

**FACTORS INFLUENCING IMPLEMENTATION OF LIFE  
SKILLS EDUCATION IN PRIMARY SCHOOLS IN STAREHE  
SUB-COUNTY, NAIROBI COUNTY KENYA**

**BY**

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**A Research Project Submitted to the Department of Educational  
Foundations, in Partial Fulfillment of the Requirements of the  
Award of a Degree of Master of Education Nairobi University.**

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## DECLARATION

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

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## **DEDICATION**

I dedicate this work to my doting daughter Phidelis Nduta and my family members whose moral support has brought me this far.

## **ABSTRACT**

The purpose of this study was to investigate factors influencing implementation of Life Skills Education in Starehe sub-County, Nairobi County. The objectives of the study were to-; establish the influence of gender on the implementation of Life Skills Education, investigate teachers' academic qualification in the implementation of Life Skills Education and to examine challenges faced by teachers in the implementation of Life Skills Education. Descriptive survey design was adopted in the study. The target population was public primary school pupils, teachers and head teachers. The sample size compromised of 354 respondents. Data was collected using questionnaires and interview schedules. The semi-structured questionnaires had both closed and open-ended questions. Data obtained was presented through tables, graphs and pie charts. The study established that, teachers find it difficult to address gender specific content meant for both girls and boys. Secondly, it emerged that pupils learn more from teachers with high academic skills than those with low academic skills. Finally, since LSE was introduced teachers have faced numerous challenges which have continued hindering the implementation. The researcher recommended that teachers and head teachers need to be given further training in teaching methodologies in LSE for effective implementation especially on topical issues such as sexuality. The community ought to be sensitized on the importance of LSE as a way of embracing the programme and shunning away intimidation of LSE teachers. The Kenya National Examination Council in collaboration with Ministry of Education ought to ensure that Life Skills Education is examined in the national examinations. The government of Kenya should make an initiative of employing more teachers as a way of combating the high teacher; pupil ratio since teachers view teaching of Life Skills Education as an additional burden on the already over stretched teaching load. Future research on; parents view on the implementation of LSE, and relevance and acceptability of Life Skills Education program among teachers and learners were suggested.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>AIDS</b>	Acquired Immuno- Deficiency Syndrome
<b>HIV</b>	Human Immuno Deficiency Virus
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>LSE</b>	Life Skills Education
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>PRISM</b>	Primary School Management
<b>QASO</b>	Quality Assurance and Standards Officer
<b>UNAIDS</b>	United Nations Agency for HIV/AIDS
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>VOS</b>	Voluntary Support Organisation
<b>WHO</b>	World Health Organization

# **CHAPTER ONE**

## **INTRODUCTION**

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

Kenya Institute of Curriculum Development (KICD, 2008) defines Life Skills Education (LSE) as psychosocial competencies which enable an individual to develop adaptive and positive behaviour so as to deal effectively with challenges and demands of everyday life. LSE help the individual to increase self-control over their own health and life in general. LSE means not only imparting information but also the development of health skills to apply adequately in practice the gained knowledge. Life Skills are both psycho and social. Psycho refers to those skills which deal with mental functions and processes, while social are skills which deal with a person's interaction with the environment and culture (United Nations Educational, Scientific and Cultural Organization, 2003).

According to World Health Organization (WHO 1997. p1) department of Mental Health, LSE emerged from a growing concern about certain health problems with particular impact on young people, including HIV/AIDS, sexual behaviour, drug and substance abuse, peer influence and youth suicide. According to (KICD, 2008), Life Skills Education enables individuals to translate knowledge, attitudes, and values into actual abilities in reference to what to do and how to do it.

WHO (2001) observes that, young people are not sufficiently equipped with Life Skills Education to help them deal with increased demand and stress they experience. They are exposed to various channels of communication, such as

television, the internet and radio. Interaction with friends and pressure from peers and media advertisements exert a strong influence on growing children and adolescents. Parental influence in molding moral and social values and the traditional school curriculum were seemingly becoming increasingly incapable of equipping the young people with the skills needed to face real life. As a result LSE was conceptualized as one of the ways of empowering the young people deal with challenges of life.

