FACTORS INFLUENCING IMPLEMENTATION OF LIFESKILLS EDUCATION IN PRIMARY SCHOOLS IN LANGATA DIVISION.

By

Rungu Kaimuri Joyce

A Research Project Submitted in Partial Fulfillment of the Requirements of the Award of Degree of Master of Education in the Department of Educational Administration and Planning,

University of Nairobi

2008
DECLARATION

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

Rungu Kaimuri Joyce

This research proposal has been submitted for registration with our approval as the university supervisors.

Prof. Gerald N. Kimani
Associate Professor and Chairman,
Department of Educational Administration
and Planning,
University of Nairobi
DEDICATION

With love and affection, this work is dedicated to my precious loving husband Rungu, my two daughters Gatwiri and Kajuju and son Mwenda.
ACKNOWLEDGEMENT

The outcome of such a research project can never be the work of a single person. It can only be the results of the researchers training, reading and multitude of interactions. Nevertheless certain individuals stand out and I would like to acknowledge my appreciation to just a few.

My utmost gratitude goes to my supervisors Professor Gerald. Kimani and Mrs. Lucy Njagi for sparing their time to go through my work and offer invaluable advice.

Iam grateful to all the respondents who participated in this study. These are the head teachers, teachers, and pupils in the schools which comprised my sample of whom without their invaluable contribution this project would never have been successfully completed.

Gratitude also goes to Caroline Mbaya who assisted me in the typing of this work with a lot of cooperation, commitment, diligence and patience.

Iam most grateful to almighty God for providing me with the opportunity and good health throughout the research session.

Finally iam grateful to my loving husband and children for their endless support throughout this period. To my friends and colleagues, brothers and sister who supported me in one way or the other. I say thank you very much for your support. God Bless you all.
The main purpose of this study is to identify the factors that influence the implementation of Life skills education into the regular primary schools in Langata Division. Many of the learners are dropping out of school at a very early age due to pregnancy and drug and substance related issues. Learners who are well equipped with Life skills are able to make informed decisions and to face everyday challenges. The study endeavored to determine the strategies used in teaching Life skills education, identify the challenges teachers face while integrating and infusing life skills education into various subjects and determine possible solutions to these challenges.

There are 14 primary schools in Langata Division all the head teachers were sampled for the study. Simple random sampling was used to sample 10 learners from std 7 and 8 each. Teachers were purposely sampled, those teaching carrier subjects such as CRE, Science, Social Studies and one in charge of Guidance and counseling participated in the study. In schools where teachers teaching the carrier subject were more than one simple random sampling was employed. The research used secret balloting to get the correct sample of the teachers.

Data obtained was analyzed by use of Statistical Package for Social Sciences (SPSS) computer package to determine factors influencing implementation of life skills in public primary schools in Langata Division. Findings were presented through descriptive statistics by use of percentages and frequencies.
Among the major findings, the study revealed that Infusion and Integration are employed as strategies of teaching life skills education. It is also indicated that training of teachers is essential for proper implementation of life skills. It is also noted that some cultural values, beliefs and mass media impart negatively on the implementation of Life Skills Education. Training of all teachers and head teachers is essential for proper implementation of Life Skills Education. The findings indicate the willingness of teachers and learners to make Life Skills Education a subject on its own so that it will get the attention that it deserves.

Based on recommendations, the following recommendations were made, the current methodology of teaching of life skills need to be reviewed so that acquisition of psychosocial competences among the learners is not left to chance or at the teachers discretions. It was also recommended that mechanisms should be put in place to ensure appropriate identification of teachers and training on Life Skills Education for positive attitude and effective implementation beyond content teaching. Since schools are left to initiate their own psychosocial programmes, Kenyan schools, do not have harmonized and standardized Life Skills Education curriculum for the primary level. It is also recommended that there is need to re-examine the current approach of imparting Life Skills Education as it is mainly geared towards acquisition of knowledge and has failed to enhance translation of knowledge to application in real life circumstances.

The recommendations for further research included, study on the attitude of teachers towards teaching of Life skills Education in schools, the effect of Life
skills Education on the learners' behavior, the role of education officers and quality and standards officers on the implementation of Life Skills.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Content</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title page</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td>Table of Content</td>
<td>viii</td>
</tr>
<tr>
<td>List of Figures</td>
<td>xi</td>
</tr>
<tr>
<td>List of Tables</td>
<td>xii</td>
</tr>
<tr>
<td>List of Abbreviations</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER ONE - INTRODUCTION

1.1. Background to the Study 1  
1.2. Statement of the Problem 5  
1.3. Purpose of the Study 6  
1.4. Objectives of the Study 7  
1.5. Research Questions 7  
1.6. Significance of the Study 8  
1.7. Limitations of the study 8  
1.8. Delimitations of the study 9  
1.9. Assumptions of the study 9  
1.10. Definition of Terms 10  
1.11. Organization of the Study 10
CHAPTER TWO - LITERATURE REVIEW

2.1. Introductions................................................................. 12
2.2. Categories of Life skills Education--------------------------------- 12
  2.2.1. Skills of Knowing and Living with Oneself---------------------- 13
  2.2.2. Skills of Knowing and Living with Others---------------------- 13
  2.2.3. Skills of Effective Decision Making--------------------------- 14
2.3. Infusion and Integration of Life skills Education------------------- 15
2.4. Life skills Education in Kenya----------------------------------- 17
2.5. Reports on Life skills in Other Countries-------------------------- 18
  2.5.1. Life skills Education in Uganda----------------------------- 19
  2.5.2 Life skills in Zimbabwe and Lesotho------------------------ 20
  2.5.3. Life skills in Malawi and Namibia----------------------- 22
  2.5.4. Life skills Education in South Africa and Botswana---------- 25
  2.5.5. Life skills Education in Swaziland--------------------- 28
2.6. Theoretical Framework------------------------------------------ 28
2.7. The Conceptual Framework---------------------------------------- 30

CHAPTER THREE - RESEARCH METHODOLOGY

3.1. Introduction------------------------------------------------------ 32
3.2. Study design----------------------------------------------------- 32
3.3. Target population----------------------------------------------- 33
3.4. Sample and Sampling procedures-------------------------------- 33
3.5. Research Instruments------------------------------------------ 35
  3.5.1. Validity of instruments---------------------------------- 36
  3.5.2. Instruments reliability---------------------------------- 36
3.6. Data Collection Procedures-------------------------------------- 37
3.6. Data Analysis Techniques--------------------------------------- 37
<table>
<thead>
<tr>
<th>Figures</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1. The Conceptual Framework</td>
<td>30</td>
</tr>
<tr>
<td>Figure 2. Gender of Teachers</td>
<td>40</td>
</tr>
<tr>
<td>Figure 3. Age range of Teachers</td>
<td>41</td>
</tr>
<tr>
<td>Figure 4. Gender of Learners</td>
<td>42</td>
</tr>
<tr>
<td>Figure 5. Life skills Education to be made a stand alone subject</td>
<td>45</td>
</tr>
<tr>
<td>Figure 6. Life skills Education as a subject is misplaced</td>
<td>46</td>
</tr>
<tr>
<td>Figure 7. Relationship between Life skills Education and other subjects</td>
<td>48</td>
</tr>
<tr>
<td>Figure 8. Life skills is easily taught within other subjects</td>
<td>52</td>
</tr>
<tr>
<td>Figure 9. Life skills Education is a waste of school time</td>
<td>53</td>
</tr>
<tr>
<td>Figure 10. Adequacy of LSE support materials</td>
<td>57</td>
</tr>
<tr>
<td>Figure 12. Usefulness of LSE</td>
<td>58</td>
</tr>
</tbody>
</table>
LIST OF TABLES

TABLES

Table 1. Schools in langata division----------------------------- 34
Table 2. Age range of Teachers--------------------------------- 40
Table 3. Statements for learners' attitude towards life skills education---- 43
Table 4. Availability of LSE materials -------------------------- 54
Table 5. Implementation of LSE into the school curriculum ------- 59
Table 6. Head teachers' perception on the Strengths of infusion ------ 61
Table 7. Head teachers' perception on the weaknesses of infusion ------- 61
Table 8. Teachers' perception on the strengths of infusion----------- 62
Table 9. Teachers' perception on the weaknesses of infusion--------- 63
Table 10. Head teachers' perception on the Strengths of integration------ 64
Table 11. Head teachers' perception on the weaknesses of integration---- 65
Table 12. Teachers' perception on the strengths of integration-------- 66
Table 13. Teachers' perception on the weaknesses of integration------- 67
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immuno Deficiency Syndrome</td>
</tr>
<tr>
<td>CRC</td>
<td>Convention on Rights of the Child</td>
</tr>
<tr>
<td>CRE</td>
<td>Christian Religious Education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immune deficiency Virus</td>
</tr>
<tr>
<td>ICAP</td>
<td>International Centre for Alcohol Policies</td>
</tr>
<tr>
<td>IEC</td>
<td>Information Education Communication</td>
</tr>
<tr>
<td>KCO</td>
<td>Kenya Country Office</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Staff Institute</td>
</tr>
<tr>
<td>K.I.E</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>KISE</td>
<td>Kenya Institute of Special Education</td>
</tr>
<tr>
<td>MCI</td>
<td>Multi Country Initiative</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>QAS</td>
<td>Quality and Standards</td>
</tr>
<tr>
<td>SHEP</td>
<td>School Health Education Programme</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Packages for Social Sciences</td>
</tr>
<tr>
<td>STI</td>
<td>Sexually Transmitted Infection</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
</tr>
</tbody>
</table>
UNICEF - United Nations Children Education's Fund
UNGASS - United Nations General Assembly Special Session on aids
WHO - World Health Organization
CHAPTER ONE
INTRODUCTION

In this chapter the historical background of how life skills came about will be discussed. Attempts will be made to look at reasons as to why life skills were incorporated into the school curriculum. The following areas have been discussed in this chapter, statement of the problem, the objectives of the study, research questions, limitations and delimitations, the purpose of the study, significance, assumptions and definition of terms are areas that are dealt with in this chapter.

1.1 Background to the Study

There are many challenges facing children and the youth as a result of the fast changing world. These include among others, negative pressure, gender bias, early marriages, teenage pregnancies, indiscipline and school unrest, poor career choices, early sexual debut, drug and substance abuse, rape, incest and Human Immunodeficiency Virus and Acquired Immuno Deficiency Syndrome (HIV and AIDS) pandemic KIE (2002). These challenges are compounded by various factors such as complex developmental changes during adolescence which at times can be overwhelming and Lack of positive role models, negative mass media influence and inadequate, inaccurate and unreliable sources of information on human sexualit KIE(2002). A combination of these problems render the youth vulnerable to health risks such as HIV infection and other related sexually transmitted diseasesKIE(2002).

In the African traditional society, proper structures and mechanisms had been put in place to help the children and the youth develop and grow as responsible and
productive members of the society. Traditional education addressed the holistic view of human personality through the informal education system. However, due to obvious historical reasons, traditional family and educational ties have largely broken down thereby leaving young people quite vulnerable (KIE, 2006).

Life skills are defined as psycho-social competencies or abilities that help an individual to effectively deal with the demands and challenges of everyday life. They are techniques for positive behavior and empowering skills that affect the capacity of individual to pursue life's goal. There are three categories of life skills these are:-

- Skills of knowing and living with oneself, they include self-awareness, self-esteem, coping with emotions and coping with stress.
- Skills of knowing and living with others, they include friendship formation, negotiation skills, non-violent conflict resolution, effective communication skills, empathy and assertiveness.
- Skills of effective decision making, they include, critical thinking, creative thinking and problem solving skills.

The psychosocial challenges cited above can be overcome through life skills education. Life skills education adopts a comprehensive behaviour change approach that focuses on the development of the whole individual. The life skills approach is an interactive, educational methodology that not only focuses on transmitting knowledge but also helps the youth to explore their attitudes, feelings, opinions and values thereby developing psychosocial competencies to face life's challenges effectively, Alison (2006). Limited information on reproductive health during adolescence calls for the development of institutional
and community interventions to ensure that the youth grow up in a safe and healthy environment. Further, the decisions made by the youth often impact beyond the individual to the community. Some of the issues adolescence face are sensitive in most communities, therefore there is need to create socially acceptable interventions in schools using holistic, inclusive participatory approach in design and implementation. Life skills education program is one of those interventions that have been adopted and implemented in various schools. Much as it is a new concept, it is one of the strategies which when well implemented can facilitate a more rewarding growing up process for the youth. Most of the life skills education activities have focused not only on dissemination of information and discouraging of risky sexual behavior but life skills is an innovative intervention which is skill-based. It is designed to reinforce the youth personal risk perception, awareness, self-esteem and self-efficacy, provide them with skills in areas such as assertiveness, communication, negotiation, empathy, decision-making as well as with emotions and peer-pressure, instill compassion and anti-discrimination among themselves.

