

**INSTITUTIONAL FACTORS INFLUENCING
IMPLEMENTATION OF LIFE SKILLS EDUCATION
CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN
KEHANCHA DIVISION - KURIA WEST DISTRICT,
KENYA**

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requirements of a Degree of Master of Education in
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DECLARATION

This project is my original work and has not been presented to this or any other university for any award:

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DEDICATION

I dedicate this work to my dear and beloved wife Lucy and to our children,
June Wilikister, Andrew Johnson and Betty Atieno-maasai.

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This work cannot be complete without acknowledging the support given to me by the following people and entities. To the Almighty God for his providence in health and material needs and patience. To my supervisors Dr. Mercy Mugambi-and Mrs Lucy Njagi for their professional guidance, patience and understanding while writing this project; and to the entire Educational Administration and Planning Department for all the support given to me To my family especially to my dear wife Lucy Nyamburi and our children Wilikister, Andrew Johnson and Elizabeth Atieno-maaasai for their prayers, encouragement, support and patience especially during my long absence from home. I shall forever remember the financial sacrifices you had to make to enable me go through my studies. To the family of Samuel and his wife Hellen for opening up their home for me during the period my studies; to the family of Martine Ougo -Tino for their invaluable support. To my employer – the Teachers Service Commission (TSC) - for granting me the scholarship to undertake this study and to my study group colleagues for reading , critiquing and editing this work and to the many more whom I may not be able to name but you know you are there.

Need I say more? Thank you all.

ABSTRACT

Life Skills education plays a major role in enabling individuals to translate knowledge, attitudes and values into actual abilities in reference to what to do and how to do it. Life skills is a new subject in the Kenyan curriculum, it is also non examinable at both class eight and form four where national examinations are taken and this makes it inconspicuous in relation to the examinable subjects. Its implementation especially at the primary school level has equally had few studies done in Kenya. Although efforts have been made to effect its implementation, challenges that influence its implementation still abound. The study had the following four objectives:- to determine the influence of teacher preparedness on the implementation of the life skills education curriculum in public primary schools in Kehancha division. to determine whether attitudes of teachers affect implementation of life skills education in public primary schools in Kehancha division to establish the influence of learning resources on the implementation of life skills education curriculum in public primary schools in Kehancha division and to establish the extent to which head teacher's supervision influences the implementation of life skills education curriculum in public primary schools in Kehancha division. The purpose of this study was to investigate the institutional factors influencing implementation of life skills curriculum in public primary schools in Kehancha Division.

Descriptive research design was adopted in the study. The target population of this study consisted of all the public primary schools in Kehancha division. Random sampling was used to select a sample of 19 head teachers, 95 teachers and 300 pupils in STD 7 and 8. Primary data was used in the study. Data was collected using a semi-structured questionnaire that had both closed and open-ended questions. The quantitative data obtained was analyzed through inferential and descriptive statistics and presented through tables, percentages and pie charts. Qualitative data were organized into themes as per study objectives and analyzed through content analysis process

The study established several factors as influencing implementation of Life Skills curriculum. These include inappropriate teaching approaches, poor conceptualization of Life Skills by the teachers, limited human resource, lack of school supervision, poor teacher preparation, poor choice of teaching, limited use of instructional resources and negative attitude of teachers and pupils towards Life Skills. The researcher concluded that implementation of Life Skills curriculum mainly depends on teacher's competence and attitude. This research therefore recommends that teachers and head teachers be re-trained on LSE regularly in order to improve life skills education, teachers need to prepare schemes of work for life skills, follow the prescribed syllabus and appreciate LSE, government through the ministry of education should also allocate more resources such as relevant text books and audio-visual learning aids to be used for the learning of life skills in public primary schools; and also improve the curriculum to include Life skills Education and make it examinable both at the school level and at the national level in public Primary schools

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired immune deficiency syndrome
DQAS	Directorate of Quality Assurance and Standards
EFA	Education for All
HIV	Human Immuno Virus
ICPD	International Conference on Population and Development
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
KNUT	Kenya National Union of Teachers
LSE	Life Skills Education
LSP	Life Skills promoters
MoE	Ministry of Education
NACO	National Aids Control Organization
NGO	Non-Governmental Organization
UNESCO	United Nations Educational Scientific and Cultural Organization
UNGASS	United Nations General Assembly Special Session
UNICEF	United Nations International Children Education Fund
WEF	World Education Forum
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Every individual in the society has to face some sort of conflict or competition or stress every day. Boys and girls go through stages of dynamic physiological, emotional, and social changes as they transit from childhood to adulthood. The stages are characterized by new feelings, emotions excitement and a general desire to explore and make choices and decisions. The challenges children and young people face are many, and require more than even the best numeracy and literary skills.

School children, especially, are under undue pressure to perform well in their examinations especially the national exams. This can affect the child's mind- resulting into number of problems such as fear of failure, suicides, aggressiveness, inferiority or superiority complexes, loneliness, criminal attitude anxieties, drug abuse, indiscipline and school strikes, and such like. To avoid the consequences of these factors, it is important to impart life skills in school education at an early stage of life. Life skills Education is aimed at facilitating the development of psychosocial skills that are required to deal with the demands and challenges of everyday life. It includes the application of life skills in the context of specific risk situations where children and adolescents need to be empowered to promote and protect their rights (UNICEF, 2006).

Following many different life skill programs, the World Health Organization (WHO) department of mental health identified five basic life skills that are relevant across cultures. These include decision making and problem solving; creative thinking and

critical thinking; communication and interpersonal skills; self-awareness and empathy; and, lastly coping with emotions and coping with stress (WHO / Western Pacific Regional Office, 2003).

Initiatives to develop and implement life skills education in schools have been undertaken in many countries around the world. The need for life skills education is highlighted, directly and indirectly in the Convention of the Rights of the Child and a number of International recommendations such as the Universal Declaration on Human Rights in 1948 by the United Nation Organization embracing education as a basic human right; the International Protocol that established Education for All (EFA) agenda in Jomtien , Thailand, 1990; the World Education Forum (W.E.F.) which was held in Dakar Senegal, in the year 2000, the International Conference on Population and Development (ICPD), the United Nations General Assembly Special Session (UNGASS) among others.

At the world conference on education for all (EFA) in Jomtien Thailand, the international community raised concerns about the relevance of education particularly for the need to focus on appropriate life skills for all learners from all parts of the world. The international society underscored the importance of teaching skills that are relevant to life (UNESCO, 2004).

The Dakar Framework for Action adopted at the World Education Forum, gave new impetus to the promotion of quality education recognizing that education for all can only be achieved if the education provided is improved in ways that ensures the learning needs of the youth and adults are met.

Many countries are now considering the development of life skills education in response to the need to reform traditional education systems, which appear to be out of step with the realities of modern social and economic life. Problems such as violence in schools and student drop out are crippling the ability of school systems to achieve their academic goals. Furthermore, in addition to its wide ranging application in primary prevention and the advantages it can bring for education systems, life skills education lays the foundation for learning skills that are in great demand in today's job market. (Ekua Yankah and Peter Aggleton, 2008).

There are various reasons why these life skills are taught. In the United States of America, there are special education teachers who work with children and youth with special needs. They primarily teach them life skills and basic numeracy (US Department of Labor, 2010). Sport -Based life skills programs have also been utilized as an opportunity to teach the youth life skills since mid 1990s (Nicholas et al, 2008). This is through the creation of Sports United to Promote Education and Recreation Program and is aimed at teaching skills such as initiative, respect, leadership and teamwork. School programs for different interventions are also funded and implemented in schools depending on the need for intervention. Botvin, Griffin, Paul and Macaulay, (2003) add that the United States of America initiated several life skills programs for the prevention of drug and substance abuse and violence in schools and colleges.

UNICEF (2005) notes that in South Asia, Life skills Programming is either general in nature, helping learners make better choices, or specific, targeting risk behaviors and situations. There is in-school programming and programming for those

especially vulnerable who are not in school. Myanmar introduced life skills education in 1997. They were first introduced in primary schools as part of general study courses and later developed for upper primary level integrated as part of social studies classes. Recently, they have developed it as a co-curricular subject in lower secondary assigning it one period per week (WHO 2001).

Zimbabwe is one of the countries in Africa with the highest HIV/AIDS prevalence rates. In view of this therefore, the Ministry of Education together with the Ministry of Culture began a school based HIV/AIDS and life skills education program for schools in 1992 for all children in primary schools in grades four to seven and forms one to six in all secondary schools as a separate subject on the timetable. AIDS education is also compulsory in all primary, secondary and tertiary institutions. This is to improve skills in problem solving, informed decision making and avoiding risky behavior (Gachuhi, 1999) .

In traditional African society adolescence period was relatively short and assumed a smooth process through rites of passage (Katola, 1996). The family, clan and the entire community was responsible for the holistic growth and development of a child. Consequently, it was the task of all members of the help children transit to responsible adults. Life skills were therefore given to children at all stages of growth. These ranged from simplistic skills to more complicated emotional and behavioral tasks that called for services of more experienced persons (Wango & Mungai, 2007).

Such education was available and compulsory to all it was also interwoven within an informal setup (Mute, 2000). Senior members of the community who were more

experienced doubled as teachers, diviners, prophets, prophetesses and consultants respectively, especially in matters of custom, history and social norms. Moreover, child rearing in traditional communities was a collective responsibility (Tumuti, 2001).

In the year 2000 during the World Education Forum (WEF) in Dakar Senegal member countries in attendance committed to Education for All (EFA) and have included life skills as a basic learning need for all young people (UNICEF 2009). Life Skills Based Education is adopted as a means to empower the young people in challenging situations by many countries around the world (Koloso and Makhakhane, 2009). The formal education system has been more concerned with imparting academic knowledge at the expense of preparing the youth with skills of facing challenges existing in the world today (Nzomo, 2011). The World Health Organization (WHO) department of Mental Health identifies five basic life skills that are relevant across cultures. These include: decision making and problem solving; creative thinking and critical thinking; communication and interpersonal skills; self-awareness and empathy; and, lastly coping with emotions and coping with stress (WHO, 2003).

Life Skills Based Education is being adopted in many countries around the world as a means to empower the youth in challenging situations. Since 1993, the World Health Organization (WHO) in close collaboration with United Nation agencies such as the UNICEF and UNESCO have partnered with member countries such as the Caribbeans, Armenia, Vietnam, Thailand, Malaysia, and given technical support to the efforts implementing in Life Skills Education (WHO, 2001). In 1992 in a bid to

stem the devastating effects of HIV/AIDS among the youth, the Zimbabwean government through the Ministry of Education together with the Ministry of Culture introduced a Life Skills Education curriculum for all children in primary schools in grades four to seven and forms one to six in all secondary schools. This was aimed to improve skills in problem solving, informed decision making and inter and intra personal relational skills (Gachuhi, 1999).

In the African region, countries such as Lesotho (Koloso and Makhakhane, 2009), Swaziland (UNICEF, 2006), and Zimbabwe (Nzomo, 2011) have adopted life skills education as a measure to equip learners with various skills in an attempt to promote acceptable attitudes and behaviors. However, Koloso and Makhakhane, (2009) report that some challenges facing the exercise include inadequate teacher training and preparedness, inappropriate and inadequate learning resources, lack of consultation and involvement of the stakeholders for support, poor attitudes by the teachers and lack of proper school supervisor by the head teacher.

Reviews of the 8-4-4 curriculum in 1990, 1995 and 1999 led to a revised curriculum that was launched in June 2002 (Oluoch, 2006). The new curriculum contained topics on life skills (Oluoch, 2006). While monitoring the extent of implementation of life skills curriculum in Kwale district in 2006, KIE which has since changed its name to Kenya Institute of Curriculum Development (KICD) cited several challenges that influence this implementation exercise as: the failure of the teachers to create linkage between life skills and the career subjects due to inadequate training, lack of learning resources, and poor supervision by the head teachers. The respondents also expressed a wish to have the Ministry of Education (MoE) reassess

the infusion and integration of life skills education and together with KICD explore the possibility of implementing life skills as a standalone subject in the curriculum. This recommendation necessitated a study tour by a team of Ministry of Education officers to Zimbabwe and Malawi where life skills was being offered as a standalone subject, to familiarize themselves with its implementation strategies (Wawira, 2012)

Other studies carried out by Ithagi (2007) and Kaimuri (2008) on integration and infusion of life skills education in primary schools in Kamukunji and Langata divisions respectively revealed challenges such as: inadequate resource materials, lack of teacher training on life skills, an overcrowded curriculum and mixed perceptions, among others. It is from these revelations that this study seeks to establish the school based factors influencing the implementation of life skills education in public primary schools in Kehancha Division in Kuria West District and possibly establish the extent to which the challenges revealed by Ithagi (2007) , Kaimuri (2008) and Wawira, 2012) have been addressed.