At the world conference on education for all, Jomtien 1990, the international society raised concern about the relevance of education, particularly, on the need to focus on appropriate Life Skills for all learners from all parts of the world. The conference reiterated the importance of teaching skills that are relevant to life (UNESCO, 2003). In the recent years scholars, educators and municipalities across the globe have begun to address Life Skills Education as a means to better prepare pupils in the 21<sup>st</sup> century and promote school climate to encourage learning. LSE has been implemented across cultures and integrated into curriculum in various countries. However, different countries have different reasons why LSE is taught in schools ((WHO, 2001)

According to United Nations population Fund (2002) in United Kingdom, an important Life Skills initiative was set up to contribute to child abuse prevention. In United State of America, there are numerous Life Skills programmes for the prevention of substance abuse and violence to enhance social and emotional skills of children and youngsters and promote academic achievement. While in Mexico, LSE was set up for the prevention of adolescent pregnancy.

In South Asia, LSE was introduced to help learners make better choices targeting risk behaviours and situations. It is taught in various grades, usually with more complex and sensitive issues being reserved for the higher grades (UNICEF, 2005). Closer home, South Africa designed LSE to respond to the HIV/AIDS epidemic and facilitate health behaviour in children and the youth with hope that it would continue in adulthood (Lee and Orley, 1999).

Lesotho has integrated HIV/AIDS and STI information in the Primary school curriculum. However, many teachers stated that they lack confidence to handle sensitive topics. The coverage is unknown and the methods used are ineffective, (Gachuhi, 1999). In Zimbabwe and Thailand, the impetus for initiating LSE was the prevention of HIV/AIDS with an aim to effect attitudinal and behaviour change amongst learners. Some teachers felt uncomfortable with AIDs materials and did not wish to teach it. LSE in Swaziland was used to pass information about dilemmas facing children. It was observed that teachers had no confidence to carry out experiential learning activities (UNICEF, 2006). LSE in Malawi was alleged to help children deal with aspects of sexuality and make effective informed decision, (Gachuhi, 1999).

According to ( KICD, 2006) LSE was introduced in Kenyan primary schools as a way of empowering children with appropriate information and skills in the fight against HIV/ AIDS and to deal with other various everyday social and health problems affecting them. In 2006, teaching of LSE as a discipline in schools was strongly recommended. In 2007, KICD carried out a situational analysis on LSE. The study revealed that the school curriculum did not provide adequate opportunities for

developing the skills in a systematic way. Educational systems prioritized imparting of academic knowledge without acquisition of psychosocial skills. In 2008, the government made a decision to introduce LSE as a compulsory subject which was non-examinable. By introducing LSE to schools, the government was as well responding to the challenges that the country had faced in the recent times, among them being the post-election violence that faced the country at the end of 2007 and part of 2008 (KIE, 2008). However, since LSE was introduced, serious problems have been hindering its full implementation. It was in this view therefore the researcher was interested in exploring the factors influencing implementation Life Skills Education in public primary schools in Starehe sub-County, Nairobi County.

## **1.2 Statement of the Problem**

Young people are faced by many challenges as a result of fast changing world. The challenges are compounded by various factors such as complex developmental changes during adolescence, lack of positive role models, negative mass media influence and inadequate, inaccurate and sometimes unreliable sources of information. As a result, many children engage in antisocial behaviour such as; drug and substance abuse, early pregnancies, pre-marital sex, crime, violence, riots and general indiscipline which depreciate their physical and intellectual capabilities. The high dangerous behaviour causes a lot of harm to the affected person and the society as a whole.

The rationale of this challenge is rampant due to inadequate knowledge of LSE. The cardinal reason of introduction of LSE in schools was to bridge the gap between

knowledge and behaviour. However, since LSE was introduced in the Kenyan education curriculum, it seems not to have instilled the practical knowledge it was intended to. A comprehensive LSE syllabus was produced; workshops and seminars were organized for head teachers and teachers. Despite the efforts, there seem to be a problem because LSE has not been reflected as much in learners' behaviour. Therefore, this study was carried out to examine the factors influencing implementation of Life Skills Education in primary schools in Starehe sub-County, Nairobi County, Kenya.

