

**FACTORS THAT INFLUENCE IMPLEMENTATION OF LIFE SKILLS
EDUCATION IN PUBLIC SECONDARY SCHOOLS, KIGUMO
DISTRICT, MURANG'A COUNTY, KENYA**

Njuguna John Chege

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DECLARATION

This research project is my original work and has not been presented for a degree
in any other university

Njuguna John Chege

This research project has been submitted for examination with our approval as
University Supervisors

Dr. Grace Nyagah

Senior Lecturer and Chairman

Department of Educational Administration and planning

University of Nairobi

Caroline Ndirangu

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this work to my wife Susan Wairimu Chege and our Children veronicah Wambui Chege and Chriss Njuguna Chege. Their love, support, prayer, patience, encouragement and utmost understanding have been giving me determination to
continue with my research

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ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
ANOVA	-	Analysis of Variance
D.E.O	-	District Education Officer
HIV	-	Human Immune Deficiency Virus
KCO	-	Kenya Country Office
KCSE	-	Kenya Certificate of Secondary Education
KESSP	-	Kenya Education Sector Support Programme
KIE	-	Kenya Institute of Education
LSE	-	Life Skills Education
MCI	-	Murang'a County Initiatives
NCFSAT	-	National Council for Science and Technology
QASO	-	Quality Assurance and Standards
SPSS	-	Statistical Package for Social Sciences
TSC	-	Teachers Service Commission
UN	-	United Nations
UNICEF	-	United Nations Children's funds
W.H.O	-	World Health Organization

ABSTRACT

Life Skills Education was introduced in the Kenyan School Curriculum to foster the development of all round individuals upon graduating from secondary school. LSE aims at promoting behavior change by developing the attitudes, knowledge and skills which enable the individual to deal effectively with the demands and challenges of everyday life. As shown in the background, the poor academic performance and the reported many cases of students' unrest in Murang'a County seem to suggest that, the objectives of Life Skills education have not been achieved. This study therefore sought to assess the factors influencing the implementation of life skills education in secondary schools in Kigumo District, Murang'a County. The study was guided by the following objectives: to assess the attitudes of teachers and principals towards implementation of life skills education in secondary schools, in Kigumo District; to assess whether the teaching methods used by teachers influence implementation of life skills education; to establish whether availability of learning resources influence implementation of the life skills education; and to determine whether teachers' characteristics in terms of professional qualification and in-service training influence implementation of Life skills education in secondary schools in Kigumo district. The study used a descriptive survey design targeting all the principals, life skill teachers and form three and four students in Kigumo District. Simple random sampling was used to select 444 students while purposive sampling was used to select 53 teachers and 35 principals. Three different questionnaires designed for principals, teachers and students were used to collect data for the study. Before collecting the actual data, a pilot study was conducted in two schools in Kigumo District. The aim of the pilot study was to ascertain the reliability and validity of the data collection tools. Data was both qualitative and quantitative. Quantitative data collected was coded and entered into an SPSS programme for analysis. Qualitative data was put under themes consistent with the research objectives. Analysis of Variance (ANOVA) was also used to analyze the data. The study established that the negative attitude among teachers and principals undermined implementation of life skill education in school curriculum; most of the teachers' utilized LSE lesson to teach other subjects since the subject was not examinable. It was established that teaching methods also influenced the implementation of LSE. The findings revealed that role plays, discussions, drama and use of resource persons were effective on implementation of life skill education in schools. However, case study, story telling, songs/dances, debates, miming and field visits did not have any significant influence on implementation. The study further established that shortage of teaching and learning materials negatively influences realization of life skill education in the schools curriculum. The study recommends that the government should commit itself and budget for financial support to schools in terms of provision of teaching and learning materials needed for programme implementation; school principals should ensure that teachers don't utilize LSE lesson to teach other subjects; among other recommendations.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Life skills may be defined as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (World Health Organization, W.H.O, 1997 p1) According to W.H.O (1997), department of Mental Health, Life skills education emerged from a growing concern about certain health problems with particular impact on young people, including HIV/AIDS, sexual behaviour, drug and substance abuse, peer influence and youth suicide. Life skills education is a product of United Nations inter-agencies meeting held at W.H.O headquarters in Geneva on 6th and 7th April 1998. Concern as to the broad definition and objectives of Life Skills education and strategy of implementation in order to facilitate collaboration between the various organizations working to support the Life Skills education was reached (W.H.O, 1998). Different countries of the world have different reasons why the Life Skills are taught in their schools.

According to United Nations population Fund (2002), in United Kingdom, an important Life Skills initiative was set up to contribute to child abuse prevention. In U.S.A, there are numerous Life skills programmes for the prevention of substance of abuse and violence, while in Mexico it was the prevention of adolescent pregnancy. United Nations Population Fund (2002) asserts that in

Zimbabwe and Thailand the impetus for initiating Life skills education was the prevention of HIV and AIDS. In South Africa and Colombia an important stimulus for Life Skills education has been the desire to create a curriculum for education for Life called “Life orientation” education in South Africa and “Integral Education” in Colombia (UNPF, 2002).

According to Wanjama, Muraya and Gichaga (2010) the Kenya revised curriculum infuse Life Skills education in subjects like Christian Religious Education (CRE), English, and History and *government in both primary and secondary schools. In the year 2006, a team of senior ministry of education officers from Kenya visited Zimbabwe and Malawi with view to familiarize themselves with the implementation strategies of Life Skills education in the institutions in the two countries (K.I.E, 2008). As the delegation returned to Kenya, the challenge to review the current implementation of life skills education strategy, to allow for specific time in the curriculum became evident. The need to build the capacity of teachers to enable them facilitate the development of the Life Skills beyond “content teaching” also became apparent. According to K.I.E (2008) a key recommendation arising from the tour was that that Life Skills education needed to be given the priority it deserved by being taught as a stand- alone subject. In the year 2006, K.I.E conducted a monitoring exercise on implementation of Life Skills education in Kwale district .The aim of this exercise was to establish whether the programme was being implemented as envisaged.*

Following the promulgation of the new constitution in August 2010, Murang'a leaders and professionals created Murang'a County Initiative, (M.C.I) a non partisan organization to prepare for the devolved government. (M.C.I) works through committees, among the most important being the Education Committee (M.C.I, 2012). The M.C.I education committee analyzed the status of education in the county and blamed teachers for lack of commitment, failure to keep time, misuse of resources, poor curriculum delivery and poor training of teachers in some institutions.

The following table shows the Kigumo District K.C.S.E performance trend from 2007-2011

Table 1.1 Kigumo District K.C.S.E performance trend from year 2007- 2011

Year	2007	2008	2009	2010	2011	2012
Mean score	4.37	3.79	3.88	4.80	4.75	4.76

Source; DEO Kigumo District (2012)

Table 1.1 above shows the overall KCSE performance trend of public secondary schools from 2007- 2012 .The mean scores for the district range between 3.79 and 4.8 .This translated to an overall mean score of 4.318 which is equivalent to mean grade D+ . Grade D+ falls two full letter grades below the minimum mean grade (C+) required for admission to public universities. The implication of this is that the objectives of Life Skills education have not been achieved since its

introduction in year 2008. According to KIE (2006) one of the benefits of Life Skills education is that it should lead learners to a conducive learning atmosphere characterized by good relationships, discipline and improved performance.

Concern mounted in Murang'a County over the rising spate of discipline among secondary schools students in the months of October and November 2012. Truancy, hot headiness, immorality to arson, there is a need to address the matters arising swiftly and conclusively (the Standard Newspaper, Monday, November 5th 2012).The students are under great pressure from social economic disparities, peer group pressure, an increasing competitive environment and shrinking job opportunities after their graduation(The star, Friday, November 9th, 2012).

In Kigumo district, several cases of secondary school students strikes were reported .According to the area D.E.O some of the reported cases were as follows.

Table 1.2: Kigumo District Secondary schools that went on strike between 3rd

November – 7th November 2012

Date	School	Reason for the strike
3/11/2012	Njiiri High	Students claimed to have completed their 9 weeks of term 3
4/11/2012	Kigumo Bendera High school	Form one, two and three students were afraid of being harassed by form fours who were sitting for their KCSE
5/11/2012	Mwarano Secondary school	Students did not want to sit for their end of year examinations and that they wanted to go home like the others.
6/11/2012	Mareira secondary school	Students feared that they would be attacked at night by their neighbouring schools which had already gone home
7/11/2012	Kigumo Mixed Secondary school	Students did not give reasons for the strike

Source; Kigumo D.E.O'S Office 8th November 2012

Following the dates of the students strike and the reasons given, it is quite evidence from table 1.2 that students in one school influence students in a neighbouring school to strike. This implies that student in the schools lack assertive communication skills. In Life Skills education, assertiveness is the ability to express ones desires, needs, feelings, opinion, values and beliefs clearly, firmly and respectfully (KIE, 2006).

1.2 Statement of the problem

Since the introduction of Life Skills education as a stand- alone subject in year 2008, it is now five years and the researcher expects learners should have developed some significant Life Skills. The researcher expects that Life Skills education should have laid some foundation that empower the students to

overcome various obstacles by recognizing and managing risky situations through developing and sustaining positive behaviour. The academic poor performance and the reported many cases of students unrest seem to suggest that, the objectives of Life Skills education have not been achieved in Kigumo district.

Life Skills education is so important if well implemented that it enhances the well being of the society and promotes positive outlook and healthy behaviour in particular it enables individuals to translate knowledge, attitudes, skills and values into actions (KIE, 2005). Life skills education was introduced into secondary school curriculum to equip students and teachers with the adaptive abilities and behaviour that would enable them deal effectively with the demands and challenges of everyday life (Kelin, 2011) . However, there seems to be a general dissatisfaction with the quality and effectiveness of the Life Skills education implementation in secondary schools in Kigumo district. The study sought to assess factors which could be influencing the implementation of Life Skills education in secondary schools in Kigumo district, Murang'a county.

1.3 Purpose of the study

The purpose of the study was to assess the factors influencing the implementation of life skills education in secondary schools, in Kigumo District, Murang'a County.