1.2 Statement of the Problem

Life skills is a new subject in the Kenyan curriculum ,it is also non examinable at both class eight and form four where national examinations are taken and this makes it inconspicuous in relation to the examinable subjects. Its implementation has equally had few studies done in Kenya. Although efforts have been made to effect its implementation, challenges that influence its implementation still abound, (Maina 2010). The teachers tend to utilize the time allocated to life skills in teaching other subjects. This therefore means that the noble objectives of introducing it into the

curriculum would not be realized.

This is what is presenting in most schools in Kehancha division. While addressing parents and teachers and pupils during the District Open Day in March 2012 the Kuria West District Education Officer reported that by the end of 2011, schools were still struggling to implement life skills education and that out of the 95 public primary schools, there was no school teacher who had any professional records such as the schemes of work, lesson plan or record of work covered indicating that the subject was being taught even though the life skills lessons were slotted in their time tables. The researcher therefore, carried out a study on the institutional factors influencing implementation of life skills education curriculum in public primary schools in Kehancha division in Kuria West District and how these may have contributed to the state of affairs in Kehancha Division.

1.3 Purpose of the Study

The purpose of this study was to investigate the institutional factors influencing implementation of life skills curriculum in public primary schools in Kehancha Division.

1.4 Objectives of the Study

The study was guided by the following objectives.

- i. To determine the influence of teacher preparedness on the implementation of the life skills education curriculum in public primary schools in Kehancha division.
- ii. To determine whether attitudes of teachers affect implementation of life

skills education in public primary schools in Kehancha division.

- iii. To establish the influence of learning resources on the implementation of life skills education curriculum in public primary schools in Kehancha division.
- iv. To establish the extent to which head teacher's supervision influences the implementation of life skills education curriculum in public primary schools in Kehancha division.

1.5. Research Questions

The following research questions guided the researcher in the study.

- i. To what extent does teachers' preparedness influence the implementation of life skills curriculum in public primary schools in Kehancha division?
- ii. To what extent does the attitude of the teachers influence implementation of life skills curriculum in schools public primary schools in Kehancha division?
- iii. To what extent do instructional resources influence the implementation of life skills curriculum in public primary schools in Kehancha division?
- iv. To what extent does head teacher's supervision influence implementation of life skills curriculum in public primary schools in Kehancha division?

1.6 Significance of the study

Since education for life skills is important considering the many issues threatening the lives of the young people today, the findings of this study would guide the officials from the Ministry of Education on how to improve the implementation of the program. The curriculum developers from KIE may also benefit from the findings on how to organize and implement life skills programs. The study findings

can also be used by school administrators and teachers to appreciate life skills education as a way of helping the youth to avoid risky behavior. The study would also form a base for future literature on research on life skills education.

1.7 Limitations of the study

Gay (2006), states that a limitation is some aspect of the study that the researcher knows may affect the results of the study but over which the researcher has no control. Life skills education is a relatively new concept in education systems- especially so in Kenya- and therefore most libraries and schools hardly have adequate books and study materials discussing the contents of the subject of LSE or its implementation. The researcher searched for literature in other related fields such as health and other social sciences.

Respondents are integral to data collection. The responses that they give cannot be controlled by the researcher. The researcher thus requested the respondents to be as honest as possible for the research findings to be valid. He also assured the respondents that their identities would be kept confidential and that the information given was to be used for the purpose of this study only.

1.8 Delimitations of the Study

Mulusa (1988), states that delimitation is a process of reducing the study population and areas to be under study to a manageable size. The study shall be carried out in Kehancha division which is one of the four divisions in Kuria West District. Kehancha division enjoys both a rural and urban setting. The research therefore would have the advantage of capturing data that is broad based taking into account

the two opposites of rural and urban. The study shall also limit itself to the LSE teachers because they are the core implementers of the curriculum and classes seven and eight pupils as respondents because they have been in the school longer and are thus assumed to be able to read and understand the questionnaire items.

1.9 Assumptions of the Study

This research project is anchored on the following assumption:-

- i. That the pupils in the study were conversant with what goes on in the school with regard to life skills education curriculum and were therefore in a position to adequately respond to the items in the questionnaire.

1.10 Definition of significant terms

The most significant concepts relating to this study and which needs to be defined and explained are as follows:-

Attitude refers to a way of behaving towards life skills because of the feelings or opinion about life skills.

Career subjects refer to subjects that accommodate elements of life skills education in their syllabi.

Infusion refers to inclusion of life skills at appropriate points when the main subject is being taught.

Implementation refers to the teaching of life skills education in schools

Institutional factors refer to school based activities and conditions that prevail in a school set up that can affect the way things are done in the school.

Integration refers to inclusion of life skills in the school curriculum that could be used to prevent risky behaviors among young people.

Lifelong education refers to continuous building of skills and knowledge throughout the life of an individual.

Life Skills Education refer psycho-social and interpersonal competencies which assist young people to make informed choices, communicate and develop self management strategies that may lead to a healthy and productive life.

Resources refer to sources of information for teachers and learners.

Stand alone subject refers to teaching of life skills as a subject on its own with

Head teacher Supervision refers to monitoring the teaching activities in the school in order to evaluate the extent of implementation.

Training refers to the process of learning the required skills in order to teach life skills efficiently.

Teacher preparedness refers to the teacher's attitude and readiness to implement life skills education.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and scope of the study, assumption of the study, definition of significance terms and organization of the study. Chapter two comprises literature review and deals with introduction, the concept of life skills education, teacher preparedness, resources and instructional materials, teacher attitude towards life skills education, theoretical framework, summary of the reviewed literature and conceptual framework. Chapter three describes the research methodology. It includes introduction, research design, target population, sample and sampling procedures, data collection procedures and data

analysis techniques. Chapter four presents data analysis and a discussion of the findings and finally chapter five presents the summary of the findings, conclusion and recommendation and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section shall review literature on the development of life skills education from the international, regional and national perspectives. It address matters on the concept of Life Skills Education; teacher capacity and training, the instructional methodology; instructional materials and resources available for the implementation of the life skills curriculum; teacher and pupil attitudes towards Life Skills Education Curriculum; the Theoretical basis for the study; a Summary of Literature Review and the Conceptual Framework underpinning the study.

2.2 The Concept of Life Skills

The idea of teaching life skills has its roots in North America and European psychology. Life Skills are both psycho and social. Psycho refers to those skills that deal with mental functions and processes, while social are skills that deal with a person's interaction with the environment and culture (UNESCO, 2003). Rhona , et al (1997), note that analysis of life skills field suggests that there is a core set of skills that are at the heart of life skills-based initiatives and these are:- decision making and problem solving; creative thinking and critical thinking; communication and interpersonal skills; self-awareness and empathy and, lastly coping with emotions and coping with stress.

The Jomtien World conference on education in 1990 saw the international society raising concern about the relevance of education, particularly, on the need to focus

on appropriate life skills for all learners from all parts of the world. The conference reiterated the importance of teaching skills that are relevant to life. Life Skills enable learners to make use of knowledge gained, attitudes and values into actual abilities in reference to what to do and how to do it. Life skills are also required to enable learners cope with life issues and to make choices that could have important impact on their health, and their present and future life as adult citizens.

A report by Delors (2001) postulates that education has four pillars: learning to know; learning to do; learning to be and learning to live together. Learning to be and learning to live together pillars are more directly related to the psychological development of the child hence more specific skills than general, technical or vocational are needed to prepare adolescents to 'learn to be' and to learn to 'live together'. This leads to the need to teach Life Skills in schools. . according to Alison, (2006) the life skills approach is an interactive educational methodology that not only focuses on transmitting knowledge but also helps the youth to explore their attitudes, feelings, opinions and values thereby developing psychosocial competencies to face life challenges effectively.

Being a new subject in the curriculum, life skills present certain requirements that have to be met for successful implementation. Quoting Hord (1998) Mugambi et al (2013) state that the success in the implementation of new curriculum is characterized by: planning to adapt change to the local setting; teacher training that was concrete, specific and ongoing; necessary administrative and organizational arrangements for the innovation; close contact with the change agent, through training and support using interpersonal; forms of communication, helping identify

needs and solve problems; classroom consultation and advice from resource personnel; modeling by more experienced teachers; active support of the principle and providing a conducive learning atmosphere.

Over the past two decades life skills education has come to be seen as integral to preparing young people and adults to negotiate and mediate everyday challenges and risks and enable productive participation in society. It has also come to be seen as an important contributor to the quality of education through an approach that emphasizes the acquisition of competencies; content that is relevant to everyday life; and the use of teaching and learning methods to develop skills and promote cooperative learning (UNICEF, 2012).

International and national political commitments have been made to LSE, with its inclusion in key global documents, such as the Dakar Framework for Action on Education for All (EFA) and the UNGASS Declaration of Commitment on HIV and AIDS, in the agendas of multilateral agencies such as the World Health Organization (WHO) and UNICEF, and in the national sectoral policies and strategies of many countries. This has led to the rapid expansion of LSE initiatives, with a very wide spectrum of content, scale, approaches and goals that show the challenge of defining and operationalizing a concept as broad, complex and multifaceted as life skills (USAID, 2010).

Narayan, D., et al (2009) state that clarity of definition facilitates common understanding of what life skills are, how they may be acquired and how they might be assessed. The term life skill has gained currency in the fields of health, education

and social policy, yet it remains without a full and widely accepted definition. It has the virtue of linking personal and social skills to the realities of everyday life, but suffers because it is difficult and potentially contentious, to determine which skills are relevant for life and which are not (UNICEF 2012).

As the World Health Organization states, 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. (WHO,1997) The concept is thus highly elastic and has been stretched to embrace a very wide range of skills. This is problematic because, if all skills are relevant for life, the concept has little utility. In addition, there have been difficulties in translating the concept across languages, with additional elements or interpretations appearing in different language-speaking areas (Ben- Arie et al, 2007).

Much of the discourse has centred on a range of psychosocial skills, drawing on research in the social sciences, psychology and the new sociology of childhood that point towards their importance to our protection and well-being and our ability to live productive, meaningful and fulfilling lives (UNICEF,2012). In combination with communication skills, these enable people to interact appropriately and manage their own emotional states. With the support of relevant knowledge they are seen as instrumental in enabling us to negotiate and protect ourselves from a multitude of risky environments and behaviors. They have also become a focus for supporting vulnerable populations whose exposure to such risks is particularly high. In recent years the field has attracted the interest of economists trying to identify ways to reduce poverty and redress socio-economic inequalities, (WHO, 1999).

Research evidence suggests that knowledge, attitudinal and skills based competency have to be addressed if shifts in risk behaviors are to be realized. Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life, (Kolosoa & Makhakhane, 2009).

The introduction of LSE in Kenya dates back to 1999, when the Government of Kenya declared HIV and AIDS a national disaster. As part of the measures to tackle the pandemic, HIV and AIDS education, incorporating elements of LSE, was introduced into the school syllabus. Elements of LSE were further infused into other subjects, such as religious education, social studies and biology, throughout subsequent years (UNESCO, 2010)

In 2006, however, the Life Skills Stakeholders' Forum reached a consensus on the need for LSE to be taught as a stand-alone subject in both primary and secondary schools across Kenya, in response to increasing recognition that LSE could bridge the gap between students' knowledge and behaviour regarding HIV prevention (UNESCO, 2010.)

The Kenyan Institute of Education (KIE) led a situational analysis that supported the importance of LSE and confirmed the consensus around the need for a consistency in LSE teaching, which a standalone subject offered. With significant support and assistance from UNICEF, the KIE developed curricula and materials for the new subject that was to be taught in one session per week in both primary and secondary

schools. The LSE syllabus was rolled out in 2008, focusing on the three main areas of knowing and living with one's own self, knowing and living with others, and making effective decisions (UNICEF 2012).

The KIE definition in the 2008 syllabus aligns with the World Health Organization definition. LSE is a non-examinable subject, and the mode of delivery requires a different pedagogical approach and a paradigm shift in teaching practice and attitudes of teachers, pupils, the school management and parents. Elements of LSE have received further emphasis through the reactivation of Peace Education in some areas following the post-election violence in 2007/08, (UNICEF 2012).

The LSE lesson was to be substituted for one PE lesson per week at all class levels, so as not to overburden students with the additional class time from an additional subject. The MoE has provided guidelines on how LSE should be implemented, stating that it should be taught for one lesson a week in all classes in primary and secondary schools. LSE in Kenya aims to develop, nurture and promote thirteen core living values such as cooperation, simplicity, tolerance, respect, peace, freedom, unity, love, honesty, responsibility, humility, happiness and integrity- which were identified in consultation with religious organizations, (UNICEF 2011).

