

SECTION B: Socio-economic issues on life skills education

6. What post do you hold in this zone

- District Education Officer
- District Quality Assurance Officer
- Zonal Quality Assurance Officer

7. Kindly indicate your job group.

- K**
- L**
- M**
- N**
- O**

8. To what extent does your income enable you to cope with the following demands of life?

Demands of life	Great extent	Moderate extent	Some extent	Not at all
Emotions				
Stress				
HIV victims				
health care(paying bills)				

9. How many Life skills education teachers have you trained in your zone?

10. Are you aware of any budgetary allocation for Life skills education resources/activities in the zone?

Yes

No

11. If yes, briefly describe how it is utilized.

12. Is there any budgetary allocation for life skills education in your zone?

13. Do you have a resource centre/library in your zone where people can access text books on life skills?

Yes

No

Section C: Cultural issues on life skills education

14. Kindly state the number of teachers who have attended life skills workshops in your zone

Male teachers _____

Female teachers _____

15. Briefly describe the criteria used to select TOT's for life skills Education workshops explain _____

16. In the table below, kindly tick the space with the statement that best describes your opinion/views on the following statements concerning life skills education.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Life skills are best taught by teachers in school				
Life skills are best taught in religious settings				
Life skills are best taught by parents				
Life skills are best taught by peers.				

Section D: Attitude and life skills

17. Would you consider further training in life skills if an opportunity arises?

Yes

No

18. Give reasons for your answer to question 17.

19. Indicate the level of your interest in training the following life skills topics:-

	Low	Moderate	High
Self Awareness			
Self Esteem			
Coping with Emotions			
Coping with Stress			
Interpersonal Relationships			
Empathy			
Effective Communication			
Assertiveness			
Peer Resistance			
Peaceful Conflict Resolution and Negotiation			
Skills of Effective Decision Making			

Section F: Life skills education

20. How many life skills education workshops have you held in your zone ?

1

2

21. Has life skills education curriculum been fully implemented in your zone?

explain _____

22. How many teachers did you supervise in Life skills education in your zone in the months of September and October?

23. Do you have Life skills clubs in the schools in your zone?

Yes

No

24. Are all your teachers aware of what Life skills education is all about?

Yes

No

25. When was life skills education implemented in your zone?

26. Have you ever supervised teachers in Life skills education?

Yes

No

27. Suggest how life skills education programmes should be better conducted in schools.

Thank you for finding time to respond to the questions.

APPENDIX 4

LIST OF SELECTED PRIMARY SCHOOLS IN NAKURU NORTH DISTRICT

NAME	MALE	FEMALE	TOTAL
BAHATI ZONE			
Bahati PCEA	6	8	14
Baraka	6	28	35
Engoshura	10	22	32
Kiamaina	12	33	45
Kendurum	8	2	10
Kagoto	5	30	35
Limuko	7	21	30
Muriundu	17	15	32
Muringa	8	11	19
Murungaru	19	11	30
Menengai Hill	13	5	18
Nakuru Workers	5	17	22
Nyathuna	5	7	12
Our lady of Fatuma	4	16	20
Our Lady of Mercy	7	17	24
Rurii	8	21	29
St. Francis	17	7	24
St. John's Bahati	7	13	20
St. Lwanga	8	27	33
DUNDORI ZONE			
Bavuni	7	9	16
Ithagani	2	8	10
Kianda	5	5	20
Kinari	13	4	17
Kamoronyo	6	13	19
Lanet Umoja	4	24	28
Mereroni	6	9	15
Mikeu	9	17	26
Mukwathi	10	8	18
Tabuga	7	17	24
Wanyororo	5	14	19
Mwiruti	8	6	14
Ndundori	15	8	23
SOLAI ZONE			
Eldonyo	15	1	16
Jakaranda	7	7	14
Kirima	6	3	9
Marigo B	8	2	10
Ndungiri	11	5	16
Olbonata	13	3	16
Osembo	11	17	28
Rigogo Njonjo	11	3	14
Total	351	494	856

APPENDIX 4

Sampling table

Krejcie & Morgan (1970)

Required Sample Size, Given A Finite Population, Where N = Population Size and n = Sample Size.

N - n	N - n	N - n	N - n	N - n
10 - 10	100 - 80	280 - 162	800 - 260	2800 - 338
15 - 14	110 - 86	290 - 165	850 - 265	3000 - 341
20 - 19	120 - 92	300 - 169	900 - 269	3500 - 346
25 - 24	130 - 97	320 - 175	950 - 274	4000 - 351
30 - 28	140 - 103	340 - 181	1000 - 278	4500 - 354
35 - 32	150 - 108	360 - 186	1100 - 285	5000 - 357
40 - 36	160 - 113	380 - 191	1200 - 291	6000 - 361
45 - 40	170 - 118	400 - 196	1300 - 297	7000 - 364
50 - 44	180 - 123	420 - 201	1400 - 302	8000 - 367
55 - 48	190 - 127	440 - 205	1500 - 306	9000 - 368
60 - 52	200 - 132	460 - 210	1600 - 310	10000 - 370
65 - 56	210 - 136	480 - 214	1700 - 313	15000 - 375
70 - 59	220 - 140	500 - 217	1800 - 317	20000 - 377
75 - 63	230 - 144	550 - 226	1900 - 320	30000 - 379
80 - 66	240 - 148	600 - 234	2000 - 322	40000 - 380
85 - 70	250 - 152	650 - 242	2200 - 327	50000 - 381
90 - 73	260 - 155	700 - 248	2400 - 331	75000 - 382
95 - 76	270 - 159	750 - 254	2600 - 335	100000 - 384