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

The purpose of this study was to examine the factors influencing implementation of Life Skills Education in public primary schools in Starehe sub-County, Nairobi County.

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

The objectives of the study were to:

- i. Establish the influence of gender on the implementation of Life Skills Education.
- ii. Investigate the influence of teachers' academic qualification on the implementation of Life Skills Education
- iii. Examine challenges faced by teachers in the implementation of Life Skills Education.

### **1.5 Research Questions**

- i. How does gender influence implementation of Life Skills Education?
- ii. How is Life Skills Education implementation influenced by teachers' academic qualifications?
- iii. What challenges do teachers encounter in the implementation of Life Skills Education?

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

The findings of the study would guide the Ministry of Education when organizing training for teachers. The findings could be used by Kenya Institute of Curriculum Development Education in designing the teaching content and training of teachers. The findings would also be instrumental to the Quality Assurance and Standards Officers (QASOs) on how to assess LSE and in-service teachers. The findings of the research would enlighten teachers in evaluating their effectiveness in the teaching of LSE and review their instructional delivery approaches.

### **1.7 Limitations of the Study**

Life Skills Education being a new subject in the school curriculum, not much has been documented, hence the researcher searched extensively for any related literature. The researcher was not able to control the respondents' views. Some respondents were reluctant to respond to some items in the questionnaire due to the

fear of victimization. To overcome the limitation the researcher assured the respondents of confidentiality to regain confidence.

### **1.8 Delimitations of the Study**

The study was limited to public primary schools in Starehe sub-County, Nairobi County. The findings of the study may not be generalized to other sub- Counties since factors influencing implementation of Life Skills Education may vary from one sub-County to another.

### **1.9 Assumptions of the Study**

The study was based on the following assumptions:

- i. The respondents were liberally willing to respond and gave information required by the researcher.
- ii. All schools in Starehe sub-County had implemented LSE.
- iii. Gender influences implementation of LSE.
- iv. Teachers' academic qualifications influence the implementation LSE.

### **1.10 Definition of operational key terms.**

**Challenges:** refers to difficulties task that tests somebody's ability and skills.

**Implementation:** refers to the accomplishment, achievement, realization, discharge or performance of an activity. It is the process of carrying out a programme activity with a target population.

**Influence:** the effect that a person has on someone's decisions, opinions, or behaviour.

**Life skills:** refers to psychosocial competencies which enable an individual develop adaptive and positive behavior so as to deal effectively with challenges and demands of everyday life.

**Life Skills Education:** refers to the dissemination and teaching of relevant knowledge, attitudes, values and social and psychological skills to an individual to enable him or her develop their full potentials.

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

The study was organized in five chapters. Chapter one lays the basis of the study. It contains background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, operational definitions of significant key terms and organization of the study as presented in the study.

Chapter two consists of review of related literature on the implementation of LSE under the following sub-topics; introduction, concept of Life Skills and Life Skills Education, gender influence on the implementation of LSE, teachers' academic qualifications on the implementation of LSE, challenges which teachers face in the implementation of LSE, theoretical framework, conceptual framework and conclusion.

Chapter three consists of the research design, target population, sample and sampling procedures, research instruments, instruments validity, instrument reliability, data collection procedures, data analysis techniques and ethical considerations.

Chapter four presents data analysis, presentation, interpretation of the findings.

Chapter five presents summary of the study, summary of the findings, conclusions, recommendations and suggestion for further studies.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Literature review in this section is discussed under the following sub-headings:- concept of Life Skills and Life Skills Education, influence of gender on the implementation of LSE, influence of teachers' academic qualifications on the implementation of LSE, challenges faced by teachers on the implementation of LSE, conceptual framework and summary of literature review.

#### **2.2 The concept of Life Skills and Life Skills Education**

According to (Rooth, 1998), Life Skills are coping skills that can enhance the quality of life and prevent dysfunctional behaviour. Life Skill is any skill that can enhance the quality of life and enable a person to interact meaningfully and successfully with the environment and people.