In the context of life skills, implementation means incorporating life skills education as an integral part of the school curriculum at all levels and in all stages (KIE, 2008). Life skills are acquired through everyday activities, in school, workplace, the home, environment and the world around us. Teaching of life skills goes beyond providing information. It involves interactive methods such as role play, drama, debates, games

and music, dance and group discussions among others (KIE, 2008). Implementing life skills therefore means that learners are exposed to activities which enhance learning and practicing of skills that help them to deal with the issues of daily life. It also means that teaching and learning of life skills go beyond the classroom (KIE, 2008).

The main objective of implementing life skills education is to provide learners with skills and information to make informed choices about issues affecting their lives (King, 2007). King indicates that effective implementation involves ongoing advocacy where stakeholders are continuously sensitized about life skills education, enhanced teacher training, provision of right and adequate resources, and better co-ordination among partners. Ndirangu et al (2013) state that the introduction of life skills education in schools by the Ministry of Education was both as a directive and also due to the ineffectiveness of the guidance and counseling program. They state that the contemporary world requires a modern outlook that may inadvertently place life skills before counseling.

2.3 Teacher Preparedness in implementing L S E Curriculum

Effective implementation of Life Skills program requires enhanced teacher training. The success of the program lies heavily on availability of in-service training to replace the conventional methods of teaching and learning with participatory methods (WHO, 1997). This seems to suggest that a shift from teacher-centered to learner-centered learning is necessary for the successful implementation of life skills curriculum. The WHO (1997) suggests that initial teacher training should also prepare teachers on how to apply participatory methods.

Teachers require a variety of methods to cater for individual differences of their learners (Boyd, 2011) and this can only be done if the teachers are adequately prepared with the right training refresher courses. Boyd, commenting on skill based learning indicates that effective implementation of a skill based curriculum requires the use of collaborative strategies which can make classroom life supportive, engaging, intellectually stimulating, creative, productive and fun for both teachers and learners. He suggests that methods that allow student-centered learning are more appropriate for life skills education other than when the learning is teacher centered. This reflects the need to train teachers who can handle life skills education more competently.

Effective teaching of life skills requires the use of participatory methods such as role plays, drama, debates and discussion (Kaimuri, 2008). Implementers should also use different tones of voices, move around, act things and have fun so as to keep the learners alert. The teachers should use energizers at some point during lessons to awaken the attention of the learners especially if they look tired or bored. The implication therefore is that teachers need to be well trained on how to apply these methods (WHO, 1997).

NACO (2008) equally agrees that life skills sessions require a variety of teaching methods to make them lively and productive. Active involvement of the learners is an effective way of making them own the program thus developing a positive attitude towards it. This therefore implies that teaching different types of skills may require different approaches and facilitators and teachers need to be well aware of

this. Teachers also need to be trained to apply methods that will place them at par with the learners to make the learning interesting and productive (WHO, 1997). Methods for effective delivery of life skills content require that teachers become innovative and participatory.

Kaimuri (2008) observes that when teachers are in a position to apply such methods, they are able to teach more confidently and effectively. Other studies have also revealed other methods for teaching life skills such as the use of debates, storytelling, games, writing competitions, songs and dances (Ithagi, 2007). In her study of Kamukunji Division in 2007, Ithagi however revealed that although these methods were applied in teaching life skills, discussion method seemed to be the most common followed by storytelling.

In a quest to know what other countries in the region have done in the implementation of life skills education a team of education officials from the Ministry of Education visited Zimbabwe. These officers would in turn train teachers through in-service programs on the use of life skills education materials, as well as the application of participatory methods in schools. The teacher training colleges also introduced initial life skills training to teacher trainees (Kaimuri 2008).

A summative evaluation of primary school education curriculum report by the KIE in 2010 established that the majority of curriculum implementers have the required academic and professional qualifications. However, the continuous capacity development of teachers was found to be either haphazard or lacking. Respondents indicated that in-service training of teachers is hampered by irregular and

unscheduled training, inadequate time and prohibitive costs. Similarly, the capacity of education field officers needs to be enhanced to enable them effectively support teachers in curriculum implementation (Nzomo 2011)

Findings showed that some lecturers in primary teacher training colleges are not adequately trained in the pedagogy required for the primary school level. In addition, the primary teacher training institutions lacked adequate instructional resources and facilities to support both micro-teaching and teaching practice (KIE, 2010).

The outcome of the evaluation led to the formulation of The Sessional Paper No 1 of 2005, on Policy Framework on Education and Training emphasizing on teacher development under which the in-service training of teachers is a key strategy. Training of teachers is a worthy investment for any meaningful curriculum implementation. To this effect, KIE and UNICEF in conjunction with Life Skills promoters (LISP) have made efforts to equip teachers with the necessary skills for implementing life skills education (LISP, 2010) through short duration in-service courses and seminars. However, Kaimuri (2008) observes that this training of teachers on life skills in Kenya has been taking a very slow pace.

2.4 Teacher attitude towards life skills education

Nyaguthii (2008) defines perceptions as mental images that individuals have about their surroundings. Perceptions create attitudes. Research has revealed that positive perceptions by teachers greatly contribute to their professional and personal growth. A study carried out by Ashton (2001) indicates that teachers in Armenia attributed their passion for life skills education to the fact it helped them to be able to use new

approaches in their work. He states that other than interacting with the learners effectively, the teachers were also able to relate with parents and guardians more positively. Teachers also confessed that they became more committed to teaching and also enjoyed their work. They were also able to employ life skills methods in teaching other subjects and their self-esteem was raised.

Reporting on perceptions of primary school teachers and pupils on the adequacy of life skills on HIV/AIDS education in Nairobi, Ithagi implies that a positive attitude of teachers will greatly contribute to the success of implementing an education program since they spend a lot time with the learners. A positive attitude towards something is therefore likely to increase the commitment with which those implementing it will perform (Ithagi, 2007). Quoting Labudde, (2000) , Ithagi states that learners are either marginalized from or empowered in a subject by the perception and attitude of the teacher towards it .This implies that learners will like a subject if their teachers have a favorable positive and they will equally dislike it if their teachers hold a negative and an unfavorable attitude towards the subject.

A study by Kolosoa (2009) revealed that teachers in Lesotho seemed to have less value for life skills education because the subject was not examinable. Kaimuri (2008) on the other hand indicates that in Uganda, head teachers and teachers gave more priority to vocational and livelihood skills at the expense of life skills education. She observed that administrators concentrated more on improving laboratories and workshops, getting qualified teachers for examinable subjects, and arousing students' interests on practical subjects. Staff meetings mainly concentrated on how to improve academic standards, discipline and staff welfare but there was

little concern for life skills education.

The society's perception towards certain subjects will also determine the way the teachers will handle them. A study carried out by UNICEF in 2006 revealed that teachers in Swaziland were not confident in teaching the learners life skills such as using condoms as a way of preventing the spread of HIV/AIDS because they feared losing their jobs, especially those teaching in Roman Catholic sponsored schools.

In her study Ithagi (2007) reports that a good number of teachers in Nairobi's Kamukunji division recognized the importance of life skills. However, they equally felt that the knowledge gained by learners from life skills sessions was not being put into practice because problems such as teenage pregnancies, drug and substance abuse and sexually transmitted diseases, among others were still rampant among young people. Her study also revealed that some teachers were dissatisfied with the teaching of life skills because it was being forced on them and that they lacked the required support materials for its implementation. They also complained that they had not been trained to handle the subject and that there was no time for implementing it due to an already overloaded curriculum.

Teacher attitude towards a subject reflects directly on their love for that subject. Positive attitude can be created in learners if they are fully involved in life skills sessions (Kaimuri, 2008). Learners should also be given opportunities to practice what they have learnt in order to gather confidence and value for life skills education. An evaluation study on implementation of Life Skills curriculum carried out by Ashton in Armenia in 2001 revealed that students had a very positive attitude

towards Life Skills. She attributed this to democratic classroom situation where the teachers viewed themselves as equals with the learners.

2.5 Learning resources for life skills education

In many countries, the education sector is resource constrained across the board, in terms of teachers, teaching and learning materials, curriculum time, class sizes, etc. Given this background, there is a wide variation in the priority given to LSE resources. Resource constraints were cited by respondents as the most limiting factor to successful implementation of life skills education (UNIADS, 2010).

Availability of teaching and learning materials is a core determinant in the successful implementation of any curriculum. The success of a life skills program to development of teaching and learning materials including life skills manuals to guide teachers on how to handle Life Skills sessions (WHO 1994).

A policy brief by African Population and Health Research Center (APHRC) No. 23 of November 2010 reveals that provision of educational materials is one of the intervention components of creating healthy schools. Ashton (2001) also observes that teaching and learning materials are crucial in planning and implementing a successful life skills program. These materials should also be delivered at the right time in order to avoid inconveniences in the process of implementation.

In Malawi, in addition to teaching and learning materials such as text books, life skills education was imparted through resource people such as health workers especially to facilitate Health education activities (Education Quality (EQ) Review,

2004). Ithagi (2007) observed that books are more commonly used for teaching life skills education in Kenya. However, charts, posters and tapes were also provided mainly by organizations and churches. Ithagi (2007) and Kaimuri (2008) however indicate that in Kenya, most schools had a shortage of the required materials. Teachers felt that other than textbooks, they required film facilities, video tapes and resource persons to facilitate Life Skills sessions. They also needed right pictures to help learners understand life skills content through illustrations. This report therefore revealed that lack of relevant materials was among the factors hindering effective implementation of life skills education in the country.

The Government of Kenya seems to be getting increasingly concerned about the implementation of Life Skills education and has made efforts to have it as a subject on its own in the school curriculum. In a circular sent to schools by the Ministry of Education (MoE) in 2009, schools were to use textbooks such as Life Skills for the Youth, and Teachers' Handbook produced by KIE. They were also advised to source materials from other relevant books while awaiting the recommended books to be produced in the course of year 2009. In addition to relevant and instructional resources, Time allocation is an important component in the implementation of any curriculum program.

Boyd (2011), and WHO (1997) suggest that skill-based program require to be allocated time on weekly basis. In Armenia, for example teachers felt that one hour of life skills per week was adequate. According to MoE (2009), life skills education is supposed to be allocated one lesson per week in the school time tables both at the primary and secondary schools.

2.6 Head teacher supervision of the life skills curriculum

The implementation of any curriculum program can hardly be achieved without supervision. According to Chikumbu and Makamure (2000), the school Head Teacher performs the supervisory function by deploying staff, allocating time, providing teaching and learning materials and creates conducive atmosphere for teaching and learning. The school head is therefore expected to guide and monitor curriculum implementation. A good supervisor is one who reduces stress among by working towards an attitude change among the people he is dealing with indicates that effective supervision is that which encourages team work, allows constructive criticisms, listens to complaints and responds accordingly. Communication channels should be kept open.

World Health Organization (1997) suggests that it is important that regular supervision of life skills program is carried out in order to keep in touch with changing priorities and make improvements where necessary. Effective supervision is achieved when each subject is placed under a department or subject panel. Proper staff co-ordination and supervision should be done where the teachers prepare their schemes of work, keep proper records of the work done (Griffin, 2006).

2.7 Summary of literature review

The reviewed literature reveals that life skills education has been mainstreamed in the education systems of various countries. It has revealed some strengths and weaknesses of the implementation programs in these countries as well as some recommendations for effective teaching of life skills education. The gap the researcher intended to fill is to establish whether the revealed weaknesses have been

addressed by effecting the given recommendations in primary schools. Successful implementation of life skills education requires general methods to be used as no single teaching strategy can be used to achieve the intended outcome. It also highlights that the teachers' capacity, preparedness, understanding and attitude towards the implementation of life skills education curriculum is crucial.

The literature has revealed that learning resources, the right attitudes both by the teachers and learners need to be cultivated for effective and successful implementation of LSE. All this have to be coordinated by the school head teacher by creating the right and conducive environment for learning and monitoring and evaluating the implementation process of LSE.

2.8 Theoretical framework

A significant body of theory and research provides a rationale for the benefits and uses of skills based education. Behavioral science, and the disciplines of education and child development, placed in the context of human rights principles, constitutes a primary source of these foundation theories and principles. Those who work in these disciplines have provided insights - acquired through decades of research and experience - into the way human beings, specifically children and adolescents grow and learn; acquire knowledge, attitudes, and skills; and behave. Research and experience have also revealed the many spheres of influence that affect the way children and adolescents grow in diverse settings, from family and peer groups to school and community (Bucher, 1997).

There are quite a number of theories that underpin this study. These are:- child and

adolescent theory, multiple intelligences theory, social learning theory, problem-behavior theory, social influence theory and cognitive problem solving theory among others. This study is based on Overcoming Resistance to Change (ORC) theory of curriculum innovation by Neal Gross (1979) who advances various conditions of neutralizing obstacles to change using the example of social studies. This model is based on the assumption that the future of a planned organizational change is based on a leader's staff resistance to change that is present just prior to or at the time of implementation. The model makes an important emphasis on implementation. The model considers educational change as a three phase sequence namely: initiation, attempted implementation and incorporation.