1.4 Objectives of the study

- (i) To assess the attitudes of teachers and principals towards implementation of life skills education in secondary schools, in Kigumo District.
- (ii) To assess whether the teaching methods used by teachers influence implementation of Life Skills education in secondary schools in Kigumo district.
- (iii) To establish whether availability of learning resources influence implementation of the Life Skills education in secondary schools, Kigumo district.
- (iv) To determine whether teachers' characteristics in terms of professional qualification and in -service training influence implementation of Life skills education in secondary schools, Kigumo district.

1.5 Research questions

- (i) What are the teachers' and principals' attitudes towards implementations of Life Skills education in secondary schools in Kigumo district?
- (ii) How is the Life Skills curriculum implementation influenced by the teaching methods used by the teachers in secondary schools in Kigumo district?
- (iii) What teaching and learning resources are available for implementation of Life Skills education in secondary schools in Kigumo district?

(iv) To what extent is Life Skills curriculum implementation influenced by the teachers' characteristics in terms of professional qualifications and in-service training in secondary schools, Kigumo district?

1.6 Significance of the study

The research findings may provide useful feedback to both KIE and the Ministry of Education as they seek ways of improving the implementation of Life Skills education. The research findings would also be beneficial to both the government of Kenya and other United Nations Agencies interested in Life skills education as a basis of further investigations into the progress being made in the implementation of the Life Skills education. The results of the findings, may be specifically be significant to the school administrators as curriculum guiders, supervisors and providers of resources for curriculum implementation. The study might finally form base on which others can develop their studies.

1.7 Limitation of the study

The researcher was not be able to cover all the factors that affect implementation of Life Skills education curriculum in secondary schools in Kigumo district but only the influence of selected factors were discussed in the study. It was not possible to control the attitudes of the respondents as they respond to research instruments. This might affect the validity of the responses because some respondents might give socially acceptable but not honest answers (Kimani, 2010).

However, the researcher assured the respondents of confidentiality of their responses to enhance reliability.

1.8 Delimitations of the study

The study limited itself to public secondary schools in Kigumo district and was not extended to other districts of the county. The findings of the study may not be generalized to other districts of the country. This is because the conditions of Kigumo district may be different from those of other districts of the country. Only the students, teachers and principals were involved in the study, however, important stakeholders like parents and board of governor members/ QASO were not involved in the study because of time limit and geographical distance.

1.9 Assumptions of the study

The study assumed that:-

- (i) All respondents would give honest responses upon which the study findings were based.
- (ii) Form 3's and 4's were assumed to have greater understanding of Life Skills education curriculum because they had stayed in schools longer than form ones and form twos.
- (iii) All the schools are implementing Life Skill education curriculum.

1.10 Definition of significant terms

Assertiveness- is the ability to express ones desires, needs, feelings, opinions, values and beliefs, clearly, firmly and receptively.

Co-operation- is the ability to work together for a common purpose

Curriculum – All the learning which is planned or guided by the schools, whether it is carried on in groups or individually, inside or outside the school.

Curriculum Implementation – is effecting the new curriculum .It is to make curriculum available for use by the immediate beneficiaries (learners)

Drug and substance abuse- is the intensional use of any chemical substance for any reason other than medical purposes which may damage one’s mental or physical health, ability to work, study o function normally in society.

Emotions- Strong feelings in response to situations issue and needs.

Life Skills – Are abilities which enable an individual to develop adaptive and positive behaviour so as to deal effectively with challenges and demands of everyday life.

1.11 Organization of the study

The study was organized into five chapters. Section one constitutes the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, basic assumptions, limitation, delimitations and definition of significant terms. Section two dealt with literature review. The review includes the concepts of implementation, types of resource materials, methods used to teach Life Skills, in-service teacher education and professional qualification of teachers. Section three describes the research methodology used in the study. This includes research design, target population, sample and sampling procedures, research instruments, validity and reliability, data collection procedures and analysis techniques. Section four includes the report of the data obtained from respondents and the interpretation of the findings. Section five contains summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews related literature on factors influencing the implementation of life skills education in secondary schools. The literature reviewed focuses on the concept of implementation, teachers' attitude, the role of school administration, teachers' professional qualifications, teaching methods, learning resources, in-service training, summary of literature review, theoretical basis and conceptual frame work of the study.

2.2 Concepts of curriculum implementation

Curriculum implementation entails the interaction of students, teachers and education programme to produce the desired results (Bakari, 2009). Marrison (2007) defines curriculum implementation as a process of putting into practice the developed curriculum. According to Muthenya (2011), putting a curriculum into operation requires an implementing agent who is the teacher. Curriculum implementation therefore refers to how the planned or formally designed courses of study are translated by teachers into syllabuses, schemes of work and lesson plans to be delivered to students. Curriculum implementation is the point at which all ideas of a curriculum are actually put on the ground and acted upon by the available human and material resources to produce desired goals Ojukwu (2010) quoting University of Zimbabwe Training manual (1995).

For any curriculum to be introduced successfully the objectives should be understood (Pratt, 1980). Mahlangu (2001) raises concern about introducing a curriculum to teachers and leaving them to implement it without further guidance. Teachers should understand the objectives and content of curriculum document well in order to implement it effectively. Linda (2012) says that teachers who are supposed to implement a new curriculum sometimes cannot even identify its main features. The greatest difficulty is likely to be encountered when teachers are required to change their educational approaches to teach this new curriculum. Whitaker (1979) says that teachers view their role in curriculum implementation as autonomous one in that they select and decide what to teach from the prescribed syllabus or curriculum. This means that the teacher has indeed to understand the objectives of particular subject in order to interpret and approach it appropriately. Mutegi (2012) claims that teachers have been somehow handicapped because they do not have adequate access to information on Life Skills education while in other circumstances the information available could be inaccurate. Some teachers are also shy to discuss certain sensitive issues related to sexuality.

According to KIE (2006) real objects, audio-visual, print media and resource persons are some of the resource materials suggested for effective implementations of Life Skills education curriculum. Teachers, principals' and other education administrators like QASO and education officers need to implement life skills education. One of the key responsibilities of the field education officers especially the District Quality Assurance and Standard Officers (DQASO) is to regularly

monitor curriculum implementation and use the feedback to advise the schools on areas of improvement (KIE report, 2004). Oluoch (2002) says that people do not like change by nature mainly because change can be destabilizing and uncomfortable as people are jolted of their traditional ways of doing things and have to learn or adopt new ways. Aluoch says, that teachers, principals and officers in authority need to be persuaded to accept the new curriculum because curriculum implementation is a team effort involving many people.

2.3 Teachers' Attitude

An attitude is a predisposition to respond in a particular way towards something, object or situation (Gormly 1997). Lambert (1973) gives a more comprehensive definition as an organized and consistent manner of thinking, feelings and reacting to people, group and social issues or more generally to any event in an environment. Osakwe (2000) observes that attitude is majorly affected by teachers knowledge base and masterly of the subject knowledge and the social-cultural context. According to (Aoko 2012), the teacher is associated with quality teaching and learning in the classroom. A teacher who possess a negative attitude impairs the ability of the students to be able to receive messages from the subjects the teacher teaches leading to wrong interpretation of concepts (Aoko 2012). This implies that a teacher's attitude towards his subjects may affect the students performance positively or negatively creating retention and attention to the students.

2.4 Purpose of in-service training in implementation of Life Skills education

Professional development of teachers is crucial in order to implement the new curriculum. Avramidis (2000), Opdal and Wormnaes (2001) have indicated the importance of professional development in the formation of positive attitudes towards implementation of any curriculum. This includes both the initial and continuous training which takes place throughout the teacher's career. In order to achieve training of teachers, the practice of in-service training, seminars and distance learning can be utilized to ensure a wide distribution of teachers with skills in the Life Skills education in schools. In-service teachers training according to Okumbe (2001) refers to the process of providing teachers with special knowledge and skills in order to enable them perform specific tasks.

In-service education of teachers is either full time or part time study, during the potentially continuous professional life of the teacher (Shiundu and Omulando 1992). Kaburu (2011) observes that education changes are rapid and the speed of change and explosion of knowledge requires people to learn a fresh at intervals and throughout their lives. Oirere (2008) observes that teachers are expected to keep pace with societal needs and aspirations. In-service training ensures that teachers grow in their profession, boost their morale and make them take their job positively.

Sessional paper no 1(2005) identifies teachers as the most important source in the teaching and learning process. It further recognizes that their training and

utilization requires critical consideration. In the support of in-service training, the Kenya Education Sector Support Program (KESSP), report asserts that continuous improvement in the quality education services should also entails continuous skills upgrading for teachers .According to KIE (2008) the Ministry of Education (M.O.E) has long being aware of the need to adopt Life skills education as remedy to Psychological challenges. For over two decades, Life Skills education has been advocated as key component of HIV and AIDS education for young people. Orstein and Hunkins (1988) notes that effective implementation of any curriculum innovation can only happen if the teachers in-service training are adequate and regular .This implies that the teacher training is an important determinant of their potential for effective curriculum implementation.

According to Weru (2010) in-service training enables teachers to reflect upon their competencies, maintain them up to date and develop them further. To be the most effective, in-service training should be spread overtime, be collaborative, use active learning, be delivered to the groups of teachers, encourage experimentations and respond to the teachers needs (Weru, 2010). The concept of in-service teacher training has been supported by Bishop (1986) who noted earlier that the in-service training is conventional way of introducing teachers to new ideas and methodologies.

According to KIE (2008), KIE conducted training workshops for the national team on information education and communication techniques in Life Skills for facilitating the training of trainers at district and provincial levels. Classrooms

teachers and educational officers were in-serviced so as to equip them with communication skills and methods of handling Life Skills education. Through in-service the researcher expects teachers to have improved their teaching skills, understanding and implementation of the Life Skills education curriculum

2.5 Teachers professional qualifications

The quality of teacher training determines the way graduates from training institutions handle students (Ibrahim, 2009). According to the Ministry of Education (2006) teacher's qualifications show an important but complex relationship to students' outcomes. Bakari (2009) suggests that students learn more from teachers with high academic skills than from teachers with low academic skills. The effectiveness of any curriculum like life skills education depend on the quality of the teachers that are there to translate the syllabus into practical instructional material in the class (Mosei, 2007). Bishop (1986) as quoted by Muthoni (2010) notes that for a teacher to be able to educate others, he must himself be educated.