The main goals of the Life Skills education is to enhance young people’s ability to take responsibility for making choices, resisting negative pressure and avoiding risky behaviour. The need to focus on Life Skills as a critical response to the challenges facing young people today is highlighted in a number of international recommendations, including the Convention on the Rights of the Child (CRC), the International Conference on Population and Development (ICPD) and Education for All (EFA). An example of one of these highlights is the United Nations General Assembly Special Session (UNGASS) Declaration which states that
By 2005, ensure that at least 90% and by 2010 at least 95% of young men and women have access to information, education, including peer education and youth-specific HIV Education, and services necessary to develop life skills required to reduce their vulnerability to HIV infection, in full partnership with young persons, parents, educators and health care providers.

In Malawi, Life skills Education is believed to help young people deal with aspects of their sexuality more effectively if they are given sufficient and correct information, properly guided and counseled on sex and sexuality thereby being able to make informed decisions and making rational choices.

In South Africa, Life skills is taught through "Growing Up" programme, the youth learn a number of skills such as decision making, communication skills and how to handle emotions. These skills help the youth to choose healthy lifestyles and to face the daily challenges positively.

In Namibia the young people through a programme My Future My Choice (MFMC) passed through an intensive peer education effort and it is observed that the programme reduced adolescence sex risk behavior among the youth. Lifeskills Education can be seen as an effective strategy in mitigating the spread of HIV and AIDS among the adolescence.

The Ministry of Education (MoE) has long been aware of the need to adopt life skills education as a remedy to these psychosocial challenges. To address this, different strategies have been put in place to enable the learner manage the challenge such as the establishment of HIV and AIDS project at KIE, infusing and integrating life skills education into the curriculum and orienting teachers on
mainstreaming of life skills education into the curriculum. Thus the adolescence can be an exciting stage if the adolescent is empowered with the knowledge and skills required to cope with the challenges during this stage of development.

It should be noted that the youth who have gone through life skills education are able to communicate with peers on matters related to HIV and AIDS and sexuality and relationship issues that affect them. They can clearly express their feelings and opinions, use appropriate language, as well as observing non-verbal cues and hence unlikely to succumb to peer pressure or to get involved in risky situations that may jeopardize their reproductive health with the onset of HIV and AIDS pandemic. Hence, there is need to equip the children and the youth with relevant knowledge, skills and attitudes to reduce vulnerability. Education has an essential role to play since majority of a fairly high percentage of the youth in the region is still in school and this can help reverse the trends.

1.2 Statement of the Problem

HIV and AIDS pandemic is real and was declared a national disaster in Kenya in 1999 by the government KIE, (1999). In the absence of cure and lack of accurate and adequate information, education and communication is so far the only current method available for effective prevention and control of the spread of HIV and AIDS among vulnerable youth. Majority of the youth are at a risk of being infected due to the fast changing world. The empowerment of the youth through education and communication for behavior development and change has been identified as one of the most viable methods of curbing the spread of HIV infection. During orientation of training teachers on HIV and AIDS education, life
skills were treated as one of the topics among others KIE (1999). Results from this study indicated that there was a gap between knowledge and positive behavior change among children and the youth. Life skills were therefore perceived as a stop gap measure hence the need to incorporate it into the curriculum. Nairobi is one of the provinces where teachers were trained on life skills education after which they were expected to transmit the same to the learners. Several other government partners have trained teachers on the same in Nairobi, mainly targeting the slum areas where HIV and AIDS is prevalent due to poor living conditions.

Effective implementation of life skills education is to a large extent depends on how well the teachers are trained, availability of teaching/learning resources, equipment and physical facilities, appropriate teaching methods, positive teacher – pupil attitude, proper supervision and provision of adequate teaching time. Fewer and less challenging factors on teachers also enhance effective implementation of the life skills education curriculum. It was in view of this that the research was set to unveil the factors influencing the implementation of life skills education in regular primary schools in Langata division.

1.3 Purpose of the Study

The purpose of the study was to find out the factors that influence the implementation of life skills education programmes in Langata primary schools.
1.4 Objectives of the Study

The objectives of this study were to:

1. Establish the learners' attitude towards the teaching of the life skills Education,
2. To determine the availability of support materials for Life skills Education
3. Establish how life skills training have equipped teachers in their teaching lifeskills education
4. To establish what approaches teachers were using in implementation of Life skills
5. Identify challenges faced by teachers in implementing life skills education in primary schools and
6. To establish measures that can be undertaken to improve on the implementation of life skills education in Langata division primary schools.

1.5 Research Questions

1. What is the learners' attitude towards the teaching of life skills education?
2. Are the learning/teaching materials for life skills education available?
3. Are the learning/teaching materials for lifeskills education adequate for use in schools.
4. How has life skills training equipped teachers to infuse and integrate life skills in their lessons?
5. What approaches are teachers using in implementing life skills education?
6. What are some of the challenges faced by teachers in implementing life skills education?
7. What are some of the ways that can be undertaken to improve on the implementation of life skills education?
1.6 Significance of the Study

The world is facing rapid social, economic and political changes as a result of globalization of which Kenya is no exception. At the same time, Kenya is a signatory to most World Conventions touching on education. These Conventions advocate for Education for All without discrimination. One such convention is the UNGASS Declaration which indicates that by the year 2005, both young men and women will have access to information, education including peer education and youth specific HIV education and services necessary to develop life skills required to reduce their vulnerability to HIV infection. Once learners are exposed to information, they will avoid the infection and they can participate effectively in the social, economic and political developments of the country. Findings from this study were meant to inform and guide the curriculum developers on matters related to improving the implementation and also create awareness amongst teachers and school administrators in schools on how best to implement life skills Education. The findings were also meant to create awareness of the challenges that teachers face in integrating and infusing life skills education into the curriculum. Possible solutions that are suggested may assist various people involved in implementing life skills education to improve on the ways of implementing.

1.7 Limitations of the Study

The main limitation of this study was lack of literature on the previous efforts in introducing Life skills education as a preventive strategy against the spread of HIV and other sexually transmitted diseases. Life skills are a fairly new concept in
education systems especially in Kenya. Most libraries hardly have books specifically discussing the implementation of Life skills in the curriculum.

The respondents especially teachers and head teachers were reluctant to respond to some items in the questionnaires due to fear of victimization because they thought the researcher would expose their weaknesses to the Ministry of Education. Teachers also feared that learners would give a negative report about them. Thus learners were discouraged or may be were intimidated and some did not respond to the questionnaires. The researcher however assured them that the information gathered was confidential and would only be used for academic purpose.

1.8 Delimitations of the Study

The study focused only on Langata public primary schools Nairobi. Private schools were not included in the study. The research restricted itself to responses obtained from Head teachers, teachers and learners for analysis.

1.9 Assumptions of the study

The assumptions of this study were that the respondents would provide honest and valuable information as required by the researcher. The other assumption was that the respondents would willingly and freely gave the information the researcher was intending to collect. It was also assumed that teachers involved in the study were a representative of the entire primary schools population, therefore the findings were generalized. The researcher also assumed the level of learners was expected to have covered the Life skills syllabus and thus familiar with the subject content.
1.10 Definitions of Terms

**Carrier subjects:** refers to the subjects in which Life skills issues can be easily taught.

**Integration:** refers to the inclusion of AIDS messages into the curriculum and any other activities in and out of school.

**Infusion:** refers to inclusion of AIDS messages at appropriate points when the main subject is being taught. By their own nature, some subjects render themselves more suitable to teaching about AIDS than others.

**Life skills:** refers to a large group of psycho-social and interpersonal competencies which can assist people make informed decisions, communicate effectively, and develop coping and self-management strategies that may help them lead a healthy and productive life.

**Mainstreaming:** refers to ways of modifying operational practices to address emerging issues into the lessons. It means making conscious and deliberate efforts to identify appropriate opportunities where life skills can be transmitted through the existing curriculum.

**Stand Alone:** refers to the teaching of Life skills education as a subject with time allocated on the timetable.

**Strategies:** refers to different methods or approaches used by teachers in the delivery of content for example life skills education.

1.11 Organization of the Study

The first chapter of this study comprises of the background information to the study as discussed. Other issues discussed in the chapter include the statement of the problem, purpose of the study, objectives of the study, research questions, and...
significance of study. Limitations, delimitations assumptions of the study and new terms used in the study have been defined.

In chapter two, various literatures have been reviewed. The researcher has given the meaning and categories of life skills education. Methods used to teach life skills education is explained, these are, integration and infusion methods. The researcher has further discussed life skills education in Kenya and in other countries. This chapter also looked at the theoretical framework and the conceptual framework that shows the variables for the study.

Chapter three is on the research methodology which includes the study design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis techniques.

Chapter four comprises of data analysis and data interpretation. This is where data collected was analyzed and interpreted to give meaning in relation to the topic. The researcher used percentages, bar graphs and frequencies to interpret the data.

Chapter five comprises of conclusions made from the data analysis and the recommendations made from the conclusions. These conclusions also help the researcher to make suggestions for further research.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
In this chapter the historical background of how life skills came about was discussed. Attempts were made to look at reasons as to why a life skill was incorporated into the school curriculum. The following areas have been discussed in this chapter, statement of the problem, the objectives of the study, research questions, limitations and delimitations, the purpose of the study are areas that will be dealt with in this chapter.

2.2 Categories of life skills education
Life Skills are understood differently in different countries but the main emphasis in all is in promoting positive behaviour change among the children and the youth, KIE, (2002), defines life skills as psychosocial competencies which enable an individual develop adaptive and positive behavior so as to deal effectively with challenges and demands of life. Lifeskills education programs are designed to enable the learners gain information, develop desirable attitudes and practice skills. Life skills education is a body of knowledge which consists of twelve skills. These skills are divided into three categories: skills of knowing and living with oneself, skills of knowing and living with others and skills of effective decision-making.
2.2.1 Skills of Knowing and Living with Oneself

These skills include, self awareness, self esteem, coping with emotions and coping with stress.

a) Self-awareness: This is the knowledge of oneself in terms of what one can do and what one cannot do. Self-awareness is the basis of all life skills as the acquisition and development of other skills depends on how well an individual knows himself or herself.

b) Self-esteem: this is the awareness of the good in self. When an individual has positive feelings about their personal attributes he/she has high esteem while on the other hand if an individual has negative feelings about their personal attributes they are likely to have low self-esteem.

c) Coping with emotions: Emotions are strong feelings. They can sometimes be unpredictable and can lead to irrational actions or decisions. Young people find themselves in risky situations which evoke their emotions that may lead to risky behavior.

d) Coping with stress: Stress is undue pressure, tension or worry resulting from problems and challenges in one’s life.

2.2.2 Skills of Knowing and Living with Others

a) Assertiveness: It is the ability to state ones feelings without anger or passivity and or achieving what one wants by being firm and focused.

b) Empathy: It is the ability to put your self in the shoes of others and feeling with them as they face various challenges and problems in life.

c) Effective communication: Communication is the exchange of feeling, opinions, ideas, words and actions between people. Communication helps individuals to
clarify ideas, correct misconception, share experiences, reduce stress and provide feedback for improvement. Through effective communication skills, adolescence are able to communicate with peers on matters related to their sexuality and reproductive health issues.

d) Negotiation skills. This is the ability to discuss issues in calm, and open way so as to reach a consensus or agreement based on some mutual understanding.

e) Non-violent conflict resolution: A conflict is a serious disagreement with others, which may result to verbal or physical confrontation. The existence of conflicts between individuals or in the self result to risky behavior which may lead to negative consequences on the adolescent such as, contracting HIV AIDS or unwanted pregnancies.

2.2.3 Skills of Effective Decision-making

a) Creative thinking: This involves coming up with new things or new ways of acting when faced with unfamiliar situations or problems.

b) Critical thinking: This is the ability to analyze and evaluate ideas or issues effectively. It involves weighing options and making rational choices that are well thought out in order to arrive at a rational decision.

c) Problem solving: Is the ability to come up with workable solutions to different situations.

It involves appreciating the nature of the problem by analyzing the causes and looking for possible options. This enables the individual to take the best alternative in whatever situations one is confronted with.
2.3 Infusion and Integration of Life Skills into the School Curriculum in Kenya

The HIV and AIDS pandemic perhaps is the greatest psychosocial problem facing the young people today and they need life skills to manage the pandemic. To address the HIV and AIDS phenomenon, AIDS Education Programme for youth in and out of school was launched in 1992. The overall goal of AIDS Education programme was to prevent the spread of the HIV infection among the youth in and out of school. One of the objectives of the project was to develop life skills that would lead to AIDS and STI's free life KIE, (1999) During the orientation of teachers on HIV and AIDS education, life skills were treated as one of the topics among others.