Among the proposals the theory advances are:- creating a clear understanding among members of the organization about the intended change; ensuring that members of the organization are equipped with the relevant skills required to carry out the innovation; and the provision of the necessary resource to effect the innovation. Gross further suggests that members require some motivation to spend the required time in order to make the innovation a success.

This study anchors on the attempted implementation phase of the ORC theory. The views advanced by Gross apply appropriately to this study. Studies done by (Watuku, 2010), Chikumbu and Makamure (2000), Ithagi (2007) WHO (1994), and Kaimuri (2008) and others have all in one way or the other indicated that the success of implementation of life skill education would largely depend on teacher training and preparedness, positive attitude of the school administrators, teachers and the learners, the availability of appropriate and adequate learning resource materials

and proper school supervision. This study too investigated whether these factors do influence the implementation of life skills education in the public primary schools in Kehancha division in Kuria west district.

2.9 Conceptual framework

A conceptual framework is used to show how the variables of a study are interrelated. In this study, there are independent variables, dependent variable and a moderating variable. Independent variables are those variables that cause changes in the dependent variable while a dependent variable is one whose outcome depends on manipulation of independent variables.

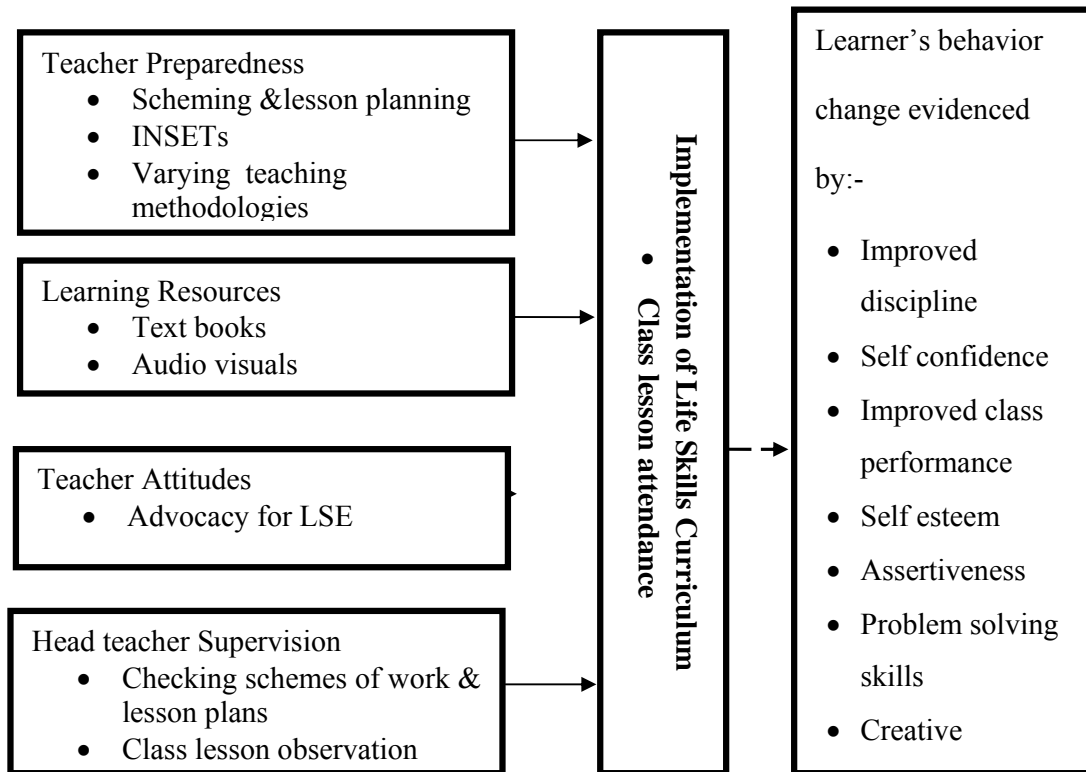


Figure 2.1: Inter relationships of inputs for life skills education and the implementation process of life skills education

The independent variables are teachers' preparedness that includes teacher preparedness and teaching methodology, teaching and learning resources, teacher

attitude and in-school head teacher supervision. The actual implementation through teaching of the LSE curriculum in the schools forms the dependent variable. The outcome of this becomes evident by marked behavior changes in the pupils. This study however does not intend determine the level of behavior change as it is not part of the objectives in this study. When the teachers attend to the class duties with an accepted level of preparedness and in the right attitude to teach life skills subject as prescribed in the syllabus, backed by adequate and appropriate teaching resources and regular supervision by the head teacher, then implementation of the life skills education curriculum would take place in the schools in Kehancha division.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology to be employed in this study. It focuses on research design; target population, sample size and sampling techniques, research instruments, and data collection procedures and methodologies of data analysis.

3.2 Research design

Research design is the blue print that enables the researcher to design a framework of planning and conducting research. Borg and Gall (1997) classifies research design mainly by the method of data collection. This research study s employed a descriptive survey design. Descriptive survey is concerned with describing the characteristics of an individual or group. Large amounts of data can also be collected with relative ease from a variety of people. The descriptive survey technique allows the researcher to examine many variables such as demographic and lifestyle information, attitudes, motives, intentions, and so on and to use multivariate statistics to analyze the data.

3.3 Target population

Mugenda and Mugenda (2003) state that population is an entire group of individuals, events or objects having a common observable characteristics. The target population of this study shall consist of all the public primary schools in Kehancha Division. There are 19 schools in the division with a population of 1490 pupils in classes

Seven and Eight. The schools have a total of 190 teachers (DEO Kuria West, 2013). The head teachers were targeted because of their administrative and supervisory roles in the school, while the teachers were targeted because they are the key implementers of the curriculum at the classroom level. The std. 7 and 8 pupils were involved because they had stayed in school long enough and were able to read and understand the questionnaire items.

3.4 Sample size and sampling techniques

Sampling is defined as a deliberate method of selecting subjects for observation to enable the scientists infer conclusions about a population of interest from the characteristics of a relatively small number of cases (Best and Kahn, 1996).

The random sampling of the participating teachers and pupils was done by writing the names of all the schools in the division on papers, folding and putting in a basket for random picking (Mulusa 1990). Mugenda and Mugenda (2003) suggest that a sample of between 20 and 50 percent for a small population is reliable and sufficient for generalization.

For the purpose of this study, the sample size was drawn from all the nineteen public primary schools in the division comprising 19 head teachers, 95 teachers which translate to 50 percentage of the teacher population; 300 pupils translating to 20 percent of STD 7 and 8 pupil population.

3.5 Research instrument

The study used both open and closed ended questionnaires for the head teachers, teachers and the pupils. This is because questionnaires capture large number of

population and is cheaper compared to other instruments. The questionnaire for the head teachers and the teachers had five sections while that of the learners' one had three sections addressing resources, teaching methodologies and attitudes.

3.6 Instrument validity

Mugenda and Mugenda (2003) define validity as the degree by which the sample of test items represents the content the test it is designed to measure. They state that the usual procedure in assessing the content validity of a measure is to use a professional or expert in a particular field. A pilot study was carried out in two schools to determine whether there were any ambiguities and inconsistencies and to ensure that the instruments elicited the desired data in response to the research questions. To establish the content validity of the research instrument, the researcher sought expert advice and assistance from the research supervisors and also discussing with and critiquing by colleagues, (Orodho, 2004).

3.7 Instrument reliability

Orodho (2004) describes reliability as the degree to which empirical indicators are consistent in two or more trials in an attempt to measure the theoretical concept. The researcher used test-retest method to obtain reliability of the measuring instrument. This technique involved administering the same instruments twice in a span of two weeks in two of the schools in the study sample. Scores from both testing periods were then be correlated. Reliability correlation co-efficient was computed by use of Pearson Moment Correlation Coefficient (r) thus:-

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:-

$\sum X$ = the sum of scores in x distribution

$\sum Y$ = the sum of scores in y distribution

\sum = symbol of summation

$\sum X^2$ = the sum of squared scores in x distribution

$\sum Y^2$ = the sum of squared scores in y distribution

$\sum XY$ = the sum of products of paired x and y scores

N = the total number of subjects.

To obtain the score of X and Y half split technique was used. The even scores were marked X and odd ones marked Y. The computed value for this study obtained from the pilot tests was 0.76 for the head teacher questionnaires, 0.81 for the teacher's questionnaire and 0.79 for the learner's questionnaire, on overall all the questionnaire had reliability value of 0.79. According to Orodho (2004), when the value of (r) is equal to +1.00, the two sets are in perfect agreement and is -1.00 when they are in perfect disagreement hence a correlation co-efficient (r), of about 0.75 is enough to judge the reliability of the instruments.

3.8 Data collection procedures

The researcher obtained a research permit from the National Council for Science and technology (NCST) and a research authority letter from the District Education Officer Kuria West. Introductory letters was sent to the head teachers of the participating schools and appointment sought for the purpose of creating rapport, confidence and removing any suspicions by assurance of confidentiality of the respondents who shall participate in the study. Questionnaires were given out and picked up later on the second and third day as had been mutually agreed on.

3.9 Data analysis techniques

Data analysis is the process of systematically searching, arranging, organizing, breaking the data into manageable units, synthesizing and searching for patterns. The collected raw data were collated, tabulated and analyzed. Data was analyzed using Statistical Package for Social Sciences (SPSS) Version 19.0 program. The quantitative data obtained were analyzed using descriptive statistics such as percentages, frequency distribution tables, and using inferential statistics. The qualitative data was analyzed through sequences, regularities and patterns of words and phrases for coding purposes

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the data collected from the field. The responses on the closed and open ended questionnaire items are summarized and presented using figures, tables and pie charts using frequencies, percentages and mean. The rest of the data is presented in narration where the most striking responses are mentioned. The chapter is organized thematically with related test research questions of the respondents addressed and discussed together in order to bring out a systematic and coherent presentation.

The study had four main research questions addressing the influence of teachers in the implementation of life skills curriculum in public primary schools ; the availability and adequacy of instructional resources and their influence in the implementation of life skills curriculum in public primary ; the extent to which head teacher's supervision influence implementation of life skills curriculum and the influence of the teachers' attitudes in the implementation of life skills curriculum in schools public primary schools in Kehancha division.

4.2 Questionnaire return rate

The researcher dispatched 19 questionnaires to head teachers, 95 questionnaires to teachers and 300 to learners. The questionnaires return included 16 from the head teachers, 90 from the teachers and 250 from the learners. This represents 84 percent return rate from head teachers, 95 percent from teachers and 83 percent from the learners. This evidences the respondents' co-operation with the researcher and the

percentage rates were deemed adequate for data analysis as propounded by Mugenda & Mugenda who states that a 50 percent response rate is adequate, 60 percent good and above 70 percent rated very well. This is in agreement with what was indicated by Cooper and Schindler (2003) who indicated that a response rate of between 30 to 80% of the total sample size can be generalized to represent the opinion of the entire population.

SECTION A

4.3 Demographic information

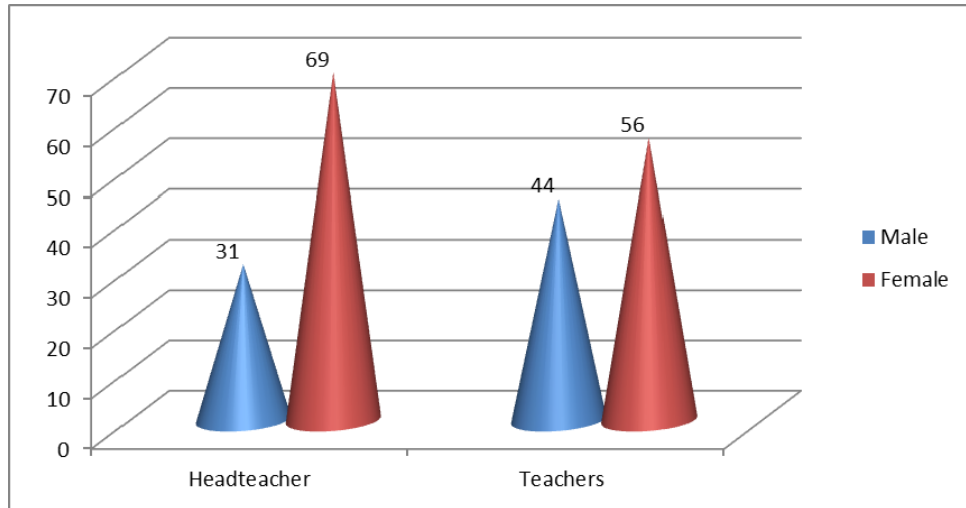
The demographic information sought to establish the gender of the respondents, level of teaching experience of the teachers, their academic qualification , the age bracket of the pupils and the category of schools in the division of Kehancha.