According to Ngugi (2012) teachers have a major role in determining and implementing the curriculum. Teachers demonstrate different meanings of fidelity of implementing curriculum in their everyday classroom situations. As a professional, a teacher needs to have a high education and training having the expertise required in the particular field of professionalism,(Shiundu and Omulando,1992). Scholars such as Muhandiki (1993), Ringu (1993), Kathuri

(1986) and Aoko (2012) indicate that a professionally trained teacher contributes more positively to effective learning than untrained teacher. According to the report of National Committee on Education Objective and Policies (1988), teachers should be assigned to teach only those subjects they studied and passed. The qualifications of the teacher is critically important in students performance, teacher training therefore stresses the issue of quality training.

2.6 Methodology used in teaching Life Skills education

The use of learning activities in a lesson has won support from Wilkins (1975) who acknowledges that appropriate choice of methods accompanied with relevant learning resources trigger the desired learning concepts in any other subject including Life Skills education. Kawira (2012) observes that the headteachers in Japan are negative about the practice of HIV and AIDS Life Skills education. Teachers are not trained for Life Skills, and do not have enough knowledge and confidence to teach students. In South Africa and Botswana, Life Skills education programs are largely based on comments received from the teachers in the schools (Linda, 2012). Mutegi (2012) says that teachers find Life Skills education methods helpful to them to achieve objectives in other lessons. Teachers enjoy teaching life skills education despite it being a new subject with somewhat different ways of teaching. According to United Nations children's fund (2006), teachers in Uganda and Swaziland are not confident to carry out experiential learning activities.

Teachers in these countries avoid teaching sensitive topics for they fear loosing their jobs and due to religious affiliation.

There are many methods which a teacher can use to enable the participants acquire and develop relevant Life Skills. KIE has developed Life Skills materials for various groups of learners to guide the facilitator on methods relevant to each level (KIE, 2005). According to Ladouse & Gillian (2009), role plays are short dramas in which participants experience how a person feels in a similar real life situation. Role plays enable participants to acquire and develop new skills as they perfect those already learnt. In Life Skills education, role plays are helpful in dealing with sensitive issues related to drug and substance abuse and HIV and AIDS. Brainstorming is a method of producing a large number of creative ideas for subsequent evaluation (Petty, 2009). Brainstorming is a free expression of ideas among participants on a given topic, question or issue. Brainstorming enables the facilitator to assess the knowledge level and attitude of the participants on a given topic (KIE, 2005). At the end of the brain-storming activity the facilitator should guide the participants in selecting ideas relevant to acquisition of the appropriate life skills. Songs are musical compositions on topical issues and themes. Dancing involves coordinated body movements, which generate joy and cheer among participants (KIE, 2008). Songs and dances are interesting, appealing and have an immediate impact on the listeners, which is long lasting and memorable. Songs/dances can therefore be used to pass messages on selected topics and development of life skills (KIE, 2005). A discussion is an activity in which

students, under the teacher's direction, exchange points of view so as to arrive at a collective decision or conclusion (Wekesa & Otieno, 1988). Discussion involves sharing of information, ideas and opinions in large or small groups. Discussion method is suitable for young adults since they can express themselves easily (KIE, 2005). At the end of the discussion the facilitator should summarize the views and ideas, putting emphasis on acquisition of life skills (KIE, 2005).

2.7 Availability of education Resource materials needed for implementation of Life Skills education

According to KIE (2008), resource materials are aids and other references that help a facilitator to prepare and present life skills activities effectively. Resource materials make the life skills activities real and interesting, enhance participants understanding of Life Skills activities and enable the participants to retain the knowledge, life skills and attitude learnt. Resource materials enable the facilitator to prepare adequately and present Life Skills activate effectively (KIE, 2005)

According to Ngugi (2012) the focus point of many of the studies investigating implementation is the teaching resources and learning resource as this can positively or negatively influences the process of implementation. UNESCO (2005) notes that the availability of a range of teaching and related equipment supplies, furniture and various forms of printed media for teachers and for learners is critical and facilitating the process of teaching and learning worldwide. Ngugi (2012) notes that the access to a range of resources and services enable teachers to

enrich the environment. In one of the studies of curriculum implementation, inadequate materials, space and equipment were mentioned 328 times as being problem to implementation well above other factors except clarity and familiarity with goals and methods Ngugi (2012) quoting (Berman and Pauly, 1975). According to MOEST 2003, studies carried out by the World Bank in Kenya shows that 70% of schools visited had no library and other learning and teaching materials.

According to KIE (2008), real objects are items or materials which may be collected or obtained from immediate environment. These objects make the learning interesting and real. Audio-visual equipment, are electronic equipment, which the participant can look at (visual) and listen to (audio) during the teaching learning process. Audio-visual aids make the training more interesting and help to capture the attention of the participant. There are some programmes on prevention of drugs and substance abuse, developed on radio and films, which may be used to implement Life Skills education (KIE, 2005). Resource persons are other people the teacher may use to enhance the training sessions. Resource persons are knowledgeable people in various aspects such as drug and substance or in any other area of Life Skills education (KIE, 2005). According to Asiach & Okech (1999), the teacher's materials such as teacher's guide aim at helping the teacher to provide detailed instructions for teaching each particular section of a programme. In addition it may contain background and enrichment materials as well as suggestions for supplementing activities.

2.8 Summary of the literature review

Life Skills education is a new subject in the curriculum since it was made a standalone subject in the year 2008. From the literature review, it is evident that there are limited studies that have been undertaken in Kenya on Life Skills education. It can also be argued that there are hardly any studies that have specifically addressed the factors influencing implementation of Life Skills education with special reference to Kigumo District Muranga County. Secondary school students have been facing challenges such as low academic standards and frequent student unrests. Life Skills education provides a foundation that empowers young people to overcome various obstacles by recognizing and managing risky situations through developing and sustaining positive behaviour. Effective acquisition and application of Life Skills will lead to a conducive learning atmosphere characterized by good relations, discipline and improved performance and will help young people develop with a clear purpose in Life, (KIE, 2005). Against this background this study is likely to contribute towards literature on factors that influence implementation of Life Skills education in secondary school in Kigumo Division, Murang'a county, Kenya.

2.9 Theoretical framework

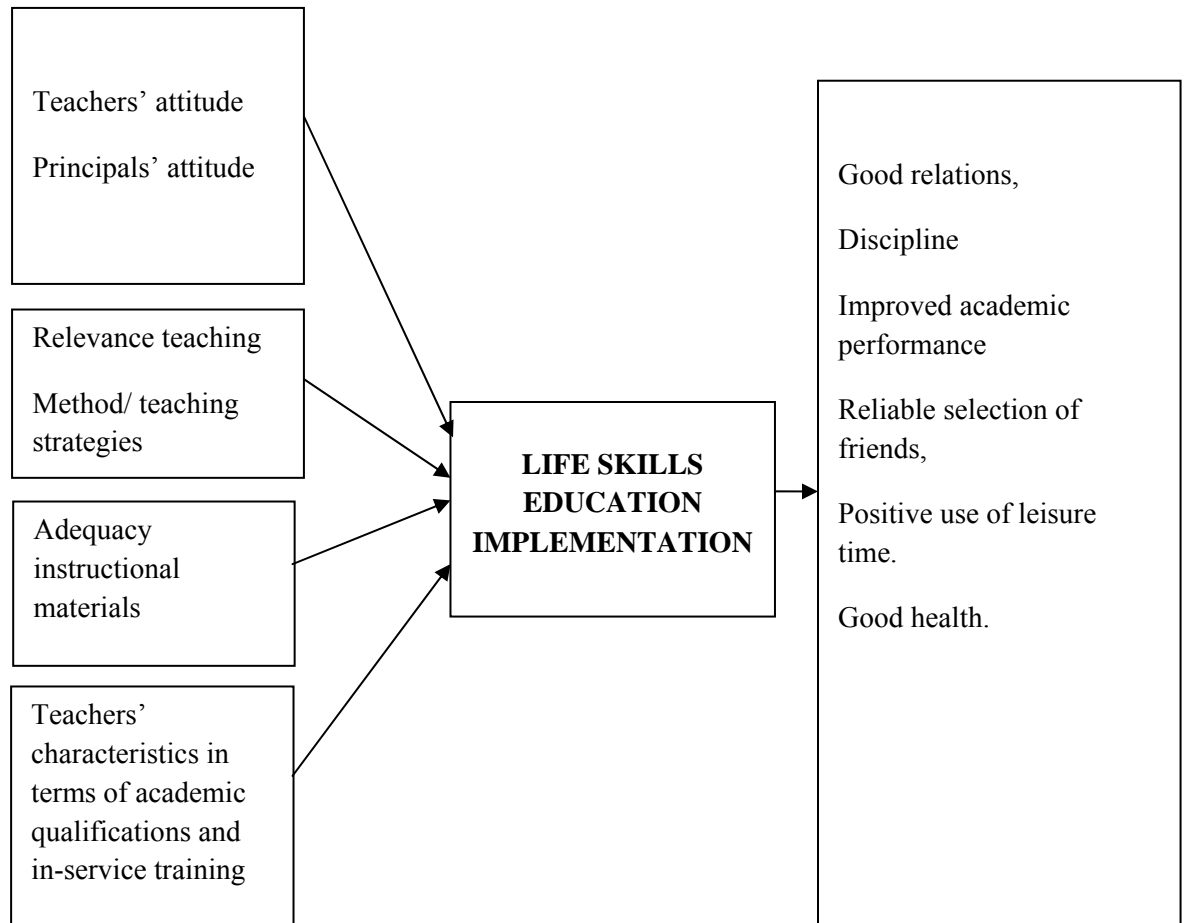
The study was guided by leadership Obstacle Course Model Propounded by Neal Gross (1971). Gross wanted to determine the success or failure of organizations. The LOC model states that implementation of a new educational programme face

difficulties during implementation phase. To neutralize these obstacle(s) Neal suggests that organizational members must have a clear understanding of the proposed innovation. Individuals within organization should be given the skills and possess capabilities requisite for carrying out the innovation. The necessary materials and equipment for innovation must be furnished. The organization must be modified so that it is compatible with the innovation being suggested. Participants in the innovation must be motivated to spend the required time and effort to make the innovation a success.