Following life skills education implementation in schools, a survey was carried out to assess the impact of the project. It was observed that a gap existed between knowledge and positive behaviour change among children and the youth (KIE, 2004). Life skills education was perceived as a missing link hence the need to treat life skills as a component on its own and in co-operate it into the curriculum. With the revision and implementation of the reviewed curriculum in 2002, issues of HIV and AIDS and life skills education were infused and integrated. Currently, teachers are being in serviced on how to mainstream life skills education into the curriculum. This is in line with the Education Sector Policy on HIV and AIDS which states that life skills and HIV and AIDS education should be mainstreamed into the existing curriculum and co-curricular activities at all levels.
KIE has so far orientated 1140 Trainers of Trainers who include (TOTs), teachers, Education officers TAC tutors, and District Centers for Early Childhood Education (DICECE) officers on how to mainstream Life Skills Education into the regular school curriculum. Those oriented were drawn from Kwale, Garissa, Nairobi, Meru North, Tana River, Koibatek, Nakuru, Kajiado and Laikipia districts. KIE and UNICEF found it necessary to introduce the art of traditional story telling in early childhood development program. A total of 53 trainers of trainers (TOTs) and 400 teachers have been trained on adaptation, dramatization and story telling aimed at instilling the essential values based life skills. Approximately 4000 school children 3-6 year-olds and 16,000 std one classes children whose teachers were trained have benefited.

Curriculum Developers, Quality and Standard Assurance QAS, KISE, KESI, TSC officers play a very significant role in the development, implementation, assessment and ensuring quality and standards of any educational programme. Consequently KIE organized and conducted an orientation workshop on life skills education for 120 curriculum developers, 30 officers from directorate of QAS, KISE, KESI, and TSC. The aim of this exercise was to create awareness on how life skills education is in cooperated into the school curriculum. The forum also gave the officers an opportunity to understand the concept of life skills education so that at the point of establishing it as a stand alone subject, it will not be an alien concept.
Life Skills Promoters LISP (2002) carried out a baseline survey on knowledge, attitudes and behaviors among the youths regarding HIV and AIDS and sexually transmitted infections (STI's) as well as drugs and substance abuse in order to develop on effective HIV and AIDS and STI prevention project for its programme using life skills interventions. One of the findings was that even with significant increase in knowledge, levels of personal concern about AIDS among this high risk group have stayed relatively moderate. Thus there was a need for further efforts in recognition of personal risk coupled with the means to address that risk which may increase safer positive behavior. This could be done through equipping the youth with life skills. The report further pointed out that for life skills education to be effective; all teachers will therefore need basic training in life skills.

Mondo (2006) conducted a study on “The Integration of Life Skills in the Kenyan Primary School Curriculum, it is indicated that old and the revised curriculum has vast elements of life skills, and the community has a responsibility to impact life skills to the youth. The report further indicates that the youth as they grow up need to be provided with timely accurate and age appropriate information. Ngugi (2006) in her study on “Teachers perception of the relationship between life skills education, sexual reproductive health and HIV prevention among secondary students, findings of the study indicated that, though teachers are experiencing difficulties in mainstreaming life skills education in
teaching programmes, life skills education plays a significant role in promoting young people's sexual reproductive health.

A study carried out by KIE (2006) findings indicated that with infusion and integration approach teachers at times find it difficult to create linkage between subject content and life skills, and if not well planned they tend to deviate from the subject content. The report further indicated that teachers emphasize the academic knowledge at the expense of psycho-social issues. The report also indicated that life skills education curriculum support materials are essential requirements in the implementation of life skills education and a well trained teacher in life skills is in a better position to deliver the content more easily and efficiently.

2.5 Reports on Life Skills Education in other countries

This chapter presents an overview of the education systems in various countries in the eastern and southern Africa region (ESAR) that have attempted to impart life skills to children and young people. There are too few life skills programmes in ESAR that are targeting children and young people with information about HIV and AIDS and that meet the criteria for minimally effective education programmes. Many countries in the region are just beginning to explore the concept of life skills and how to advocate for it to be accepted and adopted into the education system. These countries include: Uganda, Zimbabwe, Lesotho, Malawi, Namibia, Botswana, South Africa and Swaziland.
2.5.1 Life skills Education in Uganda

The Government of Uganda and Unicef Country Programme on Basic Education Child Care and Adolescent Development (BECCAD) stresses the empowerment of children and adolescents with life skills. GoU and UNICEF (1995) launched a baseline study on the level of life skills of Uganda’s primary school children. A survey design was adopted for the study in which questionnaires, interviews, focus group discussions and observations were used to collect the desired data. There were 10 urban and 8 rural schools sampled. The findings of this baseline study indicate that schools predominantly emphasized promotion of academic work. This was followed by emphasis on livelihood skills, discipline, spiritual education, games and sports. If adjustments were to be made, head teachers and teachers would give priority to vocational or livelihood skills which many of them felt their students were not receiving hence workshops/ laboratory facilities would be improved, better qualified teachers would be recruited and students’ interest in practical subjects would be aroused. Staff meetings discuss issues of improving academic standards, discipline, staff welfare and practically nothing on improving the life skills of the students. There was scanty concern for life skills education in head teachers reports and in the teachers reports life skills education was not pronounced.

Gachuhi (1999) observes that in the early 1990s, Uganda had a comprehensive School Health Education Programme (SHEP) which provided health information to pupils, although the intention was also to change behavior. An evaluation of the programme in 1994 revealed that the curriculum had indeed been successful in
raising knowledge about health issues, but it reportedly had little impact on attitudes and values and no discernible impact on health practices.

In a one year trial using the WHO-UNESCO in-school, Life Skills Manual in Masaka district in Uganda, a curriculum and materials were developed. Some 100 primary and 32 secondary school teachers were trained. The study indicated that, primary school curricula was already crowded; there was no adequate time teach life skills education and thus difficult to insert in the teaching time table. Care is needed to avoid adding a number of topics, but rather seeing life skills education as a comprehensive and flexible means to cover various development issues facing children and adolescents.

2.5.2 Life skills Education in Zimbabwe and Lesotho

Gachuhi (1999) reporting on Zimbabwe’s life skills education indicated that the ministry of education and culture took a bold step and began to offer a school based HIV and AIDS and life skills education programme for schools in 1992. The AIDS action programme for schools targeted learners and teachers teaching grades 4-7 in all primary schools and form 1-6 in all secondary schools. This was a separate subject in the timetable. The report further indicates that AIDS education is compulsory in all primary and secondary schools and tertiary institutions and information is integrated in relevant subjects. Findings from the report indicate that the goal of Zimbabwe’s AIDS programme for schools is to effect attitudinal and behavior change amongst pupils in order to reduce the role of HIV infection. The programme aims at developing pupils life skills such as problem solving, making informed decision and avoiding risky behavior.
Participatory methods and experiential learning process are expected to be used to teach life skills.

The report further observes that over 6,000 schools were teaching the prescribed curriculum using high quality materials produced and introduced into the schools. All national, regional and district education officers have received training through the programme and more than 2000 teachers have received in-service training in the use of not only specific AIDS education materials but also of participatory life skills methods generally. At tertiary level, more than 5,000 teacher trainees had undergone similar trainings in teacher training colleges. Gachuhi reporting on an evaluation carried out on the teaching of lifeskills, the report indicates only one third of the teachers had received any in-service training. The same fraction of teachers was unfamiliar with experimental learning and participatory methods. Moreover, many teachers felt embarrassed to handle sensitive topics related to sex and AIDS. It was also found out that there was need for longer initial training and more days for refresher courses for teachers. Gachuhi (1999) further observes that infusion utilizes existing structures and is politically acceptable though it discourages innovative participatory methodologies. The report further indicates that the need for a well trained and supported teacher therefore cannot be overemphasized.

According to a study done by UNICEF (2006) on “Unleashing the Power for Change”, Lesotho started developing its stand-alone life skills education curriculum in August 2005 under the guidance of a Technical Core Group representing a broad range of stakeholders to strengthen ownership and take
different perspectives into account. The study further observes that curriculum was developed for primary grades 4-7 and secondary grades 1-3. A Pilot study was undertaken during 2006 with the full launch expected in early 2007. The report further indicates that Lesotho supported the formation of a girls and boys Education Movement through which Life skills and information on HIV and AIDS are provided to large numbers of children. The report also indicates that a "road show" was developed in 2005 to pass information to children who live in remote and isolated areas and boys who leave school early to begin herding activities.

Chendi, (1999) observes that the life skills education programme is intended to equip the youth with life skills to enable them deal effectively with the demands and challenges of everyday life. However Chendi further observes that examination of the content of the curricula is heavily biased towards knowledge with very little curriculum content or time during lessons on the requisite skills and abilities for behavior development or change. Moreover head teachers have not received training on life skills and many teachers state that they lack the confidence to handle such sensitive topics and yet the coverage of the content is unknown and the methods used are ineffective.

2.5.3 Life skills education in Malawi and Namibia

In a study carried out by UNICEF, (2006) it is reported that in Malawi life skills was mainstreamed into the school curriculum as a stand-alone subject for pupils in grades 1-4. The study further indicates that Malawi instituted Anti-AIDS (Edzi-Toto) Clubs for school children and those out of school, believed to be reaching
more than 200,000 primary age children and 350,000 adolescents. The clubs operate in almost all of the country's primary schools and the majority of secondary schools.

Ngugi (2006) discussing the teaching of life skills education in Malawi, indicates that young people can deal with aspects of their sexuality more effectively if they are given sufficient and correct information are properly guided and counseled on sex and sexuality thereby being able to make informed decisions and make rational choices.

Gachuhi (1999) observes that the life skills education attempts to equip learners with skills such as decision making, problem solving, effective communication, assertiveness, conflict resolution among others. The report further indicates that there is lack of appropriate teaching and learning methodologies for effectively learning skills related to safe behavior. Chendi (1999) who had also conducted a study on Malawi's life skills education revealed the urgent need to train teachers, develop additional materials for use in all classes and more importantly emphasized the need to develop participatory learning practices in schools. A more recent study by UNICEF, (2006) observes that life skills curriculum has been fully integrated into the national primary curriculum and all the teachers in 5,168 primary schools are trained and follow-up training planned.

According to Ngugi, (2006) reports that Namibia's Ministry of Education and Culture with UNICEF assistance, focused initially on Life Skills training for 15 – 18 years old for school youth in and outside school, My future is My Choice (MFMC), an HIV risk reduction intervention program which largely drew on the
experiences in Zimbabwe and Malawi. The process used a systematic planning process, directed attention on outputs of health education programmes rather than inputs right at the beginning, and gathered appropriate information to determine the risk behaviors among adolescents and environmental conditions. The report further states that by December 1998 more than 21,000 young people had passed through an intensive peer education effort.

Olson, (2004) reporting on (MFMC) states that educating youth about HIV and AIDS and teaching them skills in critical thinking, decision-making, conflict-resolution, communication, negotiation, coping with emotions or stress, can improve their self-confidence and ability to make informed choices. The report further observes that the involvement of young people in the implementation and monitoring of activities has been key to the success of the programme. In a study carried out by UNICEF, (2003) in Malawi reported that life skills programme is tailored for primary school learners aged 8 and 12 years. It further reports that over the past four years, learners have been informed on how to avoid drug and substance abuse through participatory drama. However the learners were not skilled on how to recognize abuse or how to support and assist the affected children and refer them to the professional services if necessary.

According to Alison, (2006) did a study on Namibia life skills education. The report indicates that, Namibia building on a previously designed programme My Future My Choice (MFMC) for adolescents developed a “Window of Hope” Curriculum for 10 to 14 year olds and was to be delivered as part of Science/Health and Social Studies classes in grades 4-7.
According to Riga, (2005) a study carried out on life skills education based on "Sexual and Reproductive education, HIV and AIDS prevention" the learning of life skills education was integrated into the Cabinet of Ministers' regulations on the national secondary education and national standards of primary education. The report further indicates that there was insufficient knowledge and skills among young people and there was need to review and strengthen the curricula. Riga further carried out a survey providing the opportunity for teachers to use the Handbook on life skills education for one year. In the study, questionnaires were distributed to 328 teachers from 140 schools. The study also included learners aged 14-15 years. A total of 557 learners responded to the questionnaires. Results indicated that the number of lessons on sexual education was insufficient; it further indicated that trained teachers had made full use of the materials, on assessing suitability of the topics, the report indicated that the topics were suitable and relevant.

According to this study, health education issues were to be integrated into the social science curricula for primary schools. The objective was to help understand the human intellectual and physical development. The report further noted that teachers did not have sufficient time to utilize the materials but teachers showed keen interest about the methodology of participatory teaching although it was felt that further training in these techniques and opportunities to utilize them through the classroom experience were required. In addition to this, initial assessment indicated that teachers' view on regular and continuous in-service training on reproductive and sexual health topics, the availability of methodological materials
and support from the school management were crucial components to successful implementation of life skills based health education in the school environment.