4.3.1 Gender of the respondents

This sub section sought to determine the gender of the teachers. Gender has substantial influence in the implementation process of the curriculum. This is because life skills education addresses issues some of which can be handled by a particular gender. The respondents were asked to indicate their gender.

Figure 4.1:

Respondent distribution by gender



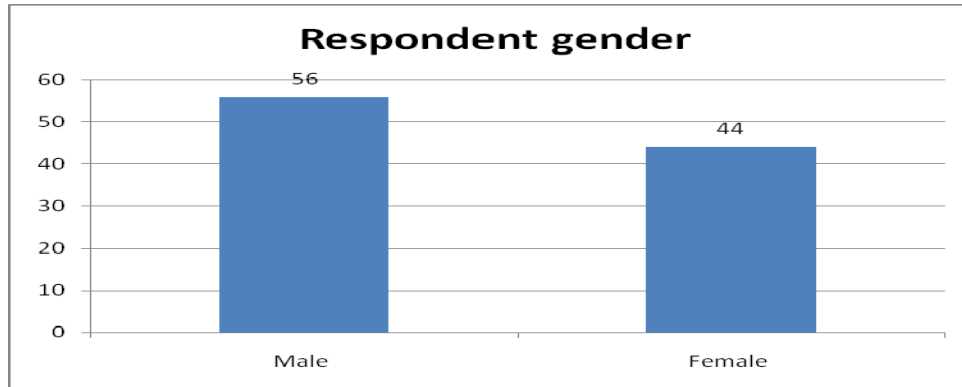
From the findings on the gender of the respondents, it was found that majority of the head teacher respondents (69%) indicated that were males, while the teacher had female as the majority (56%). Kehancha division has an urban -rural set up. Most urban schools have attracted more female teachers .

The gender of the teachers not only impacts on the delivery of the intended life skills education but also undermines the overall purpose of the program. The phenomenon is worsened by the stereotype mentality held by each gender be they students or teachers on the life skills' content and which gender should present it (Ndirangu, et al 2013)

The gender of the pupils sought to determine the composition of the learners both in the day schools and the boarding schools in the division. This was to enable the researcher to establish whether LSE was being taught to all the learners equally.

Figure 4.1.1:

Pupil gender



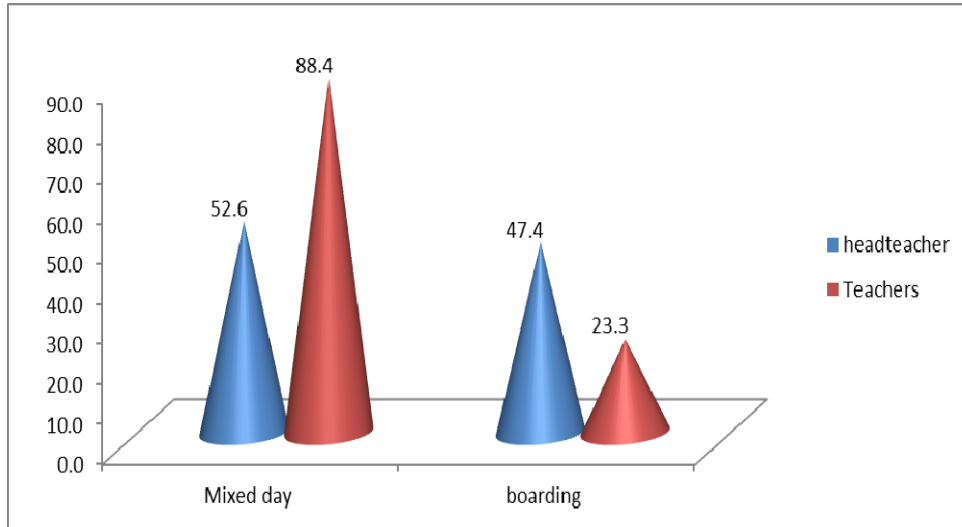
From the findings on the gender of the respondents, the research found that majority of the respondents by 56 percent indicated that they were males whereas 44 percent of the respondents indicated that they were females, this is an indication that both genders were involved in the study though not in equal proportions. The interpretation here could be that most girls tend to drop out of school at std 7 and 8 due to early marriage and teenage pregnancy. Even though this research did not set out to determine anything to do with dropout, it was observable that there were more girls the lower classes of one to five than those in classes 6 to 8.

4.3.2 School category

School category information is vital in establishing whether the implementation of life skills education curriculum was taking place at all the school categories in the division.

Figure 4.2:

School Category



This shows that the two major categories of schools were well represented in this case and would help in determining the factors influencing implementation of Life Skills Curriculum. A big number (88% of teachers and 52.6% of headteachers) in Kehancha division attend mixed day schools. This may also mean that if life skills education is implemented then it would reach a majority of the learners.

4.3.3 : Length of service

Teaching experience is an important component of teacher capacity. The longer the experience the better equipped the teacher is presumed to be in content delivery. The respondents were asked to indicate the length of service in their current positions and responded as illustrated.

Table 4.1:

Length of service

	Headteachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Below 5 years	4	25	15	17
5-10 years	9	56	54	60
Above 10 years	3	19	21	23
Total	16	100	90	100

From the findings it was found out that majority of the respondents as shown by 56 percent indicated that they had served as head teachers for between 5 years and 10 years while 60% of the teacher respondents indicated they had served for the same time bracket. This also implies that the teachers had a had served long enough to respond competently to the questionnaire items and also that their experience would make them aware of the need to implement LSE in their schools.

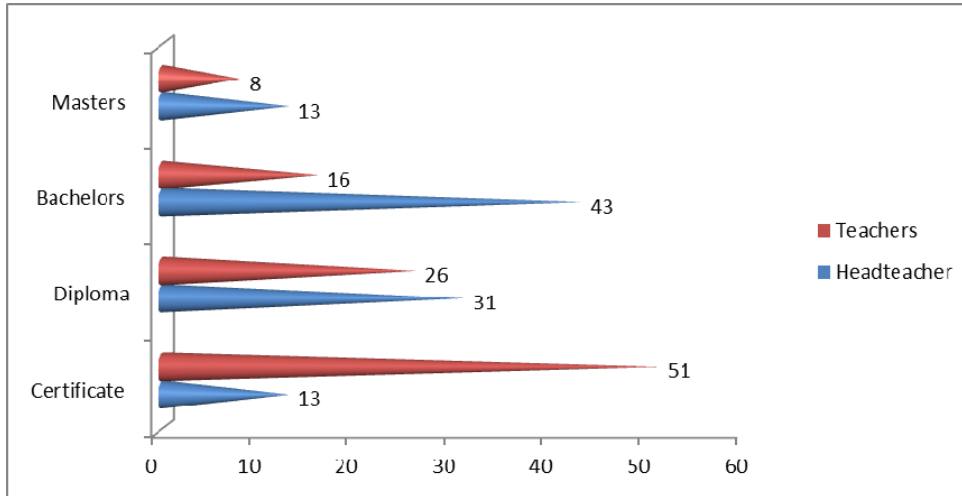
4.3.4 Academic qualification

Teaching is a professional job requiring a high level of education and training, an assertion that is in support of Shiundu and Omulando (1992) which observes that one has to be an expert authority in the field of education to be regarded as a professional teacher.

The respondents were asked to indicate their highest level of academic qualifications .

Figure 4.3:

Educational level of respondent



On the head teacher's level of education, it was found out that 43 percent of the respondents had attained the bachelor's degree level and a significant group of 31 percent of the respondents indicating to have reached the diploma level. The teachers of Kehancha division have a significant number (51%) in the certificate level . This is an indication that most of the head teachers and the teachers of the public primary schools in Kehancha had a level of education that would have equipped them with the necessary skills and content knowledge to implement life skills curriculum in their schools.

SECTION B

4.4 Institutional factors influencing implementation of LSE

The following sections dealt with institutional factors influencing implementation of LSE in public primary schools in Kehancha division in response to the research

questions. These factors include how well the teachers are prepared through training and capacity building, the role of learning resources in the implementation process, the influence of teacher supervision and the attitude of the teachers' impact on the implementation process.

4.4.1 Teacher preparedness in implementing LSE

Regarding teacher preparedness the teachers were asked to indicate how prepared in the implementing LSE in their schools. This table below gives the findings on the level of preparedness of teachers in implementation of LSE in primary schools, the findings were as follows

Table 4.2:

Teacher preparedness

Teacher preparedness	Min	Maximum	Mean	Std dev.
Teachers are adequately prepared to implement LSE curriculum	1	3	2.12	0.21
Teachers have never had any special training in LSE curriculum	1	3	2.27	0.25
In-service training of teachers (INSETs) is important in order to implement LSE curriculum effectively	1	4	3.53	0.23
Colleges need to offer special teaching methodology for implementing Life Skills	1	4	3.93	0.23
The success of implementing LSE is dependent on trained teachers	1	5	4.17	0.13
Teachers are adequately trained to implement LSE curriculum	1	3	2.05	0.17

From the findings on level of agreement on statements relating to teachers' preparedness on learning life skills education, the respondents indicated that teachers

had never had any special training in LSE curriculum as shown by a mean of 2.27 and that they are not adequately prepared to implement LSE curriculum as shown by a mean of 2.12 . They however agreed that the success of implementing LSE is dependent on trained teachers as shown by a mean of 4.17 stating that colleges need to offer special teaching methodology for implementing Life Skills as shown by the mean of 3.93. This is in support of what WHO (1997) suggest that initial teacher training should prepare teachers in how to apply participatory methods of teaching.

4.4.2 Adequacy of learning resources

The researcher also wanted to investigate the availability of teaching and learning resources in the sampled schools.

The respondents were asked to indicate the presence or absence of the instructional resources in their schools.

Table 4.3:

Teaching and learning resources

Instructional Resources	Min	Max	Mean	Standard deviation
Text books on LSE	1	4	3.79	0.19
LSE Syllabus	1	3	2.13	0.14
Hand books on LSE	1	4	3.82	0.27
Charts	1	4	3.90	0.23
Films	1	2	1.91	0.18
Video tapes	1	3	2.14	0.10
Pictures	1	4	3.98	0.21
Posters	1	2	1.82	0.26

From the findings on the availability of teaching and learning resources and life skills education, the research findings indicate that majority of the respondents

indicated pictures are the most preferable as shown by the mean of 3.98. The respondents also indicated these resources as inadequate

This is an indication that although there are various learning resources for LSE in public primary schools the resources are inadequate in Kehancha division. Ashton (2001) observes that teaching and learning materials are crucial in planning and implementing a successful life skills program. These materials should also be delivered at the right time in order to avoid inconveniences in the process of implementation. Kaimuri (2008) also observes that in Kenya, most schools had a shortage of the required materials. Teachers felt that other than textbooks, they required film facilities, video tapes and resource persons to facilitate Life Skills sessions. They also needed right pictures to help learners understand life skills content through illustrations.

4.4.3 Teachers Attitudes towards LSE

A positive attitude of teachers will greatly contribute to the success of implementing an education program since they spend a lot time with the learners. A positive attitude towards something is therefore likely to increase the commitment with which those implementing it will perform (Ithagi, 2007). On the teacher's attitudes and life skills, the teachers were asked to indicate their opinion on the implementation of life skills education using the parameters below.

Strongly Disagree [1] Disagree [2]. Undecided [3]. Agree [4] Strongly Agree [5]

Table 4.4:**Teacher attitudes on life skills education**

Statement	Min	Max	Mean	Standard deviation
LSE does not change pupil behavior	1	3	2.42	0.16
Teaching LSE is fulfilling	1	2	1.73	0.19
Teaching LSE is unnecessary work load for teachers	1	4	3.84	0.22
Teachers would rather teach an examinable subject during time of LSE	1	5	4.15	0.32
The methodologies recommended is effective	1	2	1.68	0.84

From the findings, the respondents indicated that teachers would rather teach an examinable subject during time of LSE as shown by a mean of 4.15 and that teaching LSE is an unnecessary work load for teachers as shown by the mean of 1.73. this tallies in with a study done by Kolosoa (2009) that teachers in Lesotho seemed to have less value for life skills education because the subject was not examinable. Kaimuri (2008) too indicates that in Uganda, head teachers and teachers gave more priority to vocational and livelihood skills at the expense of life skills education. She observed that administrators concentrated more on improving laboratories and workshops, getting qualified teachers for examinable subjects, and arousing students' interests on practical subjects. Staff meetings mainly concentrated on how to improve academic standards, discipline and staff welfare but there was little concern for life skills education.