This theory is suitable for this study because effective curriculum implementation, calls for the Life Skills education teachers to be made to have a clear understanding of the proposed new programme. This will include the intended learners (audience), reasons and justifications for the new programme. It is the responsibility of the principal to ensure that the teachers are in-serviced, provide learning resources, provide or modify facilities like classrooms and to motivate teachers so that the teachers remain committed to the programme implementation.

2.10 Conceptual framework

Figure 2.1: Diagrammatic Representation on the Interrelatedness of the Study Variables



Source: Researcher (2013)

Orodho (2005) defines conceptual framework as a model of representation where a researcher conceptualizes or represents relationships between variables in the study and shows the relationship graphically or diagrammatically. In the diagram

above, the inputs are positive teachers' and principals' attitude, adequate instructional resources, relevant teaching methods, academic qualifications and in-service training. The process is the act of implementing Life Skills education students undergo. The output refers to the end product of the system.

In secondary schools the end products are the holistic developed learners, who show good relations, discipline and improved academic performance. They are the learners who are reliable in selection of friends and use their leisure time positively. They are the learners who are sensitive to their own and other people's health. Economically these learners become more productive by not using their earnings on drugs and substance abuse.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The study sought to assess the factors influencing the implementation of life skills education in secondary schools, in Kigumo District, Murang'a County. This section will discuss the methods to be applied in carrying out this research study. The study is organized under the following headings: research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research Design

The study used descriptive survey design to evaluate factors that influence implementation of the Life Skills education in Kigumo, district Murang'a county. According to Orodho (2003), descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Descriptive survey design is relevant to this study because it is suitable for collecting original data to describe a population that is too large to be observed directly.

3.3 Target population

The target population included all the members or real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results (Borg & Gall, 1996). The study was conducted in Kigumo District Muranga county, Kenya. The study targeted all the 35 public secondary school in the district having a total population of 9519 students of which 4437 are in form three and four. There are 304 teachers in the district 4437 form threes and form fours, 53 teachers who teach Life Skills and all the 35 principals formed the target.

3.4 Sample size and sampling procedure

According to Borg and Gall (1996) sampling refers to the process of selecting a sample from a defined population with the intent that it accurately represents that population. A sample is a portion of the population whose results can be generalized to the entire population (Amin, 2005). In Kigumo district there are 35 public secondary school. The target population included all the 4437 form 3's and form 4's students, 53 teachers and 35 principals. The study used simple random sampling to select 444 students for the study. This represented 10% of the target population. This is line with Gay (1992) recommendation which states that a sample of 10% and above is a good representation of the target population. Out of the targeted 304 teacher, 53 of them were purposively selected to take part. Similarly all the 35 principals were purposively selected to participate.

Table 3.1 Sampling frame

Category of respondents	Target population	Sample Size
Principals	35	35
Teachers	304	53
Students	4437	444
Total	4776	532

3.5 Research Instruments

Data pertaining the evaluation of factors that affect implementation of Life Skills education in Secondary schools in Kigumo district was collected using questionnaires. A questionnaire is a form consisting of interrelated questions prepared by the researcher about the research problem, based on the objectives of the study (Amin, 2005). The researcher prepared three categories of questionnaires, one for the students, one for the teachers and another for the principals. The three categories of questionnaires comprised of both closed and open ended items that required respondents to express their personal views about questions asked. The researcher used the questionnaires in that questionnaires are more efficient because they require less time, they are less expensive and permit collection of data from a wide population (Orodho, 2005). Moreover, the

respondents are literate, and therefore familiar with the language used in the questionnaires.

3.6 Validity of the Instrument

Validity is the degree to which a test measures what it is supposed to measure (Borg & Gall, 1989). To check validity a pilot study was conducted in two public schools purposively selected (a boy school and a girl school). All the two pilot study schools will be in Kandara district which neighbours Kigumo district because it assumed that the experiences of the students, teachers and principals in both Kigumo and Kandara districts are similar. The Pilot study was conducted with 48 form 3 and form 4 students, 4 teachers and 2 principals, a total of 54 respondents. In both boys and girls schools the respondents were selected randomly. Teachers and principals were selected purposively because it is assumed that they are important source of information. On filling the questionnaires and content test validity done, the researcher identified the items that were inadequate for measuring variables. Such items were discarded or modified in order to improve the quality of the instruments thus increasing their validity. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. As such, the researcher sought the assistance of research experts, experienced graduates, lecturers and experienced supervisors in order to help improve validity of the instrument.

3.7 Instrument reliability

To establish the reliability of the instrument the researcher employed a test- retest method during the pilot study. The researcher administered questionnaires to the respondents and after one week the researcher again administered the same instruments to the same respondents. The researcher then used Pearson Product Moment Correlation formula to correlate the scores from both tests to obtain correlation coefficient.

$$r = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{[\sum(x)^2 - (\sum x^2)] [N \sum(y)^2 - (\sum y)^2]}}$$

Where; r is the degree of reliability

x is the score obtained during the first test.

y is the score obtained during the second test

\sum is the summation sign

N is the number of scores within each distribution

Pearson Product Moment Correlation establishes the extent to which content of the instrument is eliciting the same responses every time the instrument is administered (Orodho, 2005). The study obtained a coefficient of 0.7812 which is acceptable. According to Mugenda and Mugenda (2003) a coefficient of 0.7 or more is considered reliable.

3.8 Data collection procedures

The researcher obtained a research permit from National Council for Science and Technology. After the permit was granted, researcher then sought clearance from the District Commissioner and D.E.O Kigumo district to be allowed to conduct

research. Thereafter, the researcher visited the schools to book appointments with the school principals. Later, the researcher visited the schools on the agreed date and administered the questionnaires to the principals, teachers and students. The filled in questionnaires were collected on the same day.

3.9 Data Analysis techniques

Data collected from the field was cleaned, coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is quite efficient.

This study generated both qualitative and quantitative data. Quantitative data was analyzed using descriptive and inferential statistics. Mugenda and Mugenda (2003) assert that the purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores or measurement using a few indices or statistics. Descriptive statistics involved the use of frequencies and percentages. In order to determine the relationship between independent and dependent variables of the study, analysis of variance (ANOVA) was used at 0.05 level of significance.

Qualitative analysis considered the inferences that were made from the opinions of the respondents. Qualitative data was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information and comparing responses to documented data factors influencing implementation of life skill education in schools. The qualitative data was presented thematically in line with the objectives of the study. Results of the findings were then presented using frequency tables, pie charts and bar graphs.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and discussions of the study findings. The main objective of the study was to assess factors influencing implementation of life skills education in secondary schools, in Kigumo District, Murang'a County. The chapter is organized into five sections as follows; background information of the study respondents; attitudes of teachers and principals towards implementation of life skills education; teaching methods used by teachers and their influence towards implementation of Life Skills education; availability of learning resources and their influence towards implementation of the Life Skills education and finally teachers' characteristics in terms of professional qualification and in-service training and their influence towards implementation of Life skills education. Results of the analysis were presented using tables, pie charts and bar charts which were then discussed on basis of the literature reviewed.

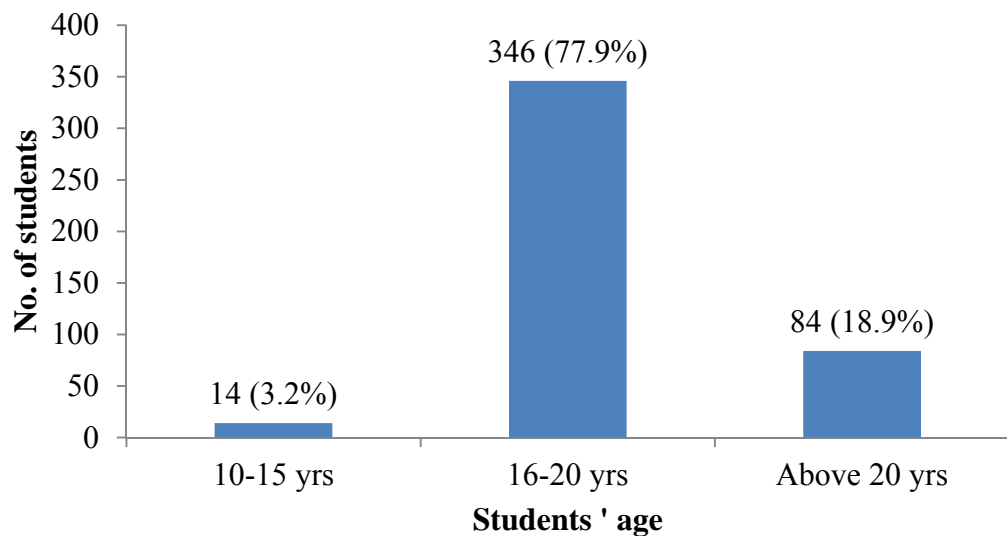
4.2 Questionnaire return rate

The study targeted a sample of 444 students, 53 teachers and 35 principals from public secondary schools in Kigumo district. All the 532 respondents' participated in the study hence giving a 100% questionnaire return rate.

4.3 Background Information of the Study Participants

Out of the 444 students, 214 (48.2%) were males while 230 (51.8%) were females. Of the 53 teachers, 22 (41.5%) were males and 31 (58.5%) were females. Among the 35 principals, 22 (62.9%) were males while 13 (37.1%) were females. Figure 4.1 illustrates age of the students'

Figure 4.1: Students' Age



As shown in Figure 4.1, majority (77.9%) of the students were aged between 16 and 20 years. This implies that most students were in teenage stage. At this stage students experience physical, emotional and social developmental problems which influence them to ask for guidance from teachers, friends, relatives, parents, among others. In this view life skill education is used to help students cope with difficulties they experience at this stage. Therefore, this calls for

investigation on how life skills education is implemented in schools. Figure 4.2 shows distribution of students by class.