According to the evaluation report carried out Sponsored by the International Centre for Alcohol Policies' (ICAP) in South Africa, the Programme has been introduced as a way of providing content for promoting healthy life styles in children hoping this would continue into adulthood. The report further states that rather than providing health education by pointing out certain behaviors, life skills education introduces children to a number of skills such as decision making, communication skills and how to handle emotions. These skills are believed to help them to choose healthy life styles.

According to a Sentinel Surveys (1998) conducted on anti-natal clinics in nine sites, reports indicated that 13 percent of pregnant women were less than 20 years and were HIV positive. This was a clear indication that young people especially women were engaging in unsafe sex. The Ministry of Education developed a policy on HIV and AIDS with the following guidelines:

• HIV and AIDS education must be integrated into the curriculum and should be made compulsory at all levels of education.

• All staff to participate in HIV and AIDS education programmes.

• Schools should involve parent teacher association and community in AIDS education

The report further indicates that the Ministry of education has infused life skills across the curriculum in secondary school subjects such as development studies,
biology, religious education, integrated science, social studies and focusing more on the guidance and counseling programme to work on skill development.

The report also indicated that teachers lacked participatory methods to ensure effective learning and there is little understanding of the important role life skills plays in the development of young people. Reports indicated that life skills education was being carried out successfully for older children in Southern Africa and thus it seemed likely that a programme for young children could also succeed.

ICAP in 1996 supported the development of a life skills education Programme “Growing up” for the first three grades of five selected primary schools in the North West province of South Africa.

Chendi (1999) observes that the life skills programme is intended to equip the youth with life skills to enable them deal effectively with the demands and challenges of everyday life. Findings from this report indicate that the “Growing Up” programme enhances teachers approach to teaching other subjects. Teachers enjoy teaching life skills and feel relatively comfortable with the programme, despite it being a new subject. Interaction and teaching of life skills education helped many of them fell well about themselves as teachers, more confident in their teaching abilities and more valuable generally as human beings.

The report further indicates that the “growing up” programme was designed to help students learn a number of skills for daily living in ways that are relevant to their lives. This programme is designed in such a way that each year, the curriculum covers the same sort of skills but new ways that are relevant to their lives as they grow up. It is important to note that the spiral approach adopted in
South Africa and Botswana can be appropriate in our Kenyan situation since the twelve life skills can be taught across levels and classes. Given appropriate training and orientation on life skills education, teachers may not only have positive attitude towards teaching of life skills but other subjects as well.

2.5.5 Life Skills Education in Swaziland

On Swaziland life skills education, UNICEF (2006) conducted a survey. Some of the findings about this programme were that, teachers were not confident to carry out experiential learning activities such as role plays and therefore reverted to more conventional teaching methods. Teachers avoided teaching sensitive topics such as those on or those that referred to condoms for fear of losing their jobs due to religious affiliations, the report further indicated that, since it was not an examinable subject and not in the curriculum, it was not perceived to be important and the teachers said they taught about 70 percent of the life skills lessons officially included on the timetable, while the pupils claimed they only learnt about 30 percent of the lessons.

2.6 Theoretical Framework

Life skills education has both meaning at theoretical and practical level and both levels are concerned with the involvement of learners in learning life skills both at classroom level and in the wider society. The theoretical concept is concerned with learning life skills and conceptualizing them while the practical concept involves learners in practicing these skills all the time to counter every day challenges.
A. Bandura (1974) the proponents of social-cognitive theory refers to it as learning because it is based on what the child learns in his/her environment as they interact and observe what others do. Social-cognitive theory assumes that people learn social behaviors mainly through observing mental processing of information and modeling what they observe. Social learning guides the person's behavior so that it is in accordance with norms, values and beliefs of a society thus enabling a person to adjust successfully in society. He further states that behavior, personal factors and other environmental influences operate interactively. The person's cognitive activities influence the environment and the environmental experiences change the person's thought. This is the way one is able to behave appropriately in different situations by evaluating the situation and consequences of acting in a certain way.

According to Bandura, learning is ongoing and continuous. Behavior is picked consciously and unconsciously. Observational learning is the learning by observing the consequences the others receive for performance. The proponent of this theory believes that children acquire most of their social concepts and behavior by observing models in their daily lives. These role models include parents, teachers, care-givers and peers. Learning through observation is time saving because it is not possible to learn everything by being actively involved. Life skills education is infused and integrated into the curriculum. Participatory and experiential approaches help to involve the learners fully and to make learning more lively. This was possible in this study in that the researcher was able to interact with the respondents in the process of correcting data through the different instruments administered. The head teachers' interview helped the researcher to get information directly from the respondents involved and also to understand
their attitudes toward the teaching of life skills in their respective schools. The teachers and learners questioners ensured that the respondents actually participated in the activity. Results from various studies covered in the review of related literature show most countries would like to promote the development of life skills education by implementing it into the school curriculum. Through this, lifeskills education would serve the purpose of promoting independence, interactions and economics of self-sufficiency.

2.7 The Conceptual Framework

Figure 1, shows the conceptual model that captures the main variables and their interrelationships.

**Figure 1: Diagrammatic representation on the interrelatedness of the study variables**

- adequate teaching/learning resources/equipment/physical facilities
- well trained teachers
- appropriate teaching methods
- positive teacher-pupil attitude
- provision of adequate time

- academic excellence
- less school dropout
- positive behavior change
- good social relationships
- less indiscipline cases
The main task for this study was to investigate factors that influence effective implementation of life skills education in the school curriculum. Implementation is done by infusing and integrating life skills in the school curriculum. Teachers teaching subjects such as sciences, social studies, C.R.E and one in charge of Guidance and counseling ought to be encouraged to pass the information as they teach and interact with the learners. The diagram above shows the interrelatedness of the study variables such as adequate teaching/learning resources, well trained teachers, proper teaching methods and positive attitudes towards teaching and learning would lead to effective implementation of Lifeskills. This would in turn lead to academic excellence, less school dropouts, good social relationships, less indiscipline cases and high school enrolment. Though the latter are the output of the implementation process, they do not form part of the study.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section presents a description of the research procedures employed in this study to address the research objectives. It describes procedures that have been followed in conducting the study. The research procedures are presented under the following subheadings: study design, target population, sample size and sampling procedures, research instruments, data collection procedures and methods used in analyzing the data.

3.2 Study Design

The study adopted the descriptive survey design to find out factors that influence effective implementation of life skills education. This design was suitable for fact finding as it captures varied opinions and views held at a given time. The design allows the generalization of findings from a sample to a wider representation of the population. According to Gall and Borg (1989) descriptive designs are used by researchers to gather information, summarize, present and interpret it for the purpose of clarification and produces statistical information about aspects of education that interests policy makers and educators. This design was appropriate for this study for it helped get information from the consumer (learners) and the informed group (teachers and head teachers). The results of this study can be generalized to a wider representation of the population and can be used by the policy makers to make informed decisions in matters related to Life skills education implementation.
3.3 Target Population.

In descriptive studies two categories of respondents are crucial, that is the informed specialists and consumers of a particular intervention. Consequently this study targeted head teachers from the fourteen primary schools in the division and 56 teachers who represent the informed specialists in that they have knowledge on how to use integration and infusion as methods of implementing Life Skills Education and the learners(280) represented direct consumers of Life Skills Education programme. Data for this study was collected from members drawn from Langata primary schools. Most teachers had undergone some training on Life skills Education and this enabled them teach the subject effectively.

3.4 Sample size and sampling procedure

Langata division is one of the divisions in Nairobi Province. It was sampled from the eight divisions due to its uniqueness in having the largest slum and Karen which is purported to be one of the rich estates in Nairobi. The division has two zones, Karen and Nairobi West.

Table 1 below shows number of schools in Langata division numb of learners and number of teachers in each school.
Table1: Number of schools in Langata division number of learners and teachers in each school.

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>No. of learners</th>
<th>No. of teachers</th>
<th>streams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen 'C'</td>
<td>1196</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>St. Marys Karen</td>
<td>1162</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Ayany</td>
<td>2040</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>Olympic</td>
<td>2573</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>Kibera</td>
<td>2416</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>Kongoni</td>
<td>1160</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Uhuru Gardens</td>
<td>1010</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Langata West</td>
<td>1300</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>Madaraka</td>
<td>634</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Langata Road</td>
<td>857</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>Ngei</td>
<td>517</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Khalsa South</td>
<td>385</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Langata Barracks</td>
<td>512</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Ngong Forest</td>
<td>773</td>
<td>18</td>
<td>19</td>
</tr>
</tbody>
</table>

SOURCE: CITY COUNCIL OF NAIROBI, EDUCATION DEPARTMENT OCT. 2007

There are fourteen primary schools in Langata division with 340 teachers; all the schools in the division were involved in the exercise. All the 14 head teachers of the participating schools were to respond to the interview schedule. Due to the nature of this study involving in depth, guided information, primary school learners were selected from std 7 and 8 for ease of interpreting questionnaires. Simple random sampling using secret ballots was used to sample 10 learners from std 7 and 8 each from the respective schools thus 280 learners. Teachers
teaching CRE, Science, Social Studies and one in charge of Guidance and Counseling were purposely sampled because these subjects are the carrier subjects of life skills education. This gave a total of 56 teachers. In schools where there was more than one teacher for a particular subject, simple random sampling was employed, and secret balloting was applied to get the correct sample of respondents. Thus the total sample was 350 respondents.

3.5 Research Instruments

Data collection instruments included interview schedules for head teachers and questioners for teachers and learners. Interview schedules for head teachers. The interview schedule sought to find out the head teachers training on life skills and how it helped them to supervise teachers in the teaching of life skills education in their respective schools. Questionnaires are ideal for collecting quick and reliable information from the respondents. The teachers questionnaires were in two parts Part A and B. Part A comprised of personal data (that is teachers’ details on gender, age and teaching experience. Part B comprised of contextual data with open ended questions which sought information on the approaches used in teaching life skills, availability and adequacy of teaching/learning materials and the activities they involve the learners in while teaching life skills. The learners’ questionnaires were intended to collect data on learners’ attitude towards life skills education. These questions were to be expressed on five point scale on their feeling about life skills education. The five scale points are: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1).

The interview schedule was developed by the researcher, while the questionnaires were modified from instruments developed by Holdaway (1986) with some
modifications and additions guided by the review of the literature and the researchers experience with the context of the study.

3.5.1 Validity of Instruments

Validity is the accuracy and meaningfulness of inferences which are based on the research results (Mugenda and Mugenda, 1999). To enhance validity of the interview schedule and questionnaires, the researcher received advice from the supervisor on validity of the topic under study and on the legibility of the questions for data collection. The instruments were pre-tested in a few selected schools in Embakasi division which did not participate in the final study. This division as similar characteristics as those of the division under the main study. The pre-test was done in three schools. The sample comprised of 3 head teachers, 9 teachers and 24 learners. Modifications were made on the instruments while formulating the final copies.

3.5.2 Instruments Reliability

Reliability refers to the degree to which test scores are free from measurement errors (Best, 1981). A pre test of the questioners and the interview schedules was done in three primary schools from Embakasi division which did not participant in the main study. A total of 3 head teachers, 9 teachers, and 24 learners constituted the study. Modifications were made on the instruments while formulating the final copies.
3.6 Data Collection Procedures

After the defense and approval of the proposal, the researcher was issued with a letter from the university to seek permit from the Ministry of Education. A research permit was obtained from the Ministry of Education (MoE). After obtaining the permit, the researcher visited the participating schools seeking permission and confirming the dates for the administration of the instruments. The researcher visited a school at a time in every school, the researcher consulted the head teacher of every school firstly to inform the head teacher of the researchers present in the school and secondly request for permission to allow the teachers sometime to respond to the questionnaires. After the head teacher granted permission, the researcher met with the teachers to create a rapport and to explain the reason of being in the school. After creating a rapport, the researcher explained what was expected of them when responding to the questionnaires. The researcher would request to meet with the learners after which the researcher introduced herself to the learners. The researcher further explained to them why it was necessary to respond to the questionnaires to their best ability. All the respondents were assured of confidentiality.

3.7 Data Analysis Techniques

Analysis started with editing the collected information. Raw data was checked to establish accuracy, usefulness and completeness. The data was then classified into different groups. The researcher had classification of headteachers, teachers and the learners. More classification was done according to age, sex educational level and professional experience. The data was then transferred from data gathering tools to the tabular form for systematic examination. For ease of this process, a
computer programme, the Stastical Package for Social Sciences (SPSS (was used with assistance of a computer wizard.