4.4.4 School supervision

The implementation of any curriculum program can hardly be achieved without supervision . Wango (2009) emphasizing on parameters for effective curriculum implementation states that, a teacher should ensure that there is a lesson timetable, scheme of work, lesson plan, records of work, teaching and learning resources, class registers to monitor attendance and pupils progress record.

The below shows the respondents level of agreement on statements relating to head teacher school supervision and life skills education.

Strongly Disagree [1] Disagree [2]. Undecided [3]. Agree [4] Strongly Agree [5]

Table 4.5:

School supervision and life skills education

Statement	Min	Maximum	Mean	Standard deviation
Teachers follow the prescribed syllabus for life skills	1	3	2.47	0.25
Teachers prepare schemes of work for life skills	1	2	1.90	0.34
Teachers keep records of work for life skills	1	3	2.39	0.45
I Discuss implementation of LSE with teachers	1	4	3.71	0.52
The Directorate of Quality Assurance and Standards (DQAS) monitors the teaching of life skills in my school	1	2	1.86	0.91

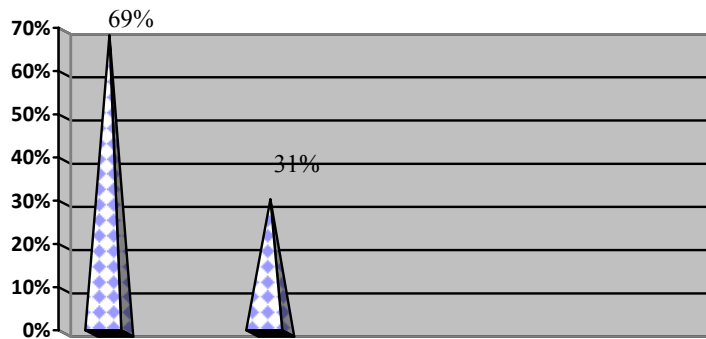
On the respondents level of agreement on statements relating school supervision of life skills education, the study established that the majority of the respondents indicated that the Directorate of Quality Assurance and Standards (DQAS) never monitors the teaching of life skills in their school as shown by a mean of 1.86. Teachers do not prepare schemes of work for life skills as shown by a mean of 1.90. This is an indication that there is poor head teacher supervision on LSE in most of the public primary schools in Kehancha division. According to Chikumbu and Makamure (2000), the school Head Teacher performs the supervisory function by deploying staff, allocating time, providing teaching and learning materials and creates conducive atmosphere for teaching and learning. The school head is therefore expected to guide and monitor curriculum implementation. This lack of supervision by the head teachers and the directorate of quality assurance and standard influences to a great deal the implementation of LSE in Kehancha division.

SECTION C

This section dealt with the data relating to qualitative opinion of the teachers with regard to implementation of LSE in their school. The teachers were asked to indicate any retraining they have had since coming from teacher training

Figure 4.4:

Teachers re-training in Life Skills Education



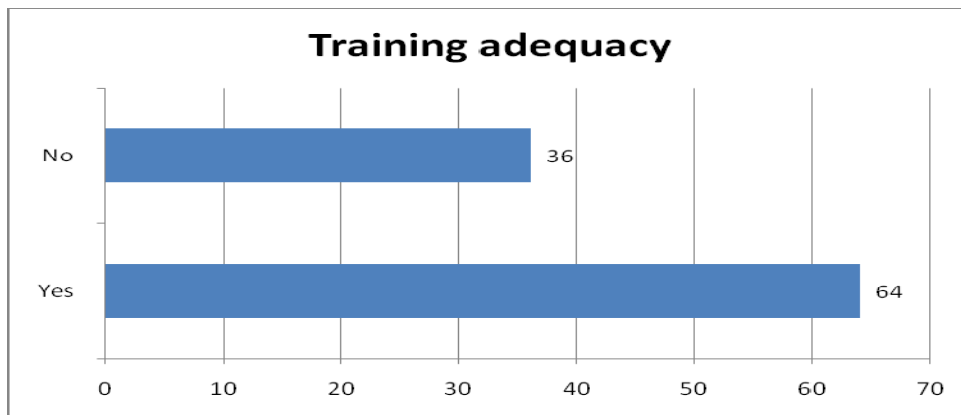
The head teachers indicated that they had received some training in Life skills Education as shown by 69 percent and that these retraining seminars were organized for the head by the Kenya Institute of Curriculum Development, Ministry of education NGOs such as the Action Aid Kenya, World vision and private public speakers.

4.4.5 The adequacy of the training

The head teachers were asked to indicate their opinion on the adequacy of their training and they responded as figure 4.4 illustrates

Figure 4.5

Adequacy of training on LSE



From the findings on whether the training offered to head teachers in public primary schools is adequate, the research found that majority of the respondents as shown by 64 percent indicated that the training was inadequate . Kaimuri (2008) observes that training of teachers on life skills in Kenya has been taking a very slow pace. The research established that majority of the head teachers and teachers in Kehancha division have received some training in life skills education. A summative evaluation of primary school education curriculum report by the KIE in 2010 established that the majority of curriculum implementers have the required academic and professional qualifications.

From the findings on who organized LSE training in Kenya, it was established that the teachers were trained by KICD, MoE and the Teachers Service commission. The research found that the teachers of public primary schools in Kehancha division have received training of less than 3 months on Life skills education. KIE and UNICEF in conjunction with Life Skills promoters (LISP) have made efforts to equip teachers with the necessary skills for implementing life skills education (LISP, 2010). Ithagi (2007), supports this view when she states that teachers in Kamukunji complained they had not been sufficiently trained to handle the subject and that there was no time for implementing it due to an already overloaded curriculum.

The duration of the training they indicated as table 4.6 illustrates.

Table 4.6:

Duration of Head teachers' training

Duration of training	Frequency	Percentage
Less than a month	3	27
1 – 3 months	6	55
More than 3 months	2	18
Total	11	100

From the findings on the duration of training to the head teachers on life skills education the research found that majority of the respondents as shown by 55 percent indicated the duration to be 1-3 months, 27 percent indicated less than a month whereas 18 percent indicated the duration to be more than 3 months.

WHO (1997) states that effective implementation of Life Skills program requires enhanced teacher training. The success of the program lies heavily on availability of in-service training to replace the conventional methods of teaching and learning with participatory methods.

The teachers were further asked to indicate whether the current curriculum could accommodate the inclusion of LSE and the responses were as illustrated by table 4.7 below

Table 4.7:

Current curriculum accommodativeness

Subject load	Frequency	Percentage
Yes	7	43.8
No	9	56.3
Total	16	100

From the findings on whether the current curriculum in primary schools would comfortably accommodate an extra subject, the research found that a majority of the respondents as shown by 56 percent, indicated that the current curriculum would not comfortably accommodate an extra subject whereas 44 percent of the respondent indicated that the current curriculum in primary schools would comfortably accommodate an extra subject.

The head teachers indicated that the current curriculum would not accommodate an extra subject with the unexploited capacity of the pupils, the revision of the primary school curriculum, with teachers training and increased student needs. The challenges facing implementation of Life Skills in Kehancha division include lack of government support, lack of parental support, teachers' resistance, inadequate resources, inadequate training to implementers and lack of teachers.

The teachers suggested that the measures that would make implementation of life skills education more effective to include training, resource adequacy, government support and increased awareness.

The question on the appropriateness of the teaching methodologies the teacher were asked to indicate their approved methodologies as illustrated by table 4.8

Table 4.8:

Appropriateness of teaching methodologies

Teaching Methodologies	Min	Maximum	Mean	Standard Deviation
Story Telling	1	3	2.02	0.62
Discussion	1	2	1.82	0.84
Role play	1	2	1.89	0.77
Lecture	1	2	1.95	0.56
Demonstration	1	2	1.99	0.91
Question & Answer	1	3	2.13	0.58
Dramatization	1	3	2.07	0.31
Miming	1	3	2.31	0.45

From the findings on the appropriateness of teaching methodologies to teaching of LSE curriculum in public primary schools the research found that the appropriate teaching methods were discussion as shown by a mean of 1.82.

According to Kaimuri, (2008) effective teaching of life skills requires the use of participatory methods such as role plays, drama, debates and discussion Implementers should also use different tones of voices, move around, act things and have fun so as to keep the learners alert. The teachers should use energizers at some point during lessons to awaken the attention of the learners especially if they look tired or bored. The implication therefore is that teachers need to be well trained on how to apply these methods (WHO, 1997).

The researcher also wanted to investigate the type of the available teaching and

learning resources in the sampled schools, the results were as presented by table 4.3

Table 4.9:

Availability Teaching and learning resources

Instructional Resources	Min	Max	Mean	Standard deviation
Text books on LSE	1	4	3.64	0.17
LSE Syllabus	1	3	2.01	0.40
Hand books on LSE	1	4	3.71	0.39
Charts	1	4	3.89	0.72
Films	1	2	1.83	0.55
Video tapes	1	3	2.11	0.24
Pictures	1	4	3.96	0.19
Posters	1	2	1.57	0.86

The respondents indicated that the resources in place were inadequate for effective implementation of LSE. Charts as shown by a mean of 3.89, Hand books on LSE as shown by a mean of 3.71, and Text books on LSE as shown by a mean of 3.64.

On the teacher's attitudes and life skills, the following was established as illustrated in the table below. The following means were given, Strongly Disagree [1] Disagree [2]. Undecided [3]. Agree [4] Strongly Agree [5]

Table 4.10:**Teacher Attitudes**

Teacher attitudes	Min	Maximum	Mean	Standard deviation
LSE does not change pupil behavior	1	3	2.43	0.26
Teaching LSE is fulfilling	1	2	1.54	0.29
Teaching LSE is unnecessary work load for teachers	1	4	3.74	0.53
I Would rather teach an examinable e subject during time of LSE	1	5	4.26	0.49
The methodologies recommended is effective	1	2	1.70	0.42

N= 90

From the findings on teachers' opinion on statements relating to their attitudes and life skills education, the research found out that the respondents showed that they would rather teach an examinable subject during time of LSE as shown by a mean of 4.26 and that teaching LSE is unnecessary work load for teachers. The teachers also stated that LSE does not change pupil behaviour as shown by a mean of 2.43. This is an indication that the teachers in Kehancha public primary schools have a negative attitude towards Life Skills Education.

The below shows the respondents level of agreement on statements relating to teacher school supervision and life skills education. The following means were given, Strongly Disagree [1] Disagree [2]. Undecided [3]. Agree [4] Strongly Agree [5]

Table 4.11:**School supervision**

School supervision	Min	Maximum	Mean	Standard deviation
Teachers follow the prescribed syllabus for life skills	1	3	2.46	0.62
Teachers prepare schemes of work for life skills	1	3	2.34	0.88
Teachers keep records of work for life skills	1	2	1.94	0.91
I Discuss implementation of LSE with headteachers	1	2	1.79	2.13
The Directorate of Quality Assurance and Standards (DQAS) monitors the teaching of life skills in my school	1	2	1.81	1.19
N = 90				

On the teachers' level of agreement on statements relating to school supervision and life skills education, the research revealed that the respondents disagreed that they followed the prescribed syllabus for life skills as shown by a mean of 2.46, they prepared schemes of work for life skills as shown by a mean of 2.34, they kept records of work for life skills as shown by a mean of 1.94, The Directorate of Quality Assurance and Standards (DQAS) monitors the teaching of life skills in my school as shown by the mean of 1.81 and that they discussed the implementation of LSE with head teachers as shown by the mean of 1.79. This is an indication that LSE in most of the public primary schools in Kehancha division is not well supervised.

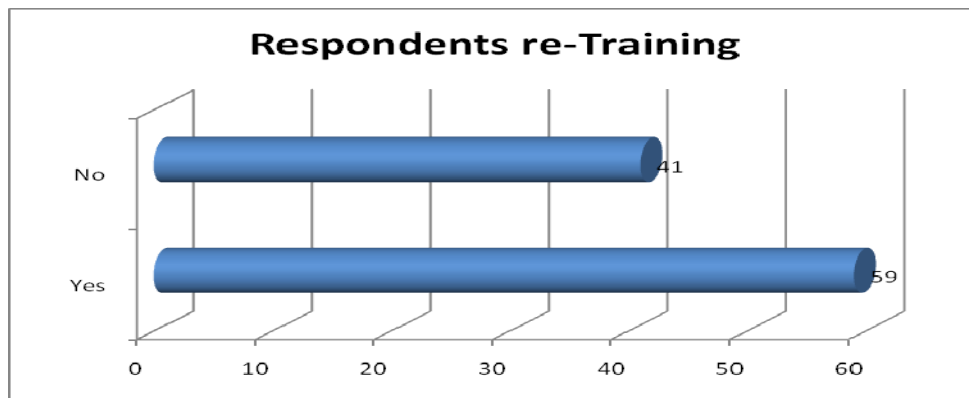
4.4.6 Life Skills Education

This section dealt with life skills, respondents re-training, duration of training, curriculum and the teaching methodologies. The results of these findings are as follows;

The researcher also wanted to establish whether the schools have adequate instruction resources, the findings were as follows;

Figure 4.6:

Respondents re-training



From the findings on whether the teachers had received training in life skills education, the research found that majority of the respondents as shown by 59 percent indicated that they had received some training in life skills education whereas 41 percent indicated that they had not received any training in life skills education. This is an indication that majority of the teachers in Kehancha division have received some training in life skills education. From the findings on who organize LSE training in Kenya, it was established that the teachers were trained by KIE, Life Skills promoters (LISP), colleagues under cascade trainer of trainers, KICD, and MoE.