Figure 4.2: Distribution of students by class

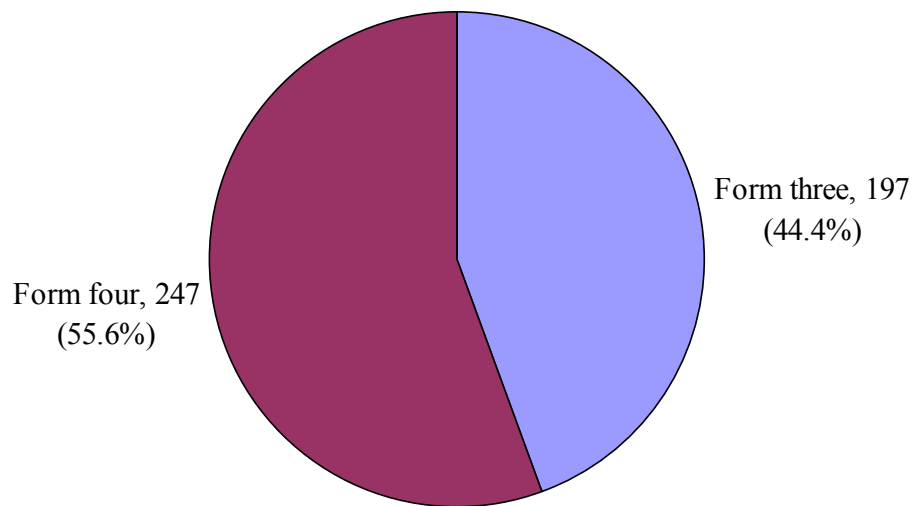


Figure 4.2 shows that 197 (44.4%) students were enrolled in form three whereas as 247 (55.6%) were in form four. This shows that the researcher selected students who had stayed in school for a long time since they were expected to be in a position of giving information on how life skills education was implemented at their respective schools.

Table 4.1: Teachers' age

Age	Frequency	Percent (%)
20-25 yrs	3	5.7
26-30 yrs	12	22.6
31-35 yrs	14	26.4
36-40 yrs	13	24.5
41-45 yrs	9	17.0
Above 50 yrs	2	3.8
Total	53	100.0

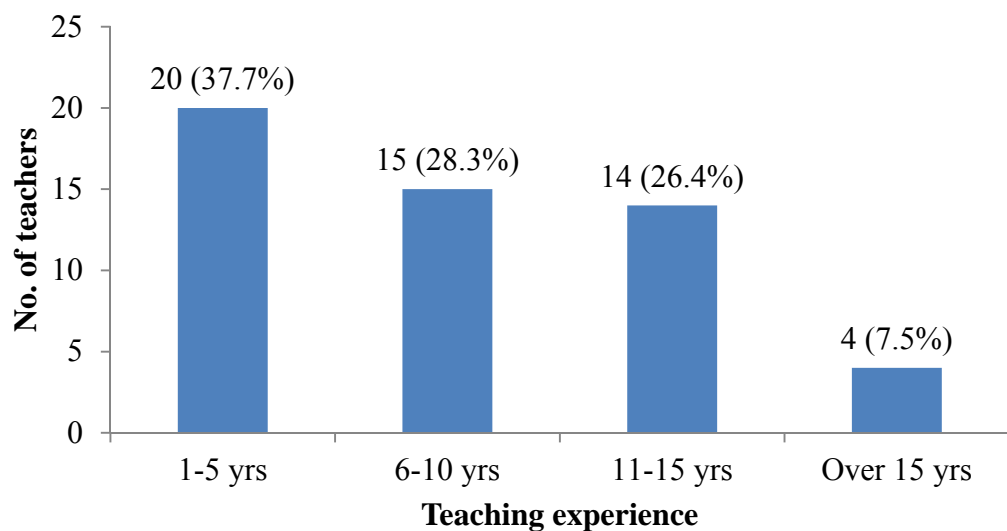
Results in Table 4.1 shows that majority (73.5%) of the teachers were aged between 26 and 40 years. This shows that most of the teachers in Public secondary schools in Kigumo district were in the middle age. Table 4.2 illustrates principals' and teachers' professional qualifications

Table 4.2: Highest professional qualifications

Professional qualification	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Certificate	0	0.0	1	1.9
Diploma	0	0.0	6	11.3
Degree	27	77.1	39	73.6
Master degree	8	22.9	7	13.2
Total	35	100.0	53	100.0

As shown in Table 4.2, majority of the principals (77.1%) and teachers (73.6%) from the schools had attained degree qualifications. Professional qualification of teachers has been shown through previous studies to be associated with teacher effectiveness. According to Bishop (1986) as quoted by Muthoni (2010), for a teacher to be able to educate others, he/she must also be educated. Majority of the principals and teachers in this study were educated and therefore, were expected have a positive impact towards students and the school as a whole. Figure 4.3 presents teachers experience in teaching.

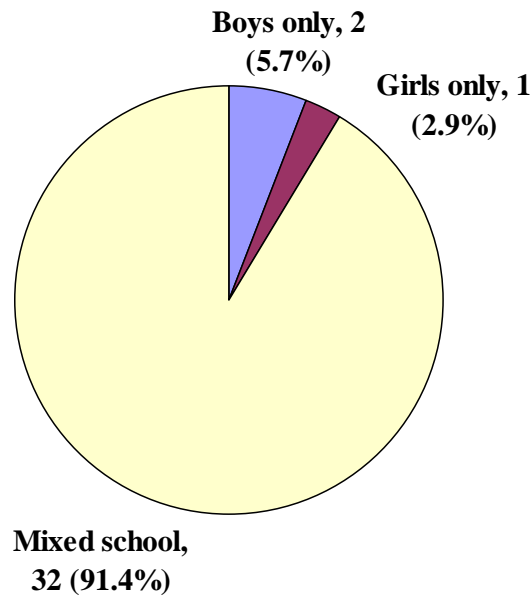
Figure 4.3: Teaching experience of teachers



From Figure 4.3, it can be observed that 20 (37.7%) teachers had taught for 1-5 years, 14 (26.4%) had an experience of 11-15 years whereas 4 (7.5%) had taught for over 15 years. This implies that most of the teachers had long term experience

and therefore were expected to give their perception towards implementation of life skill education in schools. Figure 4.4 shows type of the schools.

Figure 4.4: Type of the schools



Of the 35 sampled schools, 32 (91.4%) were mixed schools, 2 (5.7%) were boys only and 1 (2.9%) were girls only.

4.4 Attitudes of teachers and principals towards implementation of life skills education

The first objective of the study was to assess attitudes of teachers and principals towards implementation of life skills education. To address this objective, teachers and principals were presented with statements measuring their attitude

towards LSE on a 5- point likert scale. The scale ranged from 1-5, with 1 denoting strongly disagree, 2 representing disagree, 3 denoting undecided, 4 agree and 5 strongly agree. Table 4.3 illustrates teachers' attitude towards implementation of life skill education

Table 4.3: Teachers' attitude towards implementation of LSE

Attitude towards LSE	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
LSE should be given one lesson per week since it is not examinable	33	62.3	10	18.9	2	3.8	5	9.4	3	5.7
Some topics in LSE are embarrassing to teach	19	35.8	25	47.2	0	0.0	9	17.0	0	0.0
LSE is one of my best teaching subject	0	0.0	11	20.8	0	0.0	29	54.7	13	24.5
LSE should be integrated in other subjects	17	32.1	32	60.4	0	0.0	4	7.5	0	0.0
I enjoy teaching LSE	0	0.0	14	26.4	2	3.8	18	34.0	19	35.8
I don't use LSE lesson to teach other subjects	0	0.0	4	7.5	0	0.0	37	69.8	12	22.6
Topics in LSE are simple	5	9.4	22	41.5	17	32.1	9	17.0	0	0.0
My culture does not allow teaching sex education and reproductive health	7	13.2	2	3.8	5	9.4	23	43.4	16	30.2
In-service training improves skills for teaching LSE	0	0.0	8	15.1	15	28.3	20	37.7	10	18.9
I am comfortable to teach any topic in LSE	6	11.3	13	24.5	0	0.0	11	20.8	23	43.4
LSE is an interesting subject	22	41.5	31	58.5	0	0.0	0	0.0	0	0.0

Key: SA=Strongly Agree, A=Agree, UD= Undecided, D=Disagree, SD= Strongly Disagree

As shown in Table 4.3, over 70.0% of the teachers agreed that; LSE should be allocated one lesson per week since it is not examinable; some topics are embarrassing to teach and LSE should be integrated in other subjects. On the other hand, majority of the respondents disagreed that they enjoy teaching LSE and they don't use LSE lesson to teach other subjects. This was a clear indication that most of the teachers had a negative attitude towards LSE. Consequently, this negatively influenced effective implementation of LSE in schools. In agreement with the results, Mulama, (2007) indicated that the implementation of life skills education or programmes failed because of teachers negative attitudes, non-commitment as well as the understanding by the teachers that their role was to impart knowledge and not get emotionally involved with learners. Table 4.4 presents Principals' attitude towards LSE

Table 4.4: Principals' attitude towards LSE

Attitude towards LSE	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
LSE should be given one lesson per week since it is not examinable	25	71.4	10	18.9	0	0.0	0	0.0	0	0.0
Some topics in LSE are embarrassing to teach	9	25.7	16	45.7	0	0.0	7	20.0	3	8.6
LSE is one of the best teaching subject	4	11.4	11	31.4	2	5.7	10	28.6	8	22.9
LSE should be integrated in other subjects	27	77.7	8	22.9	0	0.0	0	0.0	0	0.0
I ensure teachers don't use LSE lesson to teach other subjects	5	14.3	3	8.5	0	0.0	13	37.1	14	40.0
Topics in LSE are simple	0	0.0	12	34.3	4	11.4	15	42.8	4	11.4
My culture does not allow teaching sex education and reproductive health	0	0.0	0	0.0	0	0.0	23	65.7	12	34.3
In-service training assists teachers in improving their skills for teaching LSE	9	25.7	14	40.0	0	0.0	3	8.6	9	25.7
LSE is an interesting subject	10	28.5	12	34.3	0	0.0	7	20.0	6	17.1

Key: SA=Strongly Agree, A=Agree, UD= Undecided, D=Disagree, SD= Strongly Disagree

As indicated in Table 4.4, majority of the Principals agreed that LSE should be allocated one lesson per week since it is not examinable and also should be integrated in other subjects. In addition to this, over 60.0% of the Principals felt that LSE is an interesting subject and in-service training help teachers to improve

their skills in teaching LSE. However, most of the respondents viewed LSE as a simple subject hence failing to make follow-up on whether teachers utilize LSE lesson for other subjects. This shows that LSE was not given much attention in schools by the school heads due to its simplicity form and the fact that it was not examinable. It also emerged that majority of the Principals felt that LSE should not be taught as a stand alone subjects and therefore suggested that it should be integrated in other subjects. To confirm these findings, 388 (87.4%) students' reported that teachers never taught them LSE and instead utilize the lesson to teach other subjects such as Kiswahili, Mathematics, Physics, Chemistry, English among others. They also added that principals never collected and checked students' life skill education note books.