Life Skills Education is classified into three broad categories namely: skills of knowing and living with oneself, skills of knowing and living with others and skills of effective decisions. Teachers use a variety of participatory teaching and learning methods. These methods demand that the learner has to think, weigh options, make decisions and then make appropriate order of action. Some of the participatory methods include; case study, brainstorming, storytelling, role play, games, discussion, poetry recitals, projects and debating (KICD, 2008).

Where LSE is systematically implemented, it enhances the well being of the society, promotes positive outlook and healthy behaviour among the youth. In particular, it enables the individual to translate knowledge, behave responsibly, develop full potential, promote risk free behaviour, promote the state of holistic well being and develop positive attitude towards themselves and others (KICD, 2008). In education, LSE promotes teacher pupil relationship, desirable behaviour change, improve discipline in schools, and reduce learners' problems such as truancy and absenteeism (Botvin et al, 1984).

In health, LSE can be utilised in the prevention of drug and substance abuse, sexual violence, teenage pregnancy, HIV/AIDS/STIs prevention and suicide prevention. LSE programs can be effective in preventing school dropouts and violence among young people and lay foundation for skills demanded in today's job market WHO (1997. p1). There is also a research indication of improved academic performance as a result of teaching LSE, less bullying, few referrals to specialists support services and better relationship between children and parents (Weissberg et al, 1989).

### **2.3 The influence of gender on the implementation of LSE.**

Curriculum has to be gender sensitive in order to be successful (Leu, 2005). LSE empowers both sexes with unique tools for making informed decisions across several areas of living, such as career and vocational choices, health, nutrition, safety and leadership. In some countries, girls are the disadvantaged sex, but in some other countries, low retention rates among boys also constitute

a serious problem. In such cases, a gender perspective helps in understanding low retention rates, and more importantly, ensures that the full potential of both sexes is met. Gender-responsiveness in LSE can thus ensure inclusive access to and participation in education for all children (UNICEF, 2008). Some aspects of the LSE approach can be specifically enhanced by incorporating a gender perspective in its framework. In the LSE approach, girls and boys from all backgrounds are given equal opportunities for discussion, voicing opinions and critical thinking within the learning context. With particular emphasis on critical thinking and problem-solving, a Life Skills-Based approach that puts gender-responsiveness at its core is uniquely qualified to promote greater inclusiveness and empowerment, particularly for girls from disadvantaged backgrounds. By encouraging time management and persuasion skills, the approach can promote a generation of better trained learners. In this way, gender-responsiveness in LSE also increases the potential human resource base of qualified people, no matter the gender (WHO, 2003).

Gender issues are a subject in LSE curriculum implementation. A study by United Nations seems to agree with these findings when they showed that girls are two and half times to be infected by HIV/AIDS more than boys of their age. This was due to the fact that, culture makes girls and women to be disadvantaged in getting opportunities that may empower them such as good education and other opportunities, (UNAIDS, 2001).

According to Voluntary Support Organization (VSO, 2011), sexual harassment and improper sexual relations with girls by teachers was an issue for focus

groups of girls in and out of school with parents in Ghana, Cameroon, Ethiopia and Namibia. This gender disparity in the teaching workforce has been proven to have negative consequences on the improvement of gender equality in schools. It also has a significant impact on the retention of girls in schools as they are less likely to progress to higher levels of schooling if their personal needs for coaching and counseling are not met due to the absence of female teachers. Some parents are unwilling to send their girls to schools where they know there are only male teachers in such schools and that chances of sexual abuse and violence are higher (VSO, 2011).

In African traditional societies, LSE was an automatic requirement of every individual whether boys or girls. The guidance was on how to consolidate gender-specific respective virtues. They learnt that conformity to the community involved controlling natural impulse. Virtues such as courage, honesty, effective skills and making independent choices were specifically given to both girls and boys. A strict code of conduct in relationships between boys and girls was well laid and roles clearly defined. This was backed up by sanctions (Kenyatta, 1938).