The table below shows the duration the respondents had been trained on life skills and education;

Table 4.92:

Duration of life skills education

Duration of life skills	Frequency	Percentage
Less than a month	12	23
1 – 3 months	31	58
More than 3 months	7	13
Total	53	100

From the findings on the duration of training to the teachers on life skills education the research found that majority of the respondents as shown by 58 percent indicated the duration to be 1-3 months, 23 percent indicated less than a month whereas 13 percent indicated the duration to be more than 3 months. This is an indication that the head teachers of public primary schools in Kehancha division have received training of less than 3 months on Life skills education.

The table below illustrates the respondent’s agreement on whether the training received is adequate;

Table 4.103

Adequacy of the respondents training

Adequacy of training	Frequency	Percentage
Yes	17	32
No	36	68
Total	53	100

From the findings on whether the training offered to teachers in public primary schools is adequate, the research found that majority of the respondents as shown by

68 percent indicated that the training was inadequate. This is an indication that the training offered to teachers of public primary schools in Kehancha is inadequate.

The table below shows the respondents results on how current curriculum in primary schools would comfortably accommodate an extra subject;

Table 4.1411:

Current curriculum

curriculum in primary	Frequency	Percentage
Yes	34	38
No	56	62
Total	90	100

From the findings on whether the current curriculum in primary schools would comfortably accommodate an extra subject, the research found that majority of the respondents as shown by 62 percent, indicated that the current curriculum would not comfortably accommodate an extra subject whereas 38 percent indicated that the current curriculum in primary schools would comfortably accommodate an extra subject. This is an indication that the current curriculum in primary schools in Kehancha division would not comfortably accommodate an extra subject.

The researcher found out that the current curriculum in primary schools could accommodate an extra subject since it can be combined with normal learning procedures and the current curriculum has so many spaces which can accommodate an extra subject. The respondents indicated that the curriculum could not accommodate an extra subject due to inadequate teachers, inadequate resources, and rigidity of the program and bureaucratic nature of the curriculum.

On the challenges facing implementation of Life Skills Education in Kehancha division, the research found that the challenges include inadequate teachers, increased enrollment in public schools, inadequate learning resources and inadequate guidance on the implementation.

It has further been established that the measures that would make implementation of life skills education more effective include involvement of the government in LSE curriculum implementation, training of teachers on LSE, informing the teachers and learners on the importance of LSE and provision of learning resources to the schools and students.

Table 4.125:

Teaching methodologies

Teaching Methodologies	Min	Max	Mean	Standard deviation
Story Telling	1	2	1.95	0.74
Discussion	1	2	1.64	0.41
Role play	1	2	1.56	1.09
Lecture	1	2	1.82	0.26
Demonstration	1	3	2.02	0.39
Question & Answer	1	2	1.78	0.17
Dramatization	1	3	2.08	0.33
Miming	1	3	2.43	0.79

N = 90

From the findings on the appropriateness of teaching methodologies to teaching of LSE curriculum in public primary schools the research found that the appropriate

teaching methods were role play as shown by a mean of 1.56, discussion as shown by the mean of 1.64, question and answer as shown by the mean of 1.78, lecture as shown by the mean of 1.82, storytelling as shown by the mean of 1.95, demonstration as shown by the mean of 2.02, dramatization as shown by the mean of 2.08 and miming as shown by the mean of 2.43. This is an indication that there are various teaching methodologies used in teaching Life Skills Education in public primary schools in Kehancha division.

Table 4.136:

Distribution of respondents by School category

School categories	Frequency	Percentage
Boarding	87	35
Mixed day	163	65
Total	250	100

From the findings on the school category the research findings have shown that a majority of the respondents as shown by 65 percent indicated that their schools as mixed day .whereas 35 percent indicated that their schools as boarding. This is an indication that majority of the schools in Kehancha division are mixed day schools thus are more likely to have the necessary exposure to exhibit the desired behaviour change occasioned by their learning of the life skills education curriculum. Further, the result indicates that both categories of schools were represented in the research.

Age was another important factor investigated in this study, the findings were as follows:-

Table 4.17:

Respondents age

Age	Frequency	Percentage
Less than 13 years	82	33
13-15 years	125	50
More than 15 years	43	17
Total	250	100

From the data analysis on the age of the respondents, the researcher found that 50 percent of the respondents indicated that they were 13 to 15 years, this is an indication that the respondents were well distributed in terms of their age and that they were able to understand the need for the learning of LSE and its content in their schools. Though not significant as the under 13 years, those pupils in the age bracket of over 15 years could be due to grade repetition.

4.5.1 Implementation of LSE in public schools

This section dealt with the introduction of life skills curriculum in the primary schools, the findings were as follows;

The researcher also wanted to establish whether the schools had adequate instruction resources for the implementation of life skills in the school curriculum, the findings were as follows.

Table 4.148:

Adequacy of learning resources for Life Skills

Learning resources	Frequency	Percentage
Yes	121	48
No	129	52
Total	250	100

From the research on whether primary schools in Kehancha have learning resources for the learning of LSE, this indicates that majority of the respondents (52 percent) of the public primary schools in Kehancha division do not have learning resources for Life Skills.

The researcher also wanted to investigate the extent of the availability of the various teaching and learning resources in the sampled schools, the results were as follows;

Table 4.159:

Availability of learning resources

Learning Resource	Percentage
I have my own Life Skills text book	40.5
We use Video tapes to learn LSE	36.4
We use Charts to learn LSE	46.6
We use Pictures to learn LSE	36.4
We use posters to learn LSE	35.9
We use film to learn LSE	38.0

From the findings on the resources available in the schools for learning skills, the research found that majority of the respondents as shown by 60.5 percent indicated

that they did not own life skills text books. The research established that the text books were less than 2 per class, charts less than 2 per class, pictures between 2 to 4 per class, posters ranged between 2 and 5 per school, films less than 2 per school whereas video tapes less than 2 per school.

Ithagi (2007) observed that books are more commonly used for teaching life skills education in Kenya. However, charts, posters and tapes were also provided mainly by organizations and churches

This is an indication that the LSE resources are inadequate in majority of the public schools in Kehancha division.

Table 4.20:

Persons teaching life skills

Person	Frequency	percentage
Visiting speakers	48	19.2
Teachers	123	49.2
Both teachers and visiting speakers	79	31.6
Total	250	100

From the findings on the people who teach the students Life skills in public primary schools the research found that most of the respondents as shown by 49.2 percent indicated that they were taught life skills by their teachers, 31.6 percent indicated both teachers and visiting speakers whereas 19.2 percent indicated visiting speakers. This is an indication that in most of the public primary schools in Kehancha division the students are taught life skills by the teachers. Given that the teachers have themselves indicated that they are inadequately prepared to teach LSE, this does impact negatively in the overall implementation of LSE in the schools. This outcome

tallies with a study carried out in Malawi by (Education Quality (EQ) Review, 2004).stating that in addition to teaching and learning materials such as text books, life skills education was imparted through resource people such as health workers especially to facilitate Health education activities.

The table below shows the respondents' level of agreement on statements relating to teacher teaching life skills education. The following weighted means were given, Strongly Disagree [1] Disagree [2]. Undecided [3]. Agree [4] Strongly Agree [5]

Table 4.161:

Opinions on teaching of life skills

Statement	Maximum	Mean	Std deviation
Life Skills Education is important for all learners	2	1.91	0.19
Life Skills Education should be made examinable	3	2.13	0.24
Life skills should be taught in upper classes only	4	3.76	0.28

N=250

From the findings on the level of agreement on statements relating to life skills the research found that the respondents agreed that Life Skills Education is important for all learners as shown by the mean of 1.91 and that Life Skills Education should be made examinable as shown by the mean of 2.13. However the respondents disagreed that Life skill should be taught in upper classes only as shown by the mean of 3.76.

This is an indication that life skills are important for all learners and should be made examinable in order to enhance LSE in public primary schools.

In this section the learning methodology was also investigated; the findings were as follows:

Table 4.22:

Learning methods for Life Skills

Teaching Methodology	Percentage
Discussion	74
Role play	71
Question & Answer	69
Lecture	65
Demonstration	64
Story Telling	62
Drama	60

From the findings on the learning methods suitable for life skills education, the research found that majority of the respondents as shown by (74 percent) this is an indication that though there are various life skills learning methods discussion is the most suitable learning method. On what can be done to improve the teaching of life skills in school, the learners indicated that the school management should hire experts to train teachers and head teachers. It should also provide resources needed for LSE through involvement of various stakeholders like parents, government and former students of their schools. The government should make the LSE examinable and provide a curriculum to guide the LSE in primary schools

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations for the research. It focuses on a brief expose' of main features of the research project from chapter one to the analyses and discussion of the obtained data in chapter four. It also presents the conclusions made from the analyzed data. At the tail end of the chapter recommendations and suggestions for further research are presented.

5.2 Summary of the study

The prime objective of the research was to investigate the institutional factors influencing implementation of life skills education curriculum in public primary schools in Kehancha division in Kuria West district. The specific objectives were to determine the influence of teacher preparedness on the implementation of the life skills education curriculum in public primary schools in Kehancha division; to establish the influence of the availability and adequacy of learning resources on the implementation of life skills education curriculum in public primary schools in Kehancha division; to establish the extent to which head teacher's supervision influences the implementation of life skills education curriculum in public primary schools in Kehancha division, and to assess whether attitudes of teachers affect implementation of life skills education in public primary schools in Kehancha

division.

The researcher reviewed literature of life skills education programs in Kenya and other countries examining the various factors that its implementation .

Descriptive research design was adopted in the study. The target population of this study consisted of all the public primary schools in Kehancha Division. Random sampling was used to select a sample of 19 head teachers, 95 teachers; 300 pupils in STD 7 and 8. Primary data was used in the study. Data collection instrument was by administering a semi-structured questionnaire that had both closed and open-ended questions.

The quantitative and qualitative data obtained was coded and analyzed using the statistical package for social sciences (SPSS) presented using descriptive statistics such as percentages, frequency distribution tables, and using inferential statistics.

The reviewed literature has revealed that the implementation of life skills education in most countries is affected inadequate teacher preparation, lack of learning resources, lack of support from the teachers who claim overloaded curriculum and focus on examination subjects, gender factors and inadequate supervision.

This research has established that initial teacher education and in-service or continuous teacher training greatly influence the implementation of Life Skills Education Curriculum. The research found that teachers in Kehancha division have had some special training in LSE curriculum but which was not adequate enough to successfully implement LSE curriculum . Teacher training colleges teacher training colleges need to offer special teaching methodology for implementing Life Skills and that In-service training of teachers (INSETs) is important in order to implement LSE

curriculum effectively.

Teacher attitude was found to be negative in that most teachers felt that the emphases put on examination performance was clouding out the need to teach life skills. The poor staffing in most of the schools is also a factor that limits the teaching of life skills as the teachers view the teaching of life skills as an additional burden on the already over stretched teaching load. This attitude has also infected the learners who, though feeling that it is important to learn life skills, but are also pressed to utilize the available time with the teachers to work on the examinable subjects.

Availability of the learning resources in the schools plays a great role in the effective implementation of any subject. The research report has determined that most of the schools do not have adequate teaching and learning resources for life skills education. Text books which were the preferred resources are in-available . most schools have never used such audio visual aids such as videos and films. Teachers sometimes involve the services outside visiting speakers to help in teaching life skills in their schools. These speakers, though knowledgeable in the content of life skills are not adequately trained in teaching methodologies.

The researcher also found that the methodologies used were not quite effective, that the most preferable teaching methodologies should involve interactive methods such as role play, discussion, question and answer, and demonstration.

Class and school supervision by the head teachers and the Directorate of quality assurance (DQAS) was not adequately done in most of the schools . Poor supervision by the head teachers impacted on the implementation. Most of the teachers were not preparing their schemes of work, lesson plans and notes.