4.5 Teaching methods used by teachers and their influence towards implementation of Life Skills education

The second objective of the study was to find out whether teaching methods used by teachers influence implementation of life skill education in secondary schools in Kigumo district. To answer this research objective, the study first sought to establish methods used by teachers to teach life skill education. Presented in Table 4.5 are results obtained.

Table 4.5: Teaching methods used by teachers

Teaching methods	Yes		No	
	f	%	f	%
Use of resource persons	48	90.6	5	9.4
Role plays	37	69.8	16	30.2
Discussions	33	62.3	20	37.7
Brain storming	32	60.4	21	39.6
Case studies	26	49.1	27	50.9
Story telling	26	49.1	27	50.9
Songs/ dances	25	47.2	28	52.8
Debates	22	41.5	31	58.5
Drama	14	26.4	39	73.6
Field visits	13	24.5	40	75.5
Miming	1	1.9	52	98.1

Results in Table 4.5 shows that 90.6% of the teachers invited resource persons with specialized knowledge on life skills education and experiences to come and share with students. Another method used by 69.6% of the teachers was role plays. Teachers reported that the main reason for using this method was that both teachers and students are able to be in a position of relating real life experiences hence making subject easy to understand. According to Ladouse & Gillian (2009) role plays are short dramas in which participants experience how a person feels in a similar real life situation. Role plays enable participants to acquire and develop new skills as they perfect those already learnt. Brainstoming method was also used by a large number of respondents. Majority of the teachers reported that they preferred this method since they were able to assess the knowledge level and attitude of the students on a given topic (KIE, 2005). Furthermore, 62.3% of the

respondents indicated that they used discussion method. In this method, teachers reported that they were able to exchange their views with the students hence making students feel more involved in decision making and also solving problems they experience in life. In agreement with this, Wekesa & Otieno, (1988) defined a discussion as an activity in which students, under the teacher’s direction, exchange points of view so as to arrive at a collective decision or conclusion. The least used methods were miming, field visits and drama. Table 4.6 illustrates ways in which life skill education is implemented in secondary schools in Kigumo district.

Table 4.6: Implementation of life skill education

Implementation of life skill education	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
LSE is integrated in other subjects	18	34.0	33	62.3	0	0.0	0	0.0	2	3.8
Peer educators are trained to facilitate life skill education	3	5.7	11	20.8	0	0.0	14	26.4	25	47.2
Teacher counsellors and other teachers are allocated LSE lesson and its timetabled	10	18.9	14	26.4	0	0.0	10	18.9	19	35.8
LSE is allocated one lesson per week in every class	24	45.3	16	30.2	0	0.0	5	9.4	8	15.1
Teaching and learning materials for LSE are available at school library	0	0.0	1	1.9	0	0.0	25	47.2	27	50.9
Teachers attend in-service training for LSE	1	1.9	4	7.5	0	0.0	22	41.5	26	49.1

Key: SA=Strongly Agree, A=Agree, UD= Undecided, D=Disagree, SD= Strongly Disagree

The findings presented in Table 4.6 shows that majority of the teachers agreed that LSE was integrated in other subjects (96.3%) and it was allocated one lesson per week in every class (75.5%). However, 90.6% and 98.1% of the respondents disagreed that teachers attended in-service training for LSE and teaching/ learning materials were available at school library respectively. This implies that teachers were not adequately equipped with skills and materials required to offer the subject hence concluding that LSE was not fully implemented in schools.

To determine whether teaching methods used by teachers influence implementation of life skill education, analysis of the variance (ANOVA) was computed with the dependent variable being implementation of LSE and the independent variables being teaching methodologies, that is, role plays, case studies, brain storming, story telling, songs/ dances, discussions, debates, drama, miming, field visits and use of resource person. The results of this analysis are as shown in Table 4.7.

Table 4.7: ANOVA statistics on teaching methods used by teachers and their influence towards implementation of LSE

Teaching methods	ANOVA statistics	Sum of Squares	df	Mean Square	F	Sig.
Role plays	Between Groups	5.447	11	.495	3.547	.001*
	Within Groups	5.723	41	.140		
	Total	11.170	52			
Case studies	Between Groups	3.731	11	.339	1.462	.184
	Within Groups	9.514	41	.232		
	Total	13.245	52			
Brain storming	Between Groups	1.986	11	.181	.692	.738
	Within Groups	10.694	41	.261		
	Total	12.679	52			
Story telling	Between Groups	.898	11	.082	.271	.988
	Within Groups	12.347	41	.301		
	Total	13.245	52			
Song/ dances	Between Groups	2.277	11	.207	.776	.661
	Within Groups	10.931	41	.267		
	Total	13.208	52			
Discussions	Between Groups	4.845	11	.440	2.374	.022*
	Within Groups	7.608	41	.186		
	Total	12.453	52			
Debates	Between Groups	2.658	11	.242	.970	.488
	Within Groups	10.210	41	.249		
	Total	12.868	52			
Drama	Between Groups	3.679	11	.334	2.070	.046*
	Within Groups	6.623	41	.162		
	Total	10.302	52			
Miming	Between Groups	.058	11	.005	.234	.993
	Within Groups	.923	41	.023		
	Total	.981	52			
Field visits	Between Groups	2.420	11	.220	1.221	.305
	Within Groups	7.391	41	.180		
	Total	9.811	52			
Use of resource persons	Between Groups	.758	11	.069	2.421	.020*
	Within Groups	1.167	41	.028		
	Total	1.925	52			

*Significant at $p < 0.05$ level

ANOVA test results in Table 4.7 shows that role plays, discussions, drama and use of resource persons had a significant influence on implementation of life skill education in schools at, $p < 0.05$ level. Results in the table illustrate a p-value of 0.001 for role plays, a p-value of 0.22 for discussions and a p-value of 0.46 for drama, meaning the five listed methods had a significant influence towards school implementation of LSE in schools. This was an implication that role plays, discussions, drama and use of resource persons positively influences implementation of life skills education in schools. However, the findings indicate that case study, story telling, songs/dances, debates, miming and field visits did not have any significant influence on implementation of LSE. The results of the analysis showed a p value of 0.184 for case studies, a p value of 0.988 for story telling and a p value of 0.488 for debates, meaning these teaching methods did not have much influence on implementation of life skills education in schools.

4.6 Availability of learning resources and their influence towards implementation of the Life Skills education

The third study objective was to establish whether availability of learning resources influence implementation of the life skill education in secondary schools in Kigumo district. To respond to this objective, school heads were asked to rate the adequacy of teaching and learning materials in their respective schools. Table 4.8 illustrates results obtained.

Table 4.8: Adequacy of teaching and learning materials

Teaching/ learning materials	Quite Adequate		Adequate		Inadequate		Quite inadequate	
	f	%	f	%	f	%	f	%
Students' text books	1	2.9	4	11.4	7	20.0	23	65.7
Teachers reference books	0	0.0	12	34.3	6	17.1	17	48.6
Teachers guides	1	2.9	6	17.1	5	14.3	23	65.7
Audio/Visual tapes	0	0.0	5	14.3	11	31.4	20	57.1

As shown in Table 4.8, over 60.0% of the principals indicated that students' text books, teachers' guide and audio/visual tapes were inadequate in schools. This implies that most of the schools were not adequately equipped with teaching and learning materials hence undermining implementation of life skill education in school curriculum. To confirm these results, majority (79.7%) of the students reported that they were not provided with life skill textbooks with only 90 (20.3%) indicating that they were given textbooks. However, all the ninety students indicated that they shared textbooks, meaning they were not adequate in comparison to the students' population. Table 4.9 shows principals' responses on ways in which life skill education is implemented in their school.

Table 4.9: Principals' responses on implementation of life skill education

Implementation of life skill education	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
LSE is integrated in other subjects	10	28.6	16	45.7	0	0.0	1	2.9	8	22.9
Peer educators are trained to facilitate life skill education	7	20.0	8	22.9	0	0.0	7	20.0	13	37.1
Teacher counsellors and other teachers are allocated LSE lesson and its timetabled	7	20.0	8	22.9	0	0.0	10	28.6	10	28.6
LSE is allocated one lesson per week in every class	12	34.3	19	54.3	0	0.0	2	5.7	2	5.7
Teaching and learning materials for LSE are available at school library	1	2.9	5	14.3	0	0.0	12	34.3	17	48.6
Teachers attend in-service training for LSE	0	0.0	4	11.4	0	0.0	16	45.7	15	42.9

Key: SA=Strongly Agree, A=Agree, UD= Undecided, D=Disagree, SD= Strongly Disagree

Table 4.9 illustrates that more than 70.0% of the respondents agreed that LSE was integrated in other subjects and allocated one lesson per week in every class. A significant proportion of the respondents also approved that school peer educators were trained to facilitate LSE in conjunction with teacher counsellors and other teachers who are allocated LSE lessons on class timetable.