The researcher used proportions and percentages in the analysis of the tabulated data. Descriptive statistics were also used to identify explanatory relationships among specific demographic variables such as level of education, work experience, age and sex. These statistics were used in discovering inherent facts about implementation. They further were used in providing answers to the research questions that the study sought answers for.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter is a presentation of analysis and interpretation of data collected with the aim of establishing the factors that influence the implementation of life skills education in primary schools in Langata Division, Nairobi District, Kenya. The researcher developed 280 questionnaires for the learners, 56 for the teachers and an interview schedule for 14 head teachers. It is important to note that teachers were purposely sampled. These were teachers teaching life skills carrier subject such as CRE, Science, Social Studies and those in charge of Guidance and Counseling. After administering the research instruments to the sampled respondents, the researcher summarized the findings of each of the research questions.

4.2 Questionnaires return Rate

The researcher had developed two questionnaires for teachers and learners and an interview schedule for headteachers. Out of the fourteen schools the researcher was not able to access three schools due to administrative reasons. From the remaining eleven, four head teachers declined from responding to the interview schedule. From the four two cited past experiences as a reason for not responding to the interview, the other two declined to give any reason but were not ready to be interviewed. Therefore out of 14 head teachers 7 responded to the interview schedule thus achieving (50%) return rate. Out of 280 learners, 211 responded to the questionnaires representing (96.7%) and 56 questionnaires administered to the teachers 48 responded thus achieving (85.8 %) respectively. Some of the
respondents gave no responses hence the number of respondents does not equal the number of respondents to whom the questionnaires were issued.

4.3 Demographic information of teachers

The teachers were requested to give information concerning their age and gender. The teachers’ gender was tabulated in Fig. 2 and their age range in table 2 and fig. 3 respectively.

Figure 2: Gender of teachers

![Gender of teachers](image)

The findings indicate that most teachers are female teachers.

Table 2: Age range for the teachers

The researcher sought to find out the age range of the teachers. The findings are as shown by the figure below.
<table>
<thead>
<tr>
<th>Age of teachers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 - 29 years</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>30 - 39 years</td>
<td>15</td>
<td>31.3</td>
</tr>
<tr>
<td>40 - 49 years</td>
<td>22</td>
<td>50.0</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>10</td>
<td>20.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The findings indicates that majority are of the teachers 22 (50%) were aged 31 – 49 years, 10 (20.4) are of 30 -39 years, while 15 (31.3%) were over years. From this finding, results indicates that most teachers are at the pick in their teaching career with a lot of experience, this young and informed category of teachers could be best placed to teach life skills education.
4.4 Demographic information of learners

The learners were requested to give information concerning their gender the findings are illustrated in fig. 3

![Figure 4: Gender of the learners](image)

The results show that there were more male respondents than females among the learners.

4.5 Research Question 1

4.5.1: What is the Learners attitude towards Life Skills Education?

To understand the stake holder’s attitude is an essential component that can influence the implementation of Life skills education programme. According to a report carried out by Uganda and UNICEF on Basic Education Child Care and Adolescent Development, results indicated that there was little “impact on learners attitudes and the values”. This study sought to find out learners the perception on the learning of life skills education. Responses to this question were
obtained from learners of std 7 and 8. Learners were expected to express their feelings towards the learning of life skills by giving their opinions by responding to some statements. They were to express their feelings on a five point scale the extent of agreement in each statement and their own optional feelings. The five points were: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1). The responses were then tabulated in frequency form as shown in table 3.

Table 3: statements for finding out the learners’ attitude towards teaching of life skills education.

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life skills education should be made school curriculum.</td>
<td>39</td>
<td>42</td>
<td>16</td>
<td>40</td>
<td>53</td>
</tr>
<tr>
<td>Life skills is as misplaced subject in The school curriculum</td>
<td>61</td>
<td>45</td>
<td>19</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>Useful time is wasted in attempting to teach life skills education alongside other subjects.</td>
<td>116</td>
<td>33</td>
<td>10</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>I don’t see any relationship between life skills education and other subjects</td>
<td>59</td>
<td>66</td>
<td>29</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>Life skills education is an interesting subject</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>66</td>
<td>115</td>
</tr>
<tr>
<td>Learning life skills education makes me feel mentally relaxed.</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>76</td>
<td>88</td>
</tr>
<tr>
<td>Learning life skills education is enjoyable and fun.</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>69</td>
<td>102</td>
</tr>
<tr>
<td>Life skills education makes me feel uncomfortable, restless, irritable and impatient.</td>
<td>12</td>
<td>6</td>
<td>11</td>
<td>37</td>
<td>125</td>
</tr>
<tr>
<td>Life skills education is easily taught within other learning subjects.</td>
<td>16</td>
<td>21</td>
<td>29</td>
<td>84</td>
<td>39</td>
</tr>
<tr>
<td>Everyone has life skills</td>
<td>138</td>
<td>31</td>
<td>13</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
4.5.2: Life skills education should be made a subject separated from others in the school Curriculum.

Life skills education is infused and integrated within other subjects such as CRE and Science. To be able to mainstream the life skills content easily, The teacher needs to be prepared adequately to be able to bring out the expected content to the understanding of the learners. The study therefore sought from the learners whether life skills should be taught as a separate subject. From the responses, it is clear that learners have a positive attitude towards learning of life skills in that majority suggested that it be made a subject on its own. The findings from the table above reveal that 53 (27.9%) of the learners strongly agree that life skills education should be made a subject on its own as 40 (21 %) of them agreed in view of the statement that life skills should be made a subject separated from others in the school curriculum. However, 42 (22.1%) of the learners disagreed while 39 (20.5 %) of them strongly disagreed in support of the separation of life skills subject in the school curriculum. This can imply that learners enjoy learning life skills within other subjects thus making learning interesting and enjoyable. This response does not agree with head teachers and teacher’s reports indicated on the strengths of infusing and integrating life skills education into the school curriculum. Much as teachers and head teachers agree that teachers are able to infuse life skills easily and as a result the learners awareness improves, infusion makes it teaching easier, helps learners to apply life skills in their daily life and makes learners to be more assertive, the learners felt that it would be more effective if taught as a separate subject. These findings are illustrated further in figure 5,
These findings agree with that of Gachuhi (1999) reporting on Zimbabwe life skills programme for schools targeting students and teachers from grades 4-7 in all primary schools and form 1-6 in all secondary schools that life skills should be made a separate subject in the timetable. The report further indicates that AIDS education is compulsory in all primary and secondary schools and tertiary institutions and information is integrated in relevant subjects. The fact that learners feel that life skills should be made a subject on its own, it may therefore appear that it be made compulsory like most of the subjects.

4.5.3: Life skills as a subject was misplaced in school

When the learners were asked to give their views on whether life skills education is a misplaced subject in the school timetable majority 61 (33.6%) and 45 (24.2%) strongly disagreed and disagreed respectively regarding life skills as a misplaced
subject in the timetables. About 32 (17.2%) of the learners agreed and 29 (15.6)
strongly agreed regarding this view. On the other hand, 19 (10.2%) of the learners
were undecided on whether or not life skills was misplaced in the school
curriculum. From these findings, it is clear that Life skills is an important subject
that only needs to be well brought out into the school curriculum. This concept
agrees with Gachuhis (1999) report that AIDS education is compulsory in all
primary and secondary schools and tertiary institutions and information is
integrated in relevant subjects. This can be seen in the way life skills education is
integrated in carrier subjects such as CRE, Science and social studies. From the
findings, most respondents as represented by 61 (32.8) % agreed and strongly
agreed that the Life skills are a misplaced subject in the school. The figure below
further illustrates the findings.

**Figure 6: Life skills as a subject was misplaced**

![Life skills as a subject was misplaced](chart)

**4.5.4: Relationship between life skills and other subjects**

This study sought to find out the learners feelings on the relationship between
lifeskills and other subjects, learners gave the following responses. Majority 66
(34.7%) of the learners agreed that they do not see any relationship between life
skills education and other subjects as 59(31.1%) of the respondents strongly disagreed with the same statement. Alternatively, 22 (11.6 %) of the learners agreed whereas 14 (7.4%) of the respondents strongly agreed. A few of the respondents 29(15.3%) were undecided regarding the existing relationship between life skills education and other subjects. This view contradicts the fact that life skills education is infused into some subjects such as C.R.E and Science and also the fact that majority of (62.5%) of head teachers indicated that life skills education is easily incorporate life skills in the school syllabus and (86%) of the teachers reported they were able to easily infuse and integrate life skills education into the syllabus. It may also imply that teachers are more concerned in teaching the academic content and living out life skills. It may also be an indication that either teacher fail to infuse the content easily or the learners are not able to tell when teachers are bringing out issues of life skills and therefore learners actually may not see the relationship of life skills education with other subjects. This agrees with Chendi (1999) who observed that examination of the content of the curricula is heavily biased towards knowledge with very little curriculum content or time during lessons on the requisite skills and abilities for behavior development or change. The report further observes that teachers emphasize the academic knowledge at the expense of psycho-social issues. The figure below further illustrates the findings in regard to the learners’ feelings as to whether there exists any relationship between life skills and other subjects.
4.5.5: life skills education is an interesting subject learning life skills education is enjoyable and fun

Learners enjoy learning subjects which are interesting and they strive to learn more and to benefit from them. The study sought to find out whether life skills education was an interesting subject to learn. The responses from the learners were that 102 (54.3%) and 69 (36.7%) of the learners strongly agreed and agreed that life skills education is an enjoyable and interesting subject to learn while 6 (3.2%) and 3 (1.6%) of the respondents indicated that they do not find the subject interesting. 8 (4.3%) of the learners were not sure whether life skills education is an interesting subject or not. According to a Sentinel Survey (1998) life skills education is usually through participatory activities and story telling methods. Though the report indicated that teachers lacked participatory methods to ensure effective learning and had little understanding of the important role life skills plays in the development of young people, when well planned and proper methods employed, it is not only the learners who enjoy learning but also teachers enjoy teaching too.
These findings further correspond well with report by Chendi (1999) which observes that though teachers did not have sufficient time to utilize the materials, they showed keen interest about the methodology of participatory teaching although it was felt that further training in these techniques and opportunities to utilize them through the classroom experience were required. From the findings one can conclude that teachers may make the best of the teaching styles so as to make the life skills interesting and enjoyable.

Alison (2006) reported that the life skills approach is an interactive, educational methodology that not only focuses on transmitting knowledge but also helps the youth to explore their attitudes, feelings, opinions and values thereby developing psychosocial competencies to face life's challenges effectively.

4.5.6: Learning life skills education makes me feel mentally relaxing

It is important for any learning experience to enable learners to enjoy and to find fun inorder to stimulate them and keep them alert through out the learning process. Lifeskills as to do with both the physical and moral wellness of an individual. Well relaxed mind is always productive and beneficial to an individual person. Relaxed mind is very accommodative and fruitful. This study sought to find out the learners feelings on whether they find life skills mentally relaxing. The responses were that, majority 88 (46.3%), of the learners revealed that they strongly agreed and 76(40.0%) of them agreed that learning life skills education makes them feel mentally relaxed. While the same number 8 (4.2%) of the learners disagreed and strongly disagreed with this statement. A reasonable number of 10(5.3%) were not decided on what they feel. From these findings, the researcher deduced though majority of the learners said they are mentally relaxed
when learning life skills from the undecided respondents one could deduce that learners are not aware of whether life skills is being taught or do not know whether it relaxes them or not. Such respondents may have a negative attitude thus influencing the implementation negatively.

4.5.7: Life skills education makes me feel uncomfortable, restless, irritable and impatient

Life skills education was seen as stop gap measure that existed between knowledge and positive behavior change among children and the youth, thus the need for further efforts in recognition of personal risk coupled with the means to address that risk which may increase safer positive behavior. According to Ngugi (2005), reporting on the “teachers’ perception on the relationship between life skills sexual reproductive health and HIV prevention” indicates that they teachers experienced difficulties in mainstreaming life skills education. This study sought to find out how the learners feel when life skills education is being taught. From the findings, a large proportion of the learners represented by 125 (65.4%) strongly agreed as 37 (19.4%) of the respondents agreed that life skills education makes them feel uncomfortable, restless, irritable and impatient. On the other hand, 12 (6.3%) of the respondents strongly disagreed and 6 (3.1%) of them disagreed that the subject makes them uncomfortable, restless, irritable and impatient. This is an indication that quite a reasonable percentage of (84.8%) feels uncomfortable when learning life skills education. According to Gachuhi (1999) many teachers felt embarrassed to handle sensitive topics related to sex and AIDS. The report further found out that there was need for longer initial training and more days for refresher courses for teachers. Gachuhi further observes that infusion utilizes existing structures and is politically acceptable though it
discourages innovative participatory methodologies. The different cultural background is a barrier to freely teach life skills in schools. This can be attributed by the fact that children come from different cultural backgrounds mentioned as a challenge to teaching life skills and therefore issues of sexuality may be received differently.

4.5.8: Life skills education is easily taught within other learning subjects

The study sought to find out from the learners whether life skills education is easily taught within other subjects. Findings indicated that 16(8.4%) of the learners agreed as 21(11%) of the respondents strongly agreed. Conversely, 29 (15.2%) of the respondents were undecided whereas majority 84 (44%) strongly disagreed and 39 (20%) disagreed regarding this view. This finding contradicts the teachers finding that they easily infuse and integrate life skills in their teaching easily.

Reports from KIE(2006)indicates that with infusion and integration approach teachers at times find it difficult to create linkages between subject content and life skills, and if not well planned they tend to deviate from the subject content. This can be seen to agree with the fact that majority of the learners strongly disagree and a reasonable percentage was undecided. This can be concluded that either teachers were not aware of infusion or were not able to mainstream the content; it could also be that teachers concentrate more on academic forgetting the life skills education. According to Chendi (1999 most head teachers have not received training on life skills and many teachers state that they lack the confidence to handle such sensitive topics and yet the coverage is unknown and
the methods to be used are not easily applied. This report agrees with the KIE (2006) that indicated that teachers emphasize the academic knowledge at the expense of psycho-social issues. The findings are further illustrated.

Figure 8: Life skills education is easily taught within other subjects

These findings contradict the head teacher's response (62.5%) and teachers (86%) who reported that life skills education is easily incorporated in the syllabus and that they infuse and integrate it easily.

4.5.9: Everyone has life skills and it's a waste of school time for pupils

Concerning time wastage, The learners were asked to give their opinion on whether teaching life skills was time wasting, majority of respondents represented by 116 (60.7%) strongly disagreed that useful time was being wasted in attempting to teach life skills alongside other subjects. 33 (17.3%) disagreed that useful time was being wasted. A reasonable percentage of 22 (11.5%) and 10 (5.2%) agreed and strongly agreed on the idea that useful time was being wasted in teaching lifeskills education.
This view collaborates with the head teacher’s opinion that life skills education is easily incorporated into the school syllabus. The figure 9 below further gives a graphical interpretation of the findings.

Figure 9: Life skills is a waste of school time

4.6 Research Question 2

4.6.1: Are the teaching/learning materials Available and adequate?

Curriculum support materials as textbooks are essential requirements in the implementation of a given curriculum. To meet the needs of the consumers (teachers and learners) these materials have to be accessible relevant and adequate. This study sought the views of teachers on the availability and adequacy of life skills support materials. The findings of the study were represented on table 4.
Table 4: availability of materials for life skills education

<table>
<thead>
<tr>
<th>MATERIALS AVAILABLE</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNICEF pamphlets, guidebooks</td>
<td>12</td>
<td>16.2</td>
</tr>
<tr>
<td>Resource persons</td>
<td>10</td>
<td>13.5</td>
</tr>
<tr>
<td>Videos</td>
<td>5</td>
<td>6.8</td>
</tr>
<tr>
<td>Posters, magazines and newspapers</td>
<td>21</td>
<td>28.4</td>
</tr>
<tr>
<td>Drawing's</td>
<td>5</td>
<td>6.8</td>
</tr>
<tr>
<td>Audio and visual tapes</td>
<td>21</td>
<td>28.4</td>
</tr>
</tbody>
</table>

Information on availability of Life skills education materials was sought from teachers. Teachers reported that the materials available include, 12(16.2%) said they have UNICEF pamphlets, guidebooks, 21(28.4%) Posters, magazines and newspapers, 21(28.4%), Audio and visual tapes 10(13.5) said they use Resource Persons. Some teachers5((6.8%), reported that textbooks such as C.R.E. I.R.E. Social Studies and Science contained some useful information on life skills education This response agrees with the study findings in that life skills is infused and integrated into the carrier subjects. Report by Riga(2005) on Sexual and Reproductive education, HIV and AIDS prevention, report indicates that trained teachers had made full use of the materials, on assessing suitability of the topics, the report indicated that the topics were suitable and relevant, it is also indicated that curriculum support materials are essential requirements in the implementation of life skills.
4.7. Research Question 3

4.7.1: Are the teaching/learning materials Adequate?

The success of any educational activity depends on the availability and the adequacy of reference materials. Riga (2005), reporting on teaching materials indicated that curriculum support materials are essential requirements in the implementation of life skills education.

This study sought to find out whether the materials were adequate. Majority 28 (58.5%) of the respondents, indicated that these materials were not enough for use amongst all the learners. This same group of respondents indicated that these materials were given to schools as donations and thus copies were very few, while (23%) reported that materials were adequate, a reasonable percentage of 11 (22.9%) did not respond to this questionnaire. This may mean that they were not aware of the existence of these materials or were not keen on what goes on in the school in as far as life skills education is concerned. Some of the respondents 9 (18.8%) indicated that most of these materials were not recommended for use as reference materials, rather they are more of part time readers texts. This category of respondents indicated that most of these materials such as posters were just put at strategic places for the learners to see and read the messages for themselves. They also reported that the audio visuals are shown to learners at some specified times for different levels. This finding agrees with the report by KIE (2006) in that materials for life skills were found to be inadequate. More so by the fact that life skills is not a subject on its own, publishers may not have seen the need to write books for life skills as subject. By the fact that some teachers reported that they use other learners to teach life skills, may also be an indication that the materials available are just but library materials and not for use in class teaching.
4.8 Research Question 4

4.8.1 How have the training equipped teachers to infuse and integrate Life Skills Education into their lessons?

Orientation of teachers is an essential component to effective implementation of life skills education programme. The objective of training teachers is to equip them with the skills that would enable them to train others mainstream the life skills into the curriculum and enable them guide the learners on how to handle their daily challenges. For this reason, this study sought to find out teachers perception on the usefulness of life skills education training. In line with this, the study sought to find out, whether teachers have been trained, who provided the training, impact of life skills training on their teaching and teachers ability to handle learners challenges. From the study it is indicated that (87%) of the teachers received training on life skills education, while (13%) of the respondents said they had not received any training. When asked who provided the training majority 23(47.9%) reported that they were trained by KIE and UNICEF 9(18.8%) indicated that they were trained by Life Skills Promoters and 16 (33.3%) said they were trained by other government collaborating partners. This report gives an indication that majority of the teachers received their training from the curriculum development organization.

The study further sought to find out the number of teachers trained in life skills education. The study report indicated that in most schools at least one teacher was trained in life skills. This is an indication that teachers have the know how of
implementing life skills in their schools if the trained teachers are able to train others on how to implement. Though not all teachers have been trained, the report agrees with Chendi (1999) who conducted a study on Malawi’s life skills education whereby the report revealed that there was an urgent need to train teachers, develop additional materials for use in all classes and more importantly emphasized the need to develop participatory learning practices in schools. More importantly the report agrees with Ngugi (2006) in that a well trained teacher in life skills is in a better position to deliver the content more easily and efficiently. The training of teachers is a crucial component in the implementation of life skills therefore the need to train teachers in order to be able to implement the subject easily.

Figure 10: Number of teachers trained per school

![Number of teachers trained on life skills](image)

The researcher sought to find out how useful the training was to those who were trained. The following observations were made by the respondents. Majority (87%) of the teachers trained reported that the training was useful and helped them to, train learners to apply life skills in daily life, created awareness on the
knowledge on HIV and AIDS and they gained ability to deal with the learners irrespective of background, health, or weaknesses. Some of the teachers 20(47.7%) indicated that the training as made them understand themselves better, handle emergency situations, guide and counsel learners, enhance teacher-pupil relationship and gain more information background on life skills education. Some of the respondents 12(25%) indicated that life skills training helps them to give guidelines on what should be taught, improve relationship between teachers, parents and learners and helps them improve discipline in schools.

**Figure 11: Usefulness of LSE training**

From this observation, it would seem that majority of the teachers trained found the training useful and were making use of it as they interact with the learners and other teachers.
4.9 Research Question 5

4.9.1: What approaches are teachers using to implement Lifeskills Education?

The approach employed in implementation of an intervention programme may be to a large extent determine its success. According to the Education Sector Policy on HIV and AIDS, life skills education is supposed to be mainstreamed into the existing curriculum at all levels of education. This study sought to find out how life skills education is being implemented in public schools in Langata division. According to Chendi (1999), reporting on training of teachers indicates that there is lack of appropriate teaching and learning methodologies teaching life skills effectively on skills related to safe behavior. Most 4 (57.1%) of the head teachers reported that the teachers were using infusion and integration strategy. This compares to 3(37.5%) of teachers who said they use regular meetings, youth clubs or group teaching for the pupils. From these observations, it would be deduced that most of the life skills is taught through the syllabus.

Table 5: Implementation of life skills education in the school curriculum

<table>
<thead>
<tr>
<th>Ways of teaching LSE</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporated in the school syllabus</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Regular meetings to teach on Life skills</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Youth clubs and NGO's like FAWE</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Group teaching for pupils</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>
The study further sought to find out from teachers which approach they were employing to implement life skills education, majority 14 (29.2%) reported that they were able to infuse and integrate life skills education in their teaching, while 11 (22.9%) indicated that they taught life skills through meetings between teachers and the peer educators, 6 (12.5%) reported that pupils from class 4-8 were trained on what was expected of them and 17 (35.4%) indicated that learners were encouraged to teach others. These findings confirm information obtained from the head teachers that Life skills is being taught in schools. From the findings it can be observed that the percentage of teachers using the infusion and integration method is high though it can also be observed clear that life skills education was taught through other means such as clubs, meetings, and peer teaching. The report further indicates that much as infusion and integration approach is being used, and also a big percentage 3 (37.5%) of teachers are either using meetings or peer educators to teach life skills.

4.9.2: Teachers and head teachers' perception on the Implementation of Life Skills Education

In order to improve infusion and integration of life skills education this study obtained views from head teachers and teachers on the integration and infusion strategy of teaching life skills education. The head teachers cited the following as major strengths of infusion.

The head teachers made the following observations in relation to strengths of infusion.
Table 6: Strengths of infusion as perceived by Head teacher

<table>
<thead>
<tr>
<th>Strengths of infusion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved awareness of pupils and teacher</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Many pupils are reaches with the message</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Reduce stigma</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>Allows pupils to ask questions and find answers</td>
<td>1</td>
<td>14.3</td>
</tr>
</tbody>
</table>

From the findings it is observed that 4 (57.1%) of the head teachers said that infusion improved awareness of learners and teachers knowledge on the contemporary world. Other advantages mentioned by 1 (14.3%) of the head teachers were that many pupils receive the messages on HIV and AIDS, reduce stigma and allow pupils to ask questions and find answers from teachers and their fellow learners, thus enabling most learners to be aware of how to solve their day to day challenges.

4.9.3 Weaknesses of infusion

Table 7: Weaknesses of infusion as perceived by head teachers

<table>
<thead>
<tr>
<th>Strengths of infusion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most teachers lack adequate information</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>It over load the syllabus</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Learning materials inadequate</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Inaccessible areas can not benefit</td>
<td>2</td>
<td>28.6</td>
</tr>
</tbody>
</table>
The researcher sought to find out the weaknesses of infusion and the research findings indicated 6(85.6%) of the head teachers mentioned life skills education lead to overload of the syllabus as a major weakness of infusion, as well as inadequate learning as the other weaknesses.

4.9.4 Strengths of infusion

Since teachers are the main implementer of life skills education, the researcher sought information on the strengths of infusion from the teachers, the results were as tabulated in Table 8.

Table 8: Strengths of Infusion as perceived by teachers

<table>
<thead>
<tr>
<th>Strengths of infusion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers inculcate skills that enable learners to</td>
<td>28</td>
<td>26.7</td>
</tr>
<tr>
<td>be able to use skills in daily life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help change learners morals positively</td>
<td>11</td>
<td>10.5</td>
</tr>
<tr>
<td>Learner develop self-esteem</td>
<td>15</td>
<td>14.3</td>
</tr>
<tr>
<td>Encourage child to child interactions</td>
<td>5</td>
<td>4.8</td>
</tr>
<tr>
<td>Life skills relate to subjects being taught</td>
<td>10</td>
<td>9.5</td>
</tr>
<tr>
<td>Makes learning friendly</td>
<td>16</td>
<td>15.2</td>
</tr>
<tr>
<td>Issues like HIV and AIDS are able to be taught</td>
<td>16</td>
<td>15.2</td>
</tr>
<tr>
<td>Improves teacher-learner relationship</td>
<td>4</td>
<td>3.8</td>
</tr>
</tbody>
</table>

The research finding indicates that, most of the teachers 28 (26.7%) said that through infusion they are able to inculcate skills that enable learners to have the
ability to use the life skills in their daily life. Some teachers 16(15.2%) mentioned that infusion made learning friendly through class interactions. Another 16(15.2%) reported that infusion enabled issues like HIV and AIDS to be taught to learners within other subjects. 15 (14.3%) of the teachers said that learners developed self-esteem where infusion was used to impart knowledge.

The researcher sought to find out teachers opinion on the weaknesses of infusion. Teachers gave their responses as indicated on table 9 below.

4.9.5: Weaknesses of infusion

**Table 9: Weakness of infusion as perceived by Teachers**

<table>
<thead>
<tr>
<th>Weaknesses of infusion</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited time for life skills</td>
<td>22</td>
<td>10.0</td>
</tr>
<tr>
<td>Needs of learners not catered for</td>
<td>22</td>
<td>10.0</td>
</tr>
<tr>
<td>No follow up is done after teaching</td>
<td>22</td>
<td>10.0</td>
</tr>
<tr>
<td>Inadequate materials</td>
<td>58</td>
<td>26.4</td>
</tr>
<tr>
<td>Cultural interferences</td>
<td>12</td>
<td>5.5</td>
</tr>
<tr>
<td>Wastes a lot of time</td>
<td>16</td>
<td>7.3</td>
</tr>
<tr>
<td>Not well practiced by learners'</td>
<td>17</td>
<td>7.7</td>
</tr>
<tr>
<td>Peers are not good role models</td>
<td>15</td>
<td>6.8</td>
</tr>
<tr>
<td>Pupils are shy/fear</td>
<td>11</td>
<td>5.0</td>
</tr>
<tr>
<td>Some parents do not appreciate girl child education</td>
<td>9</td>
<td>4.1</td>
</tr>
<tr>
<td>Lack of interest by some parents</td>
<td>11</td>
<td>5.0</td>
</tr>
<tr>
<td>Lack of team work when it comes to talks</td>
<td>5</td>
<td>2.3</td>
</tr>
</tbody>
</table>
From these findings, results indicates that majority 58 (26.4%) mentioned inadequacy of materials as a main weakness of the infusion approach of life skills education. This report agrees with that of teachers reporting on materials that they are inadequate for use as class especially the recommended one are not available. Teachers 22(10%) said that was limited time to infuse the life skills, lack of attention to the needs of different learners and that no follow up is done after the lessons as other weaknesses of life skills education. Another 16(7.8%) mentioned lack of interest by teachers and infusing lifeskills as weaknesses of infusion. The researcher endeavored to find out from the head teachers the views they hold in as far as integration approach is concerned. Their responses are as they appear on table 9.

4.9.6: Strengths of integration

Table 10: Perception of Head teachers on integration

<table>
<thead>
<tr>
<th>Strengths of integration</th>
<th>frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make it easier to teach</td>
<td>3</td>
<td>42.9</td>
</tr>
<tr>
<td>Less expensive</td>
<td>1</td>
<td>14.3</td>
</tr>
<tr>
<td>It helps make the class interactive, drama</td>
<td>2</td>
<td>28.6</td>
</tr>
<tr>
<td>Awareness enhanced</td>
<td>1</td>
<td>14.3</td>
</tr>
</tbody>
</table>

The result findings indicates that most of them 3 (42.9%), said that integration of lifeskills makes teaching easier and few 2(28.6%) of the head teachers said integration helps make the class interactive and lively, while 2(28.6) said that integration is less expensive and increases learners awareness.
4.9.7: Weakness of integration

The researcher further sought to find out what views head teachers hold in as far as weaknesses of integration are concerned. The result findings were as shown on table 11.

Table 11: Weaknesses of integration as perceived by Head teachers

<table>
<thead>
<tr>
<th>Weaknesses of integration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate training on teachers' side</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Follow up is poor</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Overload time table</td>
<td>3</td>
<td>60.0</td>
</tr>
</tbody>
</table>

Most of the Head Teachers 3(60%) feel that teaching of Life skills through integration leads to timetable overload, while 1 (20%) said follow up is poor and teachers' training is inadequate. This report seems to agree with Chendi (1999) who conducted a study on Malawi’s life skills education and the report revealed that there was an urgent need to train teachers, develop additional materials for use in all classes and more importantly emphasized the need to develop participatory learning practices in schools. This report finding indicates that teachers also require urgent training to be able to handle the life skills content.
4.9.8: **Strengths of Integration as perceived by Teachers**

Teachers being implementers of life skills, the researcher sought views on the strengths of integration as the approach used to teach life skills education. The result findings are tabulated as follows.

**Table 12: Perception of teachers on integration**

<table>
<thead>
<tr>
<th>Strengths integration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates assertiveness and awareness</td>
<td>14</td>
<td>16.5</td>
</tr>
<tr>
<td>Learners become aware of the world around</td>
<td>11</td>
<td>12.9</td>
</tr>
<tr>
<td>Add more meaning to topic being taught</td>
<td>22</td>
<td>25.9</td>
</tr>
<tr>
<td>Includes all the learners</td>
<td>12</td>
<td>14.1</td>
</tr>
<tr>
<td>Easy to understand by pupils</td>
<td>15</td>
<td>17.6</td>
</tr>
<tr>
<td>Enhance self awareness</td>
<td>11</td>
<td>12.9</td>
</tr>
</tbody>
</table>

Majority 22(25.9%) said that integration adds meaning to because it adds meaning to the topic under study. The finding also indicated that 15(17.6%), teaching using integration makes it easy for learners to understand, the findings also indicated that 14(16.5), said that learners become assertive and aware of themselves while 12(14.1%) said that life skills includes all the learners in class learning. The report further indicated that 11(12.9%) said that integration makes learners more aware of word around them. This observation it would seem that most teachers would prefer teaching life skills through integration approach.
4.9.9: Weakness of Integration as perceived by Teachers

The researcher further sought teachers' views on the weaknesses of integration.

Teachers gave various opinions on the issue. The results findings are tabulated as shown on table 13.

Table 13: Weakness of integration

<table>
<thead>
<tr>
<th>Weaknesses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of interest by teachers</td>
<td>55</td>
<td>43.0</td>
</tr>
<tr>
<td>No follow up</td>
<td>11</td>
<td>8.6</td>
</tr>
<tr>
<td>Lack of time</td>
<td>20</td>
<td>15.6</td>
</tr>
<tr>
<td>Heavy workload</td>
<td>.6</td>
<td>4.7</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>26</td>
<td>20.3</td>
</tr>
<tr>
<td>Ignorance by parents</td>
<td>10</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Majority 55(43.0%) mentioned lack of interest by teachers as one of the weaknesses of integration approach. Another 20(15.6%) indicated that lack of adequate time is a major weakness of integration approach. This fact concurs with the report of the study carried out by (UNICEF, 2006) it is reported that in Malawi life skills was mainstreamed into the school curriculum as a stand-alone subject for pupils in grades 1-4. This observation seems to make one conclude that life skills should be made a subject on its own to allow enough time for teachers to prepare and also to teach it. This observation also agrees with that of WHO-UNESCO, that reported primary school curricula was already crowded, there was no adequate time to teach life skills education and thus difficult to insert in the teaching time table. Care is therefore needed to avoid adding a number of topics,
but rather seeing life skills education as a comprehensive and flexible means to cover various development issues facing children and adolescents.

This finding further agrees with the report by Riga (2005) report which indicated that health education issues were to be integrated into the social science curricula for primary schools. The report further noted that teachers did not have sufficient time to utilize the materials but teachers showed keen interest about the methodology of participatory teaching although it was felt that further training in these techniques and opportunities to utilize them through the classroom experience were required. About 26(20.3%) of the respondents said that teachers lacked confidence when teaching issues related to sexuality. The finding corresponds with that of Gachuhi (1999) which reports that many teachers felt embarrassed to handle sensitive topics related to sex and AIDS. The report further found out that there was need for longer initial training and more days for refresher courses for teachers. The report also agrees with that of UNICEF (2006) conducted on Swaziland life skills education which indicated that, teachers were not confident to carry out experiential learning activities such as role plays and therefore reverted to more conventional teaching method.

4.10 Research Question 6

4.10.1 What are some of the Challenges teachers face in the implementation of Life Skills Education?

The approach employed in implementation in any intervention programme may to a large extent determine its success. According to Education Sector Policy HIV and AIDS, lifeskills education is supposed to be mainstreamed into the existing
curriculum at all levels of education. If the strategies are faced with any challenges then the implementation may also be affected.

The implementation of any given intervention programme such as Life skills is likely to be faced by various challenges. For this reason successful implementation of such a programme may be at stake if these challenges are not addressed and solutions sought. Thus this study intended to find out the challenges that could be facing the implementation of life skills education primary schools.

The researcher sought the opinions of teachers and the head teachers. Responses from the teachers were as follows, about 3(23.1%) of the respondents indicated that there was no proper training of teachers on how to implement life skills education. A small proportion of 1(7.7%) indicated that there is no clear curriculum for life skills education for use in schools. The same number of respondents indicated that very few teachers had undergone life skills training thus impacting on their teaching.

The respondents2 (25.4%) when reporting on the challenges indicated that teaching/learning materials were inadequate for the learners therefore more materials should be provided to enhance better teaching of life skills education.

More observation was made by 3(23.1%) in that there was no time allocated in the timetable for teaching life skills thus most teachers did not teach it. Another challenge reported by 3(23.1%) was that Language barrier and Negative learners attitude towards learning of life skills education. This may be contradicting the findings in that report on learners’ attitude is seen to be positive in learning life skills education. report indicates that most learners had positive attitude towards learning of life skills. Table 14 illustrates the teachers’ findings.

69
<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No proper training</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>No clear curriculum</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Few trained teachers/ pupil population</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Lack of learning materials</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Inadequate time</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Language barrier</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Negative student attitude</td>
<td>2</td>
<td>15.4</td>
</tr>
</tbody>
</table>

The researcher ought to find out the head teachers opinion on the challenges that face teaching of life skills education. The results of the study indicated that majority 2(15.4%) reported that the teaching learning materials were inadequate. Another 3 (23.1%) indicated that there was lack of training on infusion and integration approaches. About 1(7.7%) of the respondents said that there is interference by cultural and religious practices which hinder the free teaching of lifeskills. This report can be supported by the fact that majority of the learners indicated that they feel uncomfortable when learning life skills. The findings further 2(15.4) of the respondents indicated that media influence, both print and electronic media advocates too much sexuality and influence of tourism encourages prostitution. They also reported that there was inadequate supervision by the education officers and there were many workshops conducted simultaneously by various organizations thus less time to implement the activities. This also leads to conflict of ideas given by different presenters and the organizations.
4.11 Research Question 7

4.11.1 What are some of the ways that can be undertaken to improve on the implementation of Lifeskills Education?

The researcher sought the opinion of both head teachers and teachers on the measures that can be employed to counter the challenges to improve the life skills education. In responding to this issue, Majority of the head teachers 36(34\%) indicated that resource persons should be invited to schools to talk to learners and education officers to make regular follow ups to check on the teaching of life skills education.

Some 15 (14.4\%) suggested that teaching of life skills be more participatory to include learners experiences, they also suggested that facilitators should be from KIE and MOE or any other recognized body and not their fellow teachers. They also suggested that finances to be provided to support further trainings and inservice so as to realize better results and life skills should be incorporated in the curriculum and should be made examinable. The findings further indicated that, 11(10.4\%) said that awareness campaign should be launched to sensitize parents, community at large and other stakeholders on the value of life skills education.

When teachers were asked to give their views, few 9(8.5\%) suggested that training should be provided to all those involved in implementing life skills education. They further said that the youth and the peer groups should be provided with training.

A few respondents 10(9.4\%) made suggestions that the government should censure and vet the programmes before being aired through the media to ensure
that children and the youth are protected from misleading and inappropriate information. The same percent of respondents indicated that the government should motivate teachers involved in the implementation of life skills education. The finding further observed that 1(7.7%) suggested that life skills education to be taught separately to allow more time to provide active participation by both the learners and teachers, simplified teaching materials should be provided and should be adequate and teachers to be given incentives since this is an extra work to their lessons.

The teachers gave suggestions on measures to be undertaken to counter the challenges, 4(30.8%) suggested that teachers teaching life skills should be given incentives 1(7.7%), reported that teachers workload should be reduced. The same number of respondents indicated that learners should be encouraged to talk to one another through debates and other educational forums. A few 3 (23.1%) suggested that life skills materials should be provided for both learners and teachers.
5.1 Summary of research findings

The main purpose of this study was to identify and examine the factors influencing the implementation of life skills education in regular primary schools in Langata Division. To achieve this, the researcher used research objectives with the aim of the approaches the teachers use in teaching life skills, determining learners' attitude towards the teaching of life skills, identifying the challenges teachers face in using these approaches and suggesting possible solutions to the challenges experienced by teachers.

The researcher reviewed literature on Life skills programmes in Kenya and other countries on the factors that influenced the teaching of Life skills in these countries, and the theoretical perspective on the implementation. The design of the study was descriptive survey.

This design was suitable for fact finding as it captures varied opinions and views held at a given time. The design allows the generalization of findings from a sample to a wider representation of the population. The population of the study was primarily headteachers, teachers teaching the carrier subjects and the learners. Langata Division was selected due to its uniqueness in that it has the largest slum and Karen estate which is believed to be the richest estate. According to the analysis of the data obtained, it was established that the learners and the teachers appreciate Life Skills education in Langata Division.
The findings of the study indicate that Life Skills Education is taught in majority of the schools through Infusion and integration approaches. The head teachers and teachers were of the view that life skills were being taught in schools through infusion and integration. The Life skills education teaching approach need to be streamlined in the curriculum. Much as most teachers are using infusion and integration, they need more training and in servicing to bring all teachers on board in teaching the subject.

The data indicated that, majority of the learners would want LSE made a subject to allow more time, they felt that LSE relates well with other subjects, it is interesting and mentally relaxing. Although the findings indicated learners felt uncomfortable while being taught life skills, majority were of the opinion that it was enjoyable and fun to learn it.

According to the analysis obtained head teachers and teachers cited some strengths of infusing and integrating Life skills such as improved awareness pupils getting correct information, Reduction in stigma, enabling pupils to ask questions and find answers, being able to use skills in daily life, Helping learners to have positive morals, they develop self-esteem, Encourages interactions among learners and Life skills relate easily to subjects being taught. They also cited the following as the weaknesses of infusing and integrating LSE, Limited time for life skills, lack of attention to the different needs of learners, lack of follow up, Inadequate materials, Cultural interferences, teachers feeling that it wastes a lot of time and lack of role models.
On teachers' training, the study found out that most of the teachers got their training through UNICEF/KIE, while others got training through other Government collaborating partners and through LISP. Almost half of the schools had between 1 - 5 teachers trained in LSE, while the rest had 6 to 10 teachers trained on Life Skills Education. One school did not have even a single member of staff with Life Skills Training. The study also found out that only 29% of the Head teachers had in-service training in Life Skills Education.

Challenges faced include lack of adequate time to instill the knowledge to learners, Lack of learning and teaching materials, cultural barriers, lack of confidence to discuss sex related issues, Lack of in servicing of teachers on infusion and integration approach, Lack of knowledge and commitment by parent and the community, heavy work load for teachers who also have to make good mean score hence lack of follow up and Media influence were also mentioned as major impediment to the success of the Life Skills Education programmes.

The respondents gave their suggestions on how the teaching of life skills Education can improved. These included, Provision of more training for teachers and peer groups, to launch awareness campaign to sensitize parents, community at large and other stakeholders on the value of life skills education, Teaching of Life skills to be more participatory to include learners experiences, finance to be provided to support further trainings and in-servicing so as to realize better results, the government should censure and vet the entire programme before being aired through the media to ensure that children and the youth are protected from misleading and inappropriate information. This way, according to the respondents would improve the teaching of Life skills Education.
5.2 Conclusions of the study

From the study findings it can be concluded that the learners have a positive attitude towards the teaching of Life Skills Education. Learners enjoy learning Life Skills within other subjects thus making it enjoyable and interesting. On the availability of materials, it can be concluded that, teachers use more of print materials such as magazines, newspapers and audio visual materials to teach. Most of the pamphlets used are from UNICEF. This is an indication that teachers collaborate with other organization to ensure that they get the necessary materials to teach. From the findings it can be concluded that the recommended books for use are not adequate and this poses a big challenge to the teachers, this has also resulted into using peer groups to teach others. Most of the teachers are trained on how to infuse and integrate Life Skills Education into their teaching. It can also be concluded that most of the teachers received their training from a curriculum development centre. From the findings it can be concluded that quiet a good percentage of teachers have not received training at all.

Most teachers were using infusion and integration, clubs, meetings and peer teaching to pass the information on Life Skills. This approach as strengths and weaknesses but if well carried it can be a very effective way of teaching life skills education.

From the study it can be concluded that teachers are faced by a number of challenges such as, unclear curriculum for lifeskills, inadequate teaching/learning materials, inadequate time and inadequate training for teachers. Once these challenges are met, the teaching of life skills can be efficiently and effectively taught.
5.3 Recommendations of the study

The study came up with various recommendations that touched on various levels of stakeholders. The findings revealed that the current methodology of teaching Life Skills need to be reviewed so that acquisition of psychosocial competences among the learners is not left to chance or teachers discretions. Therefore, these findings imply that the current methodologies of teaching life skills does not adequately cater for the acquisition of psychosocial competencies among the learners. On the basis of these findings, the researcher would recommend that the curriculum planners should look into proper methods of teaching life skills education. There is need to re-examine the current teaching of life skills education as it is mainly geared towards acquisition of knowledge and has failed to enhance translation of knowledge to application in real life circumstances. The Life skills education teaching approach need to be streamlined in the curriculum, thus the Ministry of Education (MoE) should reassess the infusion and integration method of implementing life skills education.

The finding of this study also revealed that as has been happening to other African countries such as South Africa, Botswana, Malawi and Zimbabwe Life skills Education curriculum should be designed and emphasized as a stand alone subject using spiral approach. This can enable teachers to look into issues of life skills more keenly. Moreover, teachers would take upon themselves the responsibility of ensuring that life skills is taught like any other subject in the school timetable. The researcher therefore recommends that proper mechanism should be put in place to ensure appropriate identification of teachers and training on Life skills education for positive attitude and effective implementation beyond content teaching. This
would mean teachers should be specifically trained to teach life skills just like other subjects and more so should be made examinable like any other subject so that teachers can treat with the seriousness it deserves.

The findings have also revealed that since schools are left to initiate their own psychosocial programmes, Kenyan schools do not have harmonized and standardized life skills education curriculum for the primary level. It is on this basis that the researcher recommends that a curriculum for life skills be developed to give guidance to teachers on what to teach, what time to teach and for which level of the learners. The Kenya Institute of Education which is charged with the responsibility of developing curriculum for all levels should come up with a curriculum for life skills soonest possible. It is on this basis that life skills can be incorporated into the school curriculum and therefore more time allocated to it and teachers would see the need to teach it. With a curriculum in place, teachers' workload would be reduced in that way they can give adequate time and effort to the life skills education programme.

The finding of this study has also revealed that the head teachers who are both supervisors and implementers of lifeskills should undergo an in-service training on life skills education so that they can support teachers in implementing life skills. The result finding has made it clear that teachers alongside the head teachers need to undergo adequate training on life skills education.

From the research it is clear that life skills materials need to be developed, evaluated and recommended for use in schools just like the other subjects.
5.4 Recommendations for further Research

The following recommendations for further research were based on the findings, conclusion and implications of regular of this study,

1. The attitude of teachers towards teaching of life skills education in schools.
2. The effect of life skills education on the learners' behavior
3. The role of education officers and quality and standards officers on the implementation of life skills.
4. Challenges facing teachers in the implementation of Life skills Education in schools
BIBLIOGRAPHY


Ministry of Education (2006), Concept paper on Establishment of Life Skills Education as a stand alone subject in schools and teachers Training

The International Center for Alcohol Policies (ICAP) 1999 Executive summary of the report on growing up Life Skills Education programme in southern Africa and Botswana.


PROFILE LETTER TO HEADTEACHER

UNIVERSITY OF
NAIROBI
P.O BOX 92,
KIKUYU.

THE HEAD TEACHER

------------------PRIMAY SCHOOL.

Dear Sir/Madam,

REF: RESEARCH PROJECT ON FACTORS INFLUENCING EFFECTIVE IMPLEMENTATION OF LIFESKILLS EDUCATION.

Iam a student at the University of Nairobi pursuing a Master of Education degree in Educational Administration and Planning. Iam carrying out a research on Factors influencing implementation of Life skills Education in regular primary schools in Nairobi District. Your school has been identified to participate in this study. I hereby request you to allow me to administer my questionnaires to your teachers and the learners. The information gathered is meant for this study and will be treated with atmost confidentiality.

Thanking you in advance

Yours sincerely

Rungu Joyce K.
INTERVIEW SCHEDULE FOR HEAD TEACHERS

This interview schedule is intended to gather information on how life skills education is being implemented. The information obtained during the interview will be treated in strict confidence.

a. Name of the school-----------------------------

b. Total number of teachers----------------------

c. Number of teachers trained on Life skills-------

1. Number of learners trained on Life skills education------------------

2. Have you been in-serviced on life skills education? Yes ( ) No ( )

3. If yes how is the training helping you in supervising your teachers in teaching life skills education?

4. Is Life skills education being taught in your school? Yes ( ) No ( )

5. If yes, what approach is being used in teaching Life skills education in your school? (Probe for infusion and integration)

6. Are the teachers able to infuse and integrate life skills education in the subjects they teach?
7. What would you consider as the strengths and weaknesses of infusion and integration as a strategy of implementing HIV and AIDS education?

**INFUSION**

Strengths

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Weaknesses

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**INTEGRATION**

Strengths

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Weaknesses

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. What challenges are faced by your teachers in the implementation of Life skills education
program?

9. What measures have you taken to address these challenges?

10. Suggest how life skills can be improved.
QUESTIONNAIRE FOR TEACHERS

This questionnaire consists of two parts. Please complete each part as honestly as possible. This questionnaire is intended to help collect information on the factors that influence effective implementation of Life skills education. The information obtained will be treated in strict confidence.

Background information

Tick appropriately (✓)

a. Name of the school ___________________

b. Gender Male ( ) Female ( )

c. Age 20-30 years ( ) 31-49 years ( ) 50 years and above ( )

d. Teaching experience: 1-5 years ( ) 6-10 years ( ) 20 years and above ( )

Please fill in the spaces provided

1. Have you been trained in Life skills Education? Yes ( ) No ( )

2. Which organization trained you in Life skills Education?

   KIE/UNICEF ( )

   Life skills promoters (LISP) ( )

   Other Government collaborating partners ( )

3. How has the training helped you to improve your teaching skills on Life skills?

   __________________________________________

   __________________________________________

   __________________________________________
4. How is Life skills Education programme implemented in your school?

________________________________________________________________________

________________________________________________________________________

5. What would you consider as the strengths and weaknesses of infusion and integration as a strategy of implementing HIV and AIDS education?

**INFUSION**

Strength________________________________________________________________________

________________________________________________________________________

Weaknesses________________________________________________________________________

________________________________________________________________________

**INTEGRATION**

Strength________________________________________________________________________

________________________________________________________________________

Weaknesses________________________________________________________________________

________________________________________________________________________

6. Which Life skills education materials do you use in your teaching?
7. Are the Life skills education support materials adequate? Yes ( )
   No ( )
   Adequate:

   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

8. What informal activities do you involve your learners in to enhance Life skills education?

   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

9. What challenges do you face in the implementation of Life skills education?

   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

10. What measures as a teacher do you employ to curb these challenges?
11. Suggest how Life skills education programme can be improved
APPENDIX D

QUESTIONNAIRES FOR THE LEARNERS

This questionnaire consists of two parts. Please complete each part as honestly as possible. This questionnaire is intended to help collect information on the factors that influence effective implementation of Life skills education. The information obtained will be treated in strict confidence.

Background information

Please fill in the spaces provided

a. Name of the school---------------------

b. Name of division-----------------------

c. Gender:  Girl ( )  Boy ( )

d. Class ------------------

Each of the statements below on this questionnaire expresses a feeling which a particular person has towards Life skills education. You are to express on five point scale the extent of agreement both on the feeling expressed in each statement and your own optional feelings. The five points are: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1)

Tick appropriately (✓)

STATEMENTS

1. Life skills education should be made a subject separated from others in the school

Curriculum

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
2. Life skills is a misplaced subject in the schools.

3. Useful time is wasted in attempting to teach Life skills education alongside other Subjects.

4. I don't see any relationship[s between Life skills education and other subjects.

5. Life skills education is an interesting subject.

6. Learning Life skills education makes me feel mentally stimulated.

7. Learning Life skills education is fascinating and fun.
8. Life skills education makes me feel uncomfortable, restless, irritable and impatient.

SA A U D SD
☐ ☐ ☐ ☐ ☜

9. Life skills education is easily integrated in learning subjects.

SA A U D SD
☐ ☐ ☐ ☐ ☜

10. Everyone has Life skills and it’s a waste of school time for pupils.

SA A U D SD
☐ ☐ ☐ ☐ ☜