Equipped with skills, boys and girls are not only able to make rational decisions but also demonstrate desirable gender specific attitudes, among them high self-esteem, positive self-expectance and self-awareness which are correlated with LSE. By so doing, each gender realizes that good discipline serves as a pillar of success not only in academics but also in life. Consequently, effective implementation of LSE enhances the well being of a

society and promotes positive outlook and healthy behaviour to both boys and girls (KICD, 2008). This study examines gender-specific factors that continue to militate against full implementation of LSE in Kenya.

#### **2.4 Teachers' academic qualifications and implementation of LSE.**

Darling-Hammond et al (2005) define well qualified teacher as one who is fully certified and holds the equivalent of a major in the field being taught. Although the formal qualification of teachers is an important indicator for their knowledge and competence in teaching, it has only limited utility in analyzing how well prepared teachers are for what they have to teach in schools. More detailed knowledge of the courses they have taken during their training needs to be compared to the actual content and skills required to teach the school's curriculum.

Academic qualification of the teacher enables the learners to understand content, resources to be used and the objectives of a given educational programme. According to (KICD, 2010) a summative evaluation of primary school education curriculum report established that the majority of curriculum implementers have the required academic and professional qualifications. However, the continuous capacity development of teachers was found to be either haphazard or lacking.

Sifuna (1990) found out that distribution of qualified teachers in the Education system in Kenya was an important determinant factor of the quality of education offered in school. He further sighted that there was uneven

distribution of qualified teachers between the main urban centre and rural Counties. Kimbui (2010) findings indicate that as much as the teachers may be academically and professionally qualified but lack professional updating can negatively affect the implementation of LSE.

Lack of qualified teachers poses a great threat to effective of any implementation. The qualification of the teacher is critically important in students' performance. Kimbui (2010) point out that qualified trained teacher contributes more positively to effective implementation of LSE than untrained teacher. She concluded that there was significant correlation between teacher qualification and pupil performance in Kenya. The good performance was attributed to excellent instructions given by qualified teachers in addition to other inputs. Hanushek et al (1998) compared well-educated teachers with less educated teachers. The results showed achievement gains for students with well educated teachers. He also noted that achievement was related to teachers' knowledge of the subject matter.

Njuguna (2013) found out that there were slight differences in the mean scores obtained by teachers with certificate, diploma, degree and Master degree qualifications on implementation of LSE in schools. The results of the analysis showed that teachers' academic qualification did not have any significant influence on implementation of LSE in schools. This study seeks to investigate whether teachers' academic qualifications affects the implementation of LSE.

## **2.5 Challenges facing teachers on the implementation of Life Skills Education.**

June (2008), observed that teachers in Japan were negative about the practice of Life Skills Education. Teachers' are not trained on LSE. They do not have knowledge and confidence to teach. Head teachers try to avoid talking to parents and children about HIV/ AIDS. Teachers view teaching of LSE as a predicament.

Study carried in Pakistan and India on challenges facing LSE program illustrates how teachers development as an economic factor affects the implementation of a curriculum. The study found that training of teachers is considered as an implementation cost. This resulted in schools selecting a teacher who is not qualified to teach the subject which negatively affects the teaching of the subject (Barnet et al 1995).

A study in Zimbabwe on challenges facing implementation of a Life skills program pointed the cascade model of training teachers as one of the challenges (Rembe, 2006). In cascade model of training, few teachers are chosen and receive training; in turn they train others in schools. This leads to the required information not to be transmitted appropriately and it consequently fails to equip teachers with the requisite skills. The poor preparation of teachers under this approach was further undermined by the short duration of the course (one to three days). Cascade system has been used in many programmes in implementing huge programs in Primary Schools

Management (PRISM). In Kenya, before the implementation of LSE started in schools, a cascade system of training was adopted. Education officers were trained who in turn trained head teachers and two teachers from every school. The trained teachers were to train other teachers in the school on how to teach LSE (MOEST, 2009).

LSE in Swaziland LSE is used to pass information about dilemmas facing Swaziland children. It was observed that, teachers had no confidence to carry out experiential activities. Teachers avoided teaching sensitive topics such as those that referred to condoms due to religious affiliation (UNICEF, 2006). According to UNICEF (1999) teachers feel uncomfortable using LSE books with sensitive issues such as sexuality. They further explained that they need appropriate ways of talking about sexuality and relationships in primary schools.