To establish whether availability of learning resources influences implementation of LSE, the researcher conducted analysis of variance test (ANOVA). The results obtained were presented in Table 4.10.

Table 4.10: ANOVA results on teaching and learning materials and their influence towards implementation of LSE

Teaching/learning materials	ANOVA statistics	Sum of Squares	df	Mean Square	F	Sig.
Students text books	Between Groups	12.526	11	1.139	2.564	.027*
	Within Groups	10.217	23	.444		
	Total	22.743	34			
Teachers reference books	Between Groups	19.819	11	1.802	4.894	.001*
	Within Groups	8.467	23	.368		
	Total	28.286	34			
Teachers guides	Between Groups	12.355	11	1.123	1.817	.110
	Within Groups	14.217	23	.618		
	Total	26.571	34			
Audio tapes/ visual tapes	Between Groups	21.519	11	1.956	6.278	.000*
	Within Groups	7.167	23	.312		
	Total	28.686	34			

*Significant at $p < 0.05$ level

As shown in Table 4.10, ANOVA test results revealed that availability of students' text books, teachers' reference books and audio tapes/visual tapes had a significant influence on implementation of LSE in schools, at $p < 0.05$ level. In particular, ANOVA statistics shows a p value of 0.027 for the availability of students' text books in school, meaning availability of learning materials had a significant influence on implementation of LSE. On the other hand, results of the analysis revealed that teachers' guide did not have significant influence on implementation, $p = 0.110$. This implies that availability and adequacy of teaching

and learning materials positively or negatively influences realization of life skill education in schools. Looking at the results presented in Table 4.8, it emerged that most of the schools were ill equipped with teaching and learning materials, meaning implementation of LSE was negatively impacted. In agreement with the findings, a study conducted by Mutege, (2012) on school factors influencing the implementation of life skills education in public primary schools found out that inadequate learning and teaching resources negatively influences implementation of life skills education.

4.7 Teachers' characteristics in terms of professional qualification and in-service training and their influence towards implementation of Life skills education

The fourth objective of the study was to determine whether teachers' characteristics in terms of professional qualification and in-service training influences implementation of Life skills education in secondary schools in Kigumo district. To address this objective, the researcher conducted analysis of variance at two levels; that is: teachers' professional qualification and their influence towards implementation of LSE and influence of in-service training towards implementation of LSE. Table 4.11 illustrates mean difference among teachers who attended in-service training and those who did not attend.

Table 4.11: Mean difference among teachers who attended in-service training and those never attended

In-service training	N	Mean	Std. Deviation
Attended in-service training	17	18.71	1.863
Not attended in-service training	36	14.92	2.892
Total	53	16.13	3.144

Results in Table 4.11 shows that teachers who attended in-service training obtained a mean score of 18.71 while who did not attend scored 14.92. This implies that in-service training had positive impact towards school implementation of LSE. Table 4.12 presents ANOVA statistics on influence of in-service training towards implementation of LSE.

Table 4.12: ANOVA statistics on influence of in-service training towards implementation of LSE

ANOVA statistics	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.183	11	.471	3.036	.005*
Within Groups	6.364	41	.155		
Total	11.547	52			

*Significant at $p < 0.05$ level

From the findings presented in Table 4.12, it emerged that there were significant differences among teachers who attended in-service training and those who did

not attend training, (Sum of squares between groups=5.183, df=11, p=0.05). This implies that in-service training had a great impact towards implementation of life skills education. In line with the findings, Tijuana, (2004) found out that teacher training can positively affect teacher attitudes towards implementation of life skill education and participatory techniques. Similarly a research conducted by KIE (2008) established that in-service training ensured that teachers grow in their profession, boost their morale and make them take their job positively.

To determine the influence of teachers' professional qualifications, the mean scores obtained by teachers' with certificate, diploma, degree and masters' degree on scale measuring implementation of life skill education were compared. The results of the analysis are presented in Table 4.13.

Table 4.13: Teachers' differences in professional qualification and their influence on implementation of LSE

Highest professional qualifications	N	Mean	Std. Deviation
Certificate	1	9.00	.
Diploma	6	15.00	3.578
Degree	39	16.15	3.031
Master degree	7	18.00	1.732
Total	53	16.13	3.144

Table 4.13 shows that there were slight differences in the mean scores obtained by teachers with certificate, diploma, degree and master degree qualifications on implementation of LSE in schools. Table 4.14 shows ANOVA statistics on teachers' professional qualification and their influence on implementation of LSE

Table 4.14: ANOVA statistics on teachers' professional qualification and their influence on implementation of LSE

ANOVA statistics	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.122	11	.375	1.195	.321
Within Groups	12.859	41	.314		
Total	16.981	52			

Not significant at $p < 0.05$ level

ANOVA test results indicates that teachers' professional qualification did not have any significant influence on implementation of LSE in schools, (Sum of squares between groups=4.122, df=11, p=0.321). As depicted in Table 4.13, teachers with diploma qualification obtained a mean score of 15.00 while those with masters' degree obtained a mean score of 18.00. This was a clear indication that teachers' qualifications were not effective in implementation of LSE in school curriculum. The findings were therefore, not in line with Moseti, (2007) who found out that the effectiveness of any curriculum like life skills education

depend on the quality of the teachers in terms of professional qualification to translate the syllabus into practical instructional material in the class.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study findings, conclusion and recommendations of the study. It further gives areas for further studies.

5.2 Summary of the study findings

The main objective of the study was to assess factors influencing the effectiveness of implementation of life skills education in secondary schools, in Kigumo District, Murang'a County. Data for the study was collected from 532 respondents, that is, 444 students, 53 teachers and 35 principals from public secondary schools in Kigumo district. The following are the main study findings

In relation to this objective, the study found out that most of the teachers and school principals had a negative attitude towards LSE. Majority (over 70.0%) of teachers felt that some topics are embarrassing to teach and LSE should be integrated in other subjects. In addition to this, they reported that they never enjoyed teaching LSE and hence they utilize LSE lesson to teach other subjects. Furthermore, school principals viewed LSE as a simple subject hence failing to make follow-up on whether teachers utilize LSE lesson to teach other subjects. This shows that LSE was not given much attention in schools by the school heads

due to its simplicity form and the fact that it was not examinable. It also emerged that majority of the Principals felt that LSE should not be taught as a stand alone subjects and therefore suggested that it should be integrated in other subjects.

Based on the ANOVA test results, it emerged that role plays, discussions, drama and use of resource persons had a significant influence on implementation of life skill education in schools, at $p < 0.05$. This was an implication that the five listed methods were effective in implementation of life skill education in schools. However, the findings also revealed that case study, story telling, songs/dances, debates, miming and field visits did not have any significant influence on implementation of LSE, therefore implying that they were not effective on implementation of the subject.

According to over 60.0% of the principals', students' text books, teachers' guide and audio/visual tapes were the most inadequate materials in schools. This implies that most of the schools were not adequately equipped with teaching and learning materials. To verify this findings, ANOVA test was conducted and the results revealed that availability of students' text books, teachers' reference books and audio tapes/visual tapes had a significant influence on implementation of LSE in schools, at $p < 0.05$ level. This implies that availability and adequacy of teaching and learning materials positively or negatively influences realization of life skill education in schools. However, since most of the schools were ill equipped with

teaching and learning materials, it's therefore concluded that implementation of LSE was negatively impacted.

Regarding this objective, the study established that teachers who attended in-service training obtained a mean score of 18.71 while those who did not attend scored 14.92. ANOVA statistics revealed that there were significant differences among the two groups, at $p < 0.05$, meaning in-service training had a positive impact towards implementation of life skills education.

In relation to professional qualifications, the study found out that there were slight differences in the mean scores obtained by teachers with certificate, diploma, degree and master degree qualifications on implementation of LSE in schools. The results of the analysis showed that teachers' professional qualification did not have any significant influence on implementation of LSE in schools, at $p < 0.05$ level. This was a clear indication that teachers' qualifications were not effective in implementation of LSE in school curriculum.

5.3 Conclusion

The study concluded that the negative attitude among teachers and principals undermined implementation of life skill education in school curriculum. The study established most of the teachers' utilized LSE lesson to teach other subjects, meaning the subject was not given much attention in schools. This could be attributed by the fact that the subject was not examinable and both teachers' and

principals' had perception that LSE should not be a stand alone subject but instead integrated in other subjects.

Teaching methods used by teachers was another factor that influenced implementation of LSE. The findings revealed that role plays, discussions, drama and use of resource persons were effective on implementation of life skill education in schools. However, case study, story telling, songs/dances, debates, miming and field visits did not have any significant influence on implementation of LSE, therefore implying that they were not effective on implementation of the subject.

In relation to teaching and learning materials, the study found out that students' text books, teachers' guide and audio/visual tapes were the most inadequate materials in schools. Based on this finding, ANOVA test concluded that shortage of teaching and learning materials negatively influences realization of life skill education in schools curriculum.

Finally, the study concluded that teachers' in-service training plays an important role in the effective implementation of life skill education. This implies that adequate training among the teachers and principals could have a positive impact towards implementation of LSE in school curriculum.

5.4 Recommendations of the study

Based on the findings presented above, the following recommendations were made:-

- i. Negative attitude among teachers and principals influenced effective implementation of LSE in school. The current study suggests that the Kenya National Examination Council in collaboration with MoE should ensure that Life skills education is examined in the national examinations. This would help to change principals and teachers' perception and attitude towards the subject, therefore taking LSE as a stand alone subject.
- ii. The study established that shortage of teaching and learning materials was one of the major factors which negatively impacted implementation of LSE. The school administrators should give proper financial support to ensure adequate provision of teaching and learning materials for LSE
- iii. In-service training emerged to have a positive impact towards effective implementation of LSE. Adequate training for both teachers and principals should therefore be crucial to improve knowledge and skills towards LSE, level of commitment, motivation and also attitude.
- iv. School principals should ensure that teachers don't utilize LSE lesson to teach other subjects.