5.4 Conclusion

From the findings of the study the researcher makes the following conclusions:-

- i. That teachers require further training to equip them relevant interactive teaching methodologies for the implementation of life skills in the curriculum.
- ii. That the schools should be equipped with more relevant instructional materials such as audiovisual aids, pictures, charts and text books.
- iii. That school management and the teachers need to change their attitudes towards the implementation of life skills education. The focus so far given to the examinable subjects only should be reduced so as to accord life skills education its proper place in the curriculum.
- iv. The implementation of life skills education in the schools has been shown to be hampered by poor supervision by the head teachers and the directorate of quality assurance and standards. The researcher recommends that a closer supervision and monitoring should be done so as to give proper guidance and advice to the teachers .

5.5 Recommendations based on the research findings

This researcher makes the following recommendations in view of the responses from the research respondents.

- i. Teachers and head teachers need to be given further in-service training in teaching methodologies for life skills for effective implementation of Life Skills education. Teachers also need to adequately prepare and keep their

records of work such as schemes of work, lesson plan and work done for life skills, follow the prescribed syllabus.

- ii. The Government through the Ministry of education and the school management committees should allocate more resources to be used for the learning skills public primary schools like books and videotapes.
- iii. The teachers need to be more appreciative of the social and academic role of life skills education in order to improve on their attitude towards the implementation of life skills education.
- iv. School supervision by the head teacher and the directorate of quality assurance should be enhanced for monitoring the to give proper guidance to the teachers on the need to implement life skills education in their schools.

5.5.1 Suggestions for further research

The researcher suggests studies on:-

- i. Socio-cultural factors influencing the implementation of Life skills education in both public and private primary schools in Kehancha division.
- ii. The influence of the gender of teachers in the implementation of LSE curriculum in primary schools

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APPENDICES

Appendix I: Letter of introduction

University of Nairobi

School of Education

PO Box 30197 -00100

Nairobi

Date:.....

To whom it may concern

Dear Sir/Madam,

RE: DATA COLLECTION FOR RESEARCH STUDY

I am a post graduate student at the Faculty of Education and Planning, University of Nairobi. I intend to conduct a Research Study to investigate the **Institutional factors influencing the Implementation of Life Skills Education Curriculum in Kehancha Division, Kuria West District, Kenya**. This is in fulfillment of the requirements for the award of Degree of Master of Education in Curriculum Studies.

You have been identified to take part in the study. I would be grateful for your assistance in facilitating this exercise.

Yours sincerely,

Ougo J. Owino

Appendix II: Questionnaire for the Head Teachers

This study is designed to gather information on the school based factors influencing implementation of Life Skills Education in public primary schools in Kehancha division. The results of this study are expected to contribute to improvement in the implementation of life skills curriculum. Your identity will be treated with utmost confidentiality. Please respond as per the instructions provided.

Section A:

DEMOGRAPHIC INFORMATION

Please tick/fill in the spaces provided.

1. Please indicate your gender. Male Female
2. What is the category of your school? Boarding Mixed day
3. How long have you served as head teacher? Below 5 years
5-10 years Above 10 years
4. Please indicate your highest level of education: Masters
Bachelors Diploma Certificate

SECTION B :

School Based Factors Influencing the Implementation of LSE in public primary schools in Kehancha division.

For the following question areas, please indicate by use of a tick your opinion against each of the statements given.

Strongly Disagree [1] Disagree [2]. Undecided [3]. Agree [4] Strongly Agree

[5]

i. TEACHER PREPAREDNESS

		1	2	3	4	5
1.	Teachers are adequately prepared to implement LSE curriculum					
2.	Teachers have never had any special training in LSE curriculum					
3.	In-service training of teachers (INSETs) are important in order to implement LSE curriculum effectively.					
4.	Colleges need to offer special teaching methodology for implementing Life Skills.					
5.	The success of implementing LSE is dependent on trained teachers					
6.	Teachers are adequately trained to implement LSE curriculum					

ii. **TEACHER ATTITUDE**

	1	2	3	4	5
1. LSE does not change pupil behavior					
2. Teaching LSE is fulfilling					
3. Teaching LSE is unnecessary work load for teachers					
4. I Would rather teach an examinable subject during time of LSE					
5. The methodologies recommended is effective					

iii. **TEACHING AND LEARNING RESOURCES**

Instructional Resources	Available	Unavailable	Adequate	Inadequate
Text books on LSE				
LSE Syllabus				
Hand books on LSE				
Charts				
Films				
Video tapes				
Pictures				
Posters				

iv. **HEAD TEACHER SCHOOL SUPERVISION**

		1	2	3	4	5
1.	Teachers follow the prescribed syllabus for life skills					
2.	Teachers prepare schemes of work for life skills					
3.	Teachers keep records of work for life skills					
4.	I Discuss implementation of LSE with teachers					
5.	The Directorate of Quality Assurance and Standards (DQAS) monitors the teaching of life skills in my school					

SECTION C

Kindly respond to the following questions by filling in the blank spaces

- i. Have you received any training in life skills education? Yes [] No []
- ii. If your answer to the above question is Yes , please respond to the following questions

Who organized the training? (e.g.KICD,MoE,)

a) _____

b) What was the duration of the training?

c) Would you consider the training adequate? Yes [] No []

- iii. Do you think the current curriculum would comfortably accommodate an

extra subject? Yes [] No []

Give at least two reasons for your answer a)

b) _____

iv. What would you consider to be the challenges facing implementation of Life Skills Education in Kehancha division? (Give at least two reasons).

a) _____

b) _____

v. Please suggest two measures that would make implementation of life skills education more effective.

a)

b)

vi. How appropriate do you consider the following teaching methodologies suitable to teaching of LSE curriculum? (Put a tick in the suitable box)

Teaching Methodologies	Most Appropriate	Appropriate	Inappropriate
a) Story Telling			
b) Discussion			
c) Role play			
d) Lecture			
e) Demonstration			
f) Question & Answer			
Dramatization			
Miming			

THANK YOU

Appendix III: Questionnaire for Teachers

This study is designed to gather information on the school based factors influencing implementation of Life Skills Education in public primary schools in Kehancha division. The results of this study are expected to contribute to improvement in the implementation of life skills curriculum. Your identity will be treated with utmost confidentiality. Please respond as per the instructions provided.

SECTION A :

Demographic Information

Please tick/fill in the spaces provided.

1. Please indicate your gender. Male Female
2. What is the category of your school? Boarding Mixed day
3. How long have you served as head teacher? Below 5 years
5-10 years Above 10 years
4. Please indicate your highest level of education: Masters
Bachelors Diploma Certificate

SECTION B :

School Based Factors Influencing the Implementation of LSE in public primary schools in Kehancha division.

For the following question areas, please indicate by use of a tick your opinion against each of the statements given.

Strongly Disagree [1] Disagree [2]. Undecided [3]. Agree [4] Strongly Agree [5]

i. TEACHER PREPAREDNESS

		1	2	3	4	5
7.	Teachers are adequately prepared to implement LSE curriculum					
8.	Teachers have never had any special training in LSE curriculum					
9.	In-service training of teachers (INSETs) are important in order to implement LSE curriculum effectively.					
10	Colleges need to offer special teaching methodology for implementing Life Skills.					
11	The success of implementing LSE is dependent on trained teachers					
12	Teachers are adequately trained to implement LSE curriculum					

ii. TEACHER ATTITUDE

		1	2	3	4	5
6.	LSE does not change pupil behavior					
7.	Teaching LSE is fulfilling					
8.	Teaching LSE is unnecessary work load for teachers					
9.	I Would rather teach an examinable subject during time of LSE					
10	The methodologies recommended is effective					

iii. TEACHING AND LEARNING RESOURCES

Instructional Resources	Available	Unavailable	Adequate	Inadequate
Text books on LSE				
LSE Syllabus				
Hand books on LSE				
Charts				
Films				
Video tapes				
Pictures				
Posters				

iv. HEAD TEACHER SCHOOL SUPERVISION

		1	2	3	4	5
6.	Teachers follow the prescribed syllabus for life skills					
7.	Teachers prepare schemes of work for life skills					
8.	Teachers keep records of work for life skills					
9.	I Discuss implementation of LSE with teachers					
10	The Directorate of Quality Assurance and Standards (DQAS) monitors the teaching of life skills in my school					

SECTION C

Kindly respond to the following questions by filling in the blank spaces

i. Have you received any training in life skills education? Yes [] No []

ii. If your answer to the above question is Yes , please respond to the following questions

a) Who organized the training? (e.g. KICD, MoE, other)

b) What was the duration of the training?

c) Would you consider the training adequate? Yes [] No []

iii. Do you think the current curriculum would comfortably accommodate an extra subject? Yes [] No []

Give at least two reasons for your answer

a) _____

b) _____

iv. What would you consider to be the challenges facing implementation of Life Skills Education in Kehancha division? (Give at least two reasons).

a) _____

b) _____

v. Please suggest two measures that would make implementation of life skills education more effective. a).....

b).....

v. How appropriate do you consider the following teaching methodologies

suitable to teaching of LSE curriculum? (Put a tick in the suitable box)

Teaching Methodologies	Most Appropriate	Appropriate	Inappropriate
a) Story Telling			
b) Discussion			
c) Role play			
d) Lecture			
e) Demonstration			
f) Question & Answer			
Dramatization			
Miming			

THANK YOU .

Appendix IV: Questionnaire For Learners

This questionnaire is for collecting data on the determinants of mainstreaming Life Skills Education in Kehancha division. Life skills are skills that help people to deal with every day challenges. Please respond to the questions and statements as honestly as possible. Your identity will be treated confidential. Don't indicate your name or admission number anywhere in this paper.

SECTION A:

DEMOGRAPHIC INFORMATION

Please tick/ fill where appropriate

1. What is your gender? Male [] Female []
2. What is the category of your school? Boarding [] Day Mixed []
3. How old are you? _____ years old.

SECTION B:

LEARNING RESOURCES

(Please tick where appropriate).

4. a) Does your school have learning resources for Life Skills?

Yes [] No []

- b.) If YES, please indicate in the following table the resources available

LEARNING RESOURCES	Your Response		How many?	Title of resource
	Yes	No		
I have my own Life Skills text book				
We use Video tapes to learn LSE				
We use Charts to learn LSE				
We use Pictures to learn LSE				
We use posters to learn LSE				
We use film to learn LSE				

5. Who teaches life skills in your school? (Tick where appropriate)

	Yes	No
LSE is taught by our teachers		
It is taught by visiting speakers		
Both our teachers and visiting speakers teach LSE in our school		
Life skills is taught in our school		

SECTION C:

6. Please tick under the statement that you like best.

Strongly Agree [1] Agree [2] I don't know [3] Disagree [4] Strongly Disagree [5]

STATEMENT	RATING				
	1	2	3	4	5
Life Skills Education is important for all learners.					
Life Skills Education should be made examinable.					
Life skills should be taught in upper classes only					

7. Which of the following learning methods do you consider suitable for Life Skills Education subject? (You can tick more than one)

Teaching Methodology	Most Appealing	Appealing	Not Appealing
a) Story Telling			
b) Discussion			
c) Drama			
d) Lecture			
e) Demonstration			
f) Question & Answer			
g) Role play			
h) Other.....			

7. Suggest what can be done to improve the teaching of life skills in your school:

a) _____

b) _____

THANK YOU

Appendix V – Research Authorization

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/961**

Date: **5th June 2013**

Joseph Owino Ougo
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **30th May, 2013** for authority to carry out research on *“Institutional factors influencing implementation of life skills education curriculum in public primary schools in Kehancha Division-Kuria West District, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Kuria West District** for a period ending **31st July, 2013.**



You are advised to report to **the District Commissioner and District Education Officer, Kuria West District** before embarking on the research project.


On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kuria West District.

Appendix VI – Research Permit

<p style="text-align: center;">PAGE 2</p> <p>THIS IS TO CERTIFY THAT Prof./Dr./Mr./Mrs./Miss/Institution Joseph Owino Ougo of (Address) University of Nairobi P.O Box 92-0902, Kikuyu has been permitted to conduct research in</p> <p style="text-align: center;">Location Kuria West District Nyanza Province</p> <p>on the topic: Institutional factors influencing implementation of life skills education curriculum in public primary schools in Kehancha Division-Kuria West District, Kenya.</p> <p>for a period ending: 31st July, 2013.</p>	<p style="text-align: center;">PAGE 3</p> <p>Research Permit No. NCST/RCD/14/013/961 Date of issue 5th June, 2013 Fee received KSH. 1000</p> <div style="text-align: center;">  </div> <p style="text-align: center;">  Applicant's Signature For Secretary National Council for Science & Technology </p>
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<p style="text-align: center;">CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit 2. Government Officers will not be interviewed with-out prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice. <p>GPK60553mt10/2011</p>	 REPUBLIC OF KENYA RESEARCH CLEARANCE PERMIT
<p>(CONDITIONS—see back page)</p>	