LSE is a new subject in Kenya and only a few studies have been carried on its implementation. It is non-examinable at class eight and form four levels. Due to the importance attached to the examinable subjects that are thought to promote academic excellence and certifications, LSE is isolated by teachers and learners (Latithat, 2005). Njuguna (2013) reported that LSE in Kenya was not given much attention in schools by the head teachers due to its simplicity form and the fact that it was not examinable. A study conducted by (KICD, 2009) found that although teachers are available in schools, high pupil; teacher ratio affects the implementation of Life Skills Curriculum and leads to heavy work load which discourage teachers. Pupils in Kenya have negative attitude

towards learning of LSE; they lack knowledge of their body parts and their functions especially those in the lower primary. Pupils fail to put into practice what they learn causing them a lot of frustrations, (Kimbui, 2011).

Mulama (2007) indicated that implementation of Life Skills Education in Kenya has not been effective. Teachers had negative attitudes and non-commitment as well as the understanding by the teachers that their role was to impart knowledge and not get emotionally involved with learners. Ithangi (2007) reported that a good number of teachers in Nairobi's Kamukunji division recognized the importance of LSE. However, some teachers were dissatisfied with the teaching of LSE because it was being forced on them by head teachers and that they lacked the required support materials for its implementation. They also reported that they had not been trained to handle the subject and that there was no time for implementation due to the already overloaded curriculum.

In Kenya, Life Skills Education has been introduced in the curriculum and one lesson is taught per week but nobody has done a follow up to establish whether the curriculum is being implemented or not. Although some teachers are willing to implement the programme, they still experience many challenges. (Abobo, 2012).

This study seeks to investigate challenges which hinder implementation of LSE in Primary Sschools in Starehe sub-County, Nairobi County.

## **2.6 Summary of review of related literature**

The reviewed literature reveals that Life Skills Education has been mainstreamed in the education systems of various countries. It has exposed some strengths and weaknesses of the implementation programs in these countries as well as some recommendations for effective teaching of Life Skills Education. It also highlights influence of gender on the implementation of LSE, influence of teachers' academic qualification on the implementation of LSE and challenges faced by teachers in the implementation of LSE.

## **2.7 Theoretical framework**

The study was guided by Social Learning Theory by Bandura (1977). The methods used in the teaching of Life Skills builds upon what is known of how young people learn from their own experiences, observing how others behave and what consequences arise from behaviour. In Social Learning Theory, learning is considered to be an active acquisition, processing and structuring of experiences. He further states that, children learn to behave through instruction from parents, teachers, other authorities and role models. The school context is an ideal setting where LSE can be enhanced because learners are amongst their peers where they can learn from each other as well as have the guidance of teachers to facilitate the learning process.

The theory can be incorporated in the teaching methodologies by structuring activities that require learners to work together in groups or in pairs as well as observing modeled behaviour from the teacher. The school context must be

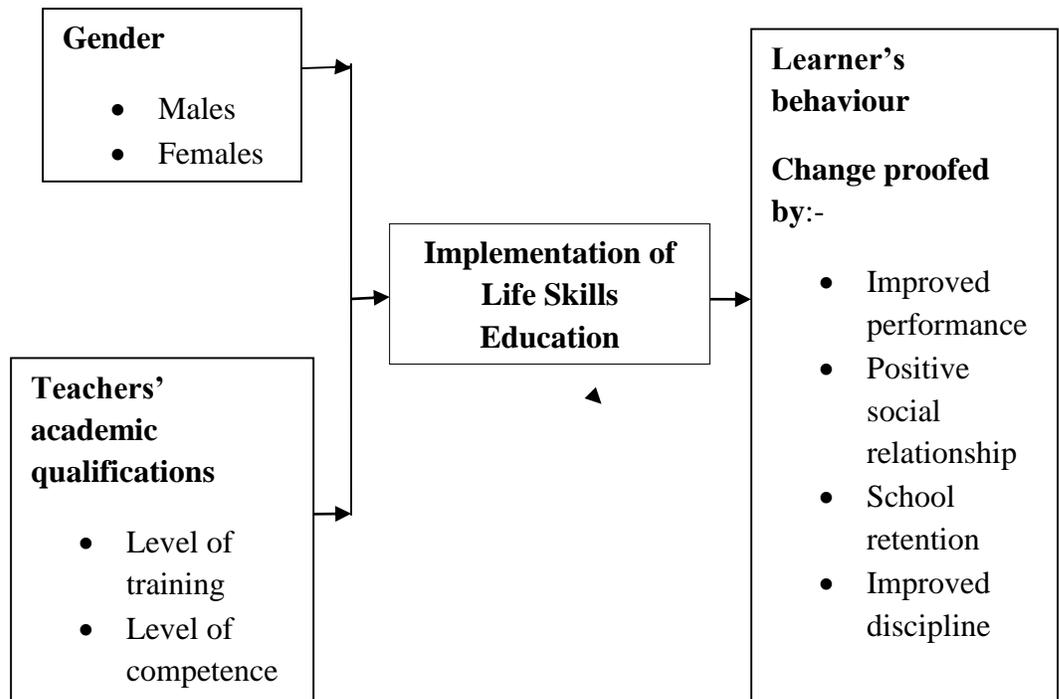
conducive to the holistic development of its learners which include emotional, social, physical, moral and normative aspects of the children. The theory provides children with skills for coping with internal aspects of their social lives including stress reduction, self control and decision making.

Social learning theory is applicable to this study since teachers' academic qualification and gender influence on LSE can assist in molding children behaviour. Furthermore, when challenges facing LSE implementation are addressed the program will flourish and learners will benefit immensely. LSE entails skills of knowing and living with one-self, knowing and living with others, making effective decisions and relating amicably with others in the society.

## **2.8 Conceptual Framework**

Orodho (2004) defines conceptual framework as a model of representation where a researcher presents the relationships between variables in the study and shows the relationship graphically or diagrammatically. Figure 2.1 shows the conceptual framework of the study.

**Figure 2.1 Conceptual Framework showing inter relationship of inputs and the implementation process of LSE.**



The conceptual framework was based on the concept that, implementation of LSE could be promoted through gender consideration and academically qualified teachers. The end product would be holistic learners who have improved performance, positive social relationship, school retention and improved discipline.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents an overview of the research design used by the researcher to address the research objectives. Specifically, it describes the study design, target population, sample size and sampling procedures, research instruments, data collection procedures, data analysis techniques and ethical considerations.

#### **3.2 Research Design**

The study used descriptive survey design to examine factors which influence implementation of the LSE in Starehe sub-County, Nairobi County. According to (Orodho, 2003), descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Descriptive survey design was relevant to this study because of its suitability of collecting original data to describe a population that is too large to be observed directly.

#### **3.3 Target population**

The target population of this study comprised of school pupils, teachers and head teachers of Starehe sub-County, Nairobi County. The researcher arrived at the target population because; pupils are the beneficiaries of Life Skills Education programmes, teachers take the initiative of implementing Life Skills Education programme while head teachers are in charge of supervision of all the education

programmes in their respective schools. There were 1468 class seven pupils in public primary schools, 308 teachers who teach LSE and 28 head teachers in Starehe sub-County, (Nairobi County Education office, 2014).

### **3.4 Sample size and sampling procedures**

A sample is a portion of the population whose results can be generalized to the entire population (Amin, 2005). According to (Gay, 1996) a sample of 10% of a population was considered the minimum for a descriptive research. In this context, 20 per cent of the total population of 1468 pupils were sampled giving a sample size of 293 pupils, 20 per cent of 308 teachers were sampled giving a sample size of 55 teachers and 20 per cent of 28 head teachers were sampled and gave a sample size of 6 head teachers. In total, 293 pupils, 55 teachers and 6 head teachers participated in the study, which accounted to a sample size of 354 respondents.

### **3.5 Research Instruments**

The main instruments of collecting data were questionnaires and interviews.

#### **3.5.1 Questionnaire**

A questionnaire is a form consisting of interrelated questions prepared by the researcher about the research problem based on the objectives of the study (Amin, 2005). Questionnaires are useful instrument for collecting a lot of information on a large sample. As (Orodho, 2008) argues, a questionnaire normally has a greater

reliability because it allows the selection of all areas and is a representative sample. They encourage greater honesty and free expression of opinion.

Questionnaires could be given to a large number of respondents where they respond to the same set of items. However, it is difficult to understand some information communicated through feelings and emotions of the respondents when they use the questionnaire. The respondents may have wrong interpretation of concepts since each person read and understand differently causing a level of subjectivity.

In this study, the questionnaires were administered to class seven pupils and LSE teachers. The researcher designed questionnaires using both open ended and closed questions. Closed questions give possible alternatives while open ended questions give freedom of responses.

### **3.5.2 Interviews**

According to (Kombo and Tromp, 2006) the interview provides an opportunity to the interviewer to question thoroughly certain areas of enquiry. The interview guide was developed as a follow up instrument to gather more information from the questionnaire. They were administered to the head teachers since they are considered to be very instrumental in the implementation of any educational policy at the school level. Interviews are considered more interactive and permits greater depth of response which are not possible through other means. However, interviews are time consuming and costly. The respondents could give dishonest responses due to lack knowledge on the topic or confusion.

### **3.6 Instrument Validity**

Mugenda and Mugenda (1999) define validity as the degree to which results obtained from the analysis of data actually represent the phenomenon under study. To enhance validity of the questionnaire, the researcher was advised by the supervisor on validity of the topic under study and eligibility of the questions for data collection. A pre test was conducted on a population. Where items failed to measure the variables intended they were customized or discarded.

### **3.7 Instrument Reliability**

Reliability of measurement concerns the degree of consistency in the results when a test is used more than once (Parten, 2002). To realize reliability sample questions were administered to two schools. The researcher used the test-re-test method to determine the reliability of the instruments. Developed questionnaires were administered to the respondents in the pilot schools twice at an interval of one-week to find out if the responses were replicated. Any ambiguity realized on any item was either eliminated or altered.

### **3.8 Data Collection Procedures**

Consent of participation was sought from the National Council of Science and Innovation by the researcher. Once authorization to conduct the research was granted, the researchers requested for permission from the Nairobi County Education Office to visit and conduct the research in schools. Permission from the head teacher where the researcher teaches was sought. Thereafter, the researcher

made visits to the schools to request for consent to administer the instruments and carry out the interviews.

### **3.9 Data Analysis Techniques**

Data analysis is the process of systematically searching and arranging data and other materials from the field with an aim of understanding and presenting them to others (Orodho, 2008). Data collected was subjected to both qualitative and quantitative analysis guided by the study objectives. Data was organized and coded to ensure that it was quantitatively and qualitatively analyzed. It was computed for analysis using the Statistical Package for Social Sciences (SPSS) software programme. Quantitative analysis was made using descriptive statistics in the form of tables, pie charts and bar graphs. The qualitative data was presented thematically in line with the objectives of the study.

#### **3.9.1 Ethical Considerations**

The researcher obtained an introductory letter from the University of Nairobi. Permission of participation was sought from the National Council of Science and Innovation, which allowed the researcher to go to the field. The researcher guaranteed the respondents that their identities were to be treated with confidentiality. The researcher explained the purpose of the study to the respondents and requested them to participate in the study.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents a systematic analysis of the collected data, presentation and interpretation.

#### 4.2 Questionnaire return rate for Pupils, Teachers and Head teachers.

Out of the 293 questionnaires administered to pupils, 277 were returned whereas 55 questionnaires administered to teachers 50 were returned. All the 6 head teachers targeted responded. This represents a 94% response rate that enhanced the credibility of the data collected for inferences. This percentage could have been influenced by the fact the respondents understood the items in the questionnaire and participated willingly. Table 4.1 shows the findings.

**Table 4.1 Questionnaire Return Rate**