5.5 Areas for further studies

- i. A study should be conducted to find out effects of life skills education on students' behaviour.
- ii. Another study should be carried out to find out ways in which Ministry of education can improve implementation of life skill education in schools.
- iii. A study should be conducted to find out the factors influencing implementation of life skills education in other districts of Murang'a County and the whole country at large.

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APPENDIX A

INTRODUCTION LETTER

University Of Nairobi
School Of Education and External
Studies, Department of
Educational Adm. & Planning
P.O. Box 30197-00100
Nairobi
Date:

TO.....

RE: RESEARCH PROJECT

I am a post graduate student in this University and would like to carry out a research in public secondary schools in Kigumo district. As part of my Master of Education course, I am required to collect data and write a report on “**factors influencing implementation of Life Skills Education curriculum in Kigumo district, Murang’a County**”. Kindly accord me the necessary assistance. I promise that the data collected will be confidential and will be entirely for the purpose of this study.

Thank you.

Yours faithfully,

Njuguna John Chege

APPENDIX B

QUESTIONNAIRE FOR THE PRINCIPALS

This questionnaire aims at collecting information about factors that influence effectiveness of implementation of Life Skills education curriculum in Public secondary schools in Kigumo district. The information you provide will be held with total confidentiality and will be used only for the purpose of the study. Respond to all the items by either ticking (✓) or filling blanks next to the item as indicated. Please do **not** write your name or name of your school anywhere in this questionnaire.

Section A: Background information

1. What is your gender?

Male Female

2. What is your age bracket in years?

20- 29 30-39 40-49 above 50

3. Indicate your highest professional qualifications

P1 Diploma Degree Masters

Any other specify _____

4. What is your teaching experience in years

1- 5 yrs 6- 10 yrs 11- 15 yrs Over 15 yrs

5. Is your school

Mixed Boys Girls

6. How long have you headed this school?

Below 2 yrs 3- 5 yrs 6-10 yrs Over 10 yrs

Section B: Attitude towards Implementation of Life Skill Education

7. You are kindly requested to state your level of agreement in relation to each of the given items on a five-point likert scale. Insert a tick (√) in the most appropriate column. Use the key below when responding

Key: SA=Strongly agree, A=Agree, D=Disagree, SD=Strongly disagree

Statements	SA	A	UD	D	SD
LSE should be given one lesson per week since it is not examinable					
Some topics in LSE are embarrassing to teach					
LSE is one of the best teaching subject					
LSE should be integrated in other subjects					
I ensure teachers don't use LSE lesson to teach other subjects					
Topics in LSE are simple					
My culture does not allow teaching sex education and reproductive health topics which is part of LSE					

I think in-service training assists teachers in improving their skills for teaching LSE					
I think LSE is an interesting subject					

Section C: Implementation of Life Skill Education in Schools

8. You are kindly requested to state your level of agreement in relation to each of the given items on a five-point likert scale. Insert a tick (√) in the most appropriate column. Use the key below when responding

Key: SA=Strongly agree, A=Agree, D=Disagree, SD=Strongly disagree

	SA	A	UD	D	SD
LSE is integrated in other subjects					
Peer educators are trained to facilitate life skill education					
Teacher counsellors and other teachers are allocated LSE lesson and its timetabled					
LSE is allocated one lesson per week in every class					
Teaching and learning materials for LSE are available at school library					
Teachers attend in-service training for LSE					

Section D: Availability of teaching and learning materials

9. Please indicate with a tick (✓) the adequacy of the following teaching and learning materials in your school in the table below

Teaching/learning materials	Quite adequate	Adequate	Inadequate	Quite inadequate
Students' text books				
Teachers' reference books				
Teachers guides				
Audio tapes/visual tapes				

10. What are the major challenges which influence effective implementation of life skill education in school?

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.....

.....

.....

11. In your opinion, do you think Life Skills education is necessary in Kenya's education system? Yes No

Please explain your answer

.....
.....
.....
.....

12. Which strategies can be put in place to improve implementation of life skill education in school curriculum?

.....
.....
.....
.....
.....

APPENDIX C

TEACHERS' QUESTIONNAIRE

The questionnaire is aimed at collecting information on factors that influence of implementation of Life Skills curriculum in Secondary schools in Kigumo District. The information given will be held with total confidentiality and used only for the purpose of the study. Please respond to each item by putting a tick (✓) next to the response that is applicable or write your response to fill the blanks. Do **NOT** write your name or the name of your school.

SECTION A: Background Information

1. Indicate your gender

Male Female

2. What is your age bracket in years?

20-25 26- 30 31-35 36- 40
 41- 45 46- 50 Above 50

3. Please indicate your highest professional qualifications

Certificate Diploma Degree Master Degree
Any other specify.....

4. What is your teaching experience in years?

1-5 6- 10 11- 15 Over 15

5. Do you believe that academic and professional qualifications affect teaching of Life Skills education in your school? Yes No

Please explain your answer

6. Have you ever attended any in- service in Life Skills education?

Yes No

If Yes,

a) Where was it held?

b) When was it held?

c) How long did it take?

d) Who organized it?

7. Has the training helped you to implement the Life Skills education curriculum in your school?

Yes No

Please explain you answer.....

Section B: Attitude towards Implementation of Life Skill Education

8. You are kindly requested to state your level of agreement in relation to each of the given items on a five-point likert scale. Insert a tick (√) in the most appropriate column. Use the key below when responding

Key: SA=Strongly agree, A=Agree, D=Disagree, SD=Strongly disagree

Statements	SA	A	UD	D	SD
LSE should be given one lesson per week since it is not examinable					
Some topics in LSE are embarrassing to teach					
LSE is one of the best teaching subject					
LSE should be integrated in other subjects					
I ensure teachers don't use LSE lesson to teach other subjects					
Topics in LSE are simple					
My culture does not allow teaching sex education and reproductive health topics which is part of LSE					
I think in-service training assists teachers in improving their skills for teaching LSE					
I think LSE is an interesting subject					

Section C: Implementation of Life Skill Education in Schools

9. You are kindly requested to state your level of agreement in relation to each of the given items on a five-point likert scale. Insert a tick (√) in the most appropriate column. Use the key below when responding

Key: SA=Strongly agree, A=Agree, D=Disagree, SD=Strongly disagree

	SA	A	UD	D	SD
LSE is integrated in other subjects					
Peer educators are trained to facilitate life skill education					
Teacher counsellors and other teachers are allocated LSE lesson and its timetabled					
LSE is allocated one lesson per week in every class					
Teaching and learning materials for LSE are available at school library					
Teachers attend in-service training for LSE					

Section C: Teaching Methodologies

10. Below are some of the teaching methodologies a facilitator can use to enable the participants acquire and develop relevant Life Skills. Please tick (✓) the one(s) that is/are applicable to you and give a reason.

Method	Tick	Reasons
Role plays		
Case studies		
Brain Storming		
Story telling		
Song/ dances		
Discussions		
Debates		
Drama		
Mining		
Field fisits		
Use of resource persons		

11. What are the major challenges which influence effective implementation of life skill education in school?

.....

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.....

.....

12. In your opinion, do you think Life Skills education is necessary in Kenya's education system? Yes No

Please explain your answer

.....
.....
.....
.....

13. Which strategies can be put in place to improve implementation of life skill education in school curriculum?

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.....
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APPENDIX D

STUDENTS' QUESTIONNAIRE

This questionnaire is aimed at collecting information about factors that influence effectiveness of implementation of Life skills education in Kigumo district. All the information given will be held with total confidentiality and used only for the purpose of the study. Respond to each item by putting a tick (✓) next to the response that is applicable or write the correct responses in the blanks provided.

Please **Do Not** write your name or the name of your school.

SECTION A: Demographic Data

1. What is your gender?

Male Female

2. How old are you?

10-15 years 16-20 yrs Above 20 yrs

3. In which form are you?

Form 3 Form 4

4. How many students are in your class?

Section B: Consists of items on resource materials and supervision and support

5. Does your school provide students with Life Skills education text books?

Yes No

b) If yes, do you get a copy each or you share?

A copy each Share

6. Does your Life Skills education teacher give you assignments?

Yes No

b) If yes, are assignments marked?

Yes No

c) Does the teacher give you the feedback after marking?

Yes No

7. How helpful is your Life Skills education teacher?

Very helpful

Helpful

Sometimes

Not at all

8. Does your teacher teach all Life Skills education lessons?

Yes No

(b) If no, what subject does the teacher teach instead of Life Skills education?

.....
.....

9. Does your school principal collect and check students Life Skills education note books?

Yes

No

(b) If yes, how often?

Once a month

Once a term

Once a year

c) Does the school principal encourage learners to take life skills education seriously?

Yes

No

10. List Life Skills resource materials that are available to enhance learning in life skills education in your school.

.....

.....

.....

.....

APPENDIX E

RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/1001

THIS IS TO CERTIFY THAT: Date of issue **10th June, 2013**

Prof./Dr./Mr./Mrs./Miss/Institution Fee received **KSH. 1000**

John Chege Njuguna

of (Address) University of Nairobi


P.O Box 92-0992, Kikuyu.

has been permitted to conduct research in

Location

Kigumo **District**

Central **Province**

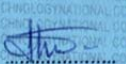
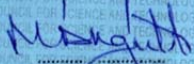


on the topic: Factors that influence implementation

of life skills education in public secondary

schools, Kigumo District, Murang'a

County, Kenya.

Applicant's **For Secretary**

Signature **National Council for**

for a period ending: 31st July, 2013. **Science & Technology**

APPENDIX F

LETTER OF 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/14/013/1001**

Date: **10th June 2013**

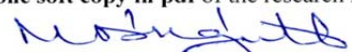
John Chege Njuguna
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **4th June, 2013** for authority to carry out research on *"Factors that influence implementation of life skills education in public secondary schools, Kigumo District, Murang'a County, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Kigumo District** for a period ending **31st July, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Kigumo 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
Kigumo District.

"The National Council for Science and Technology is Committed to the Promotion of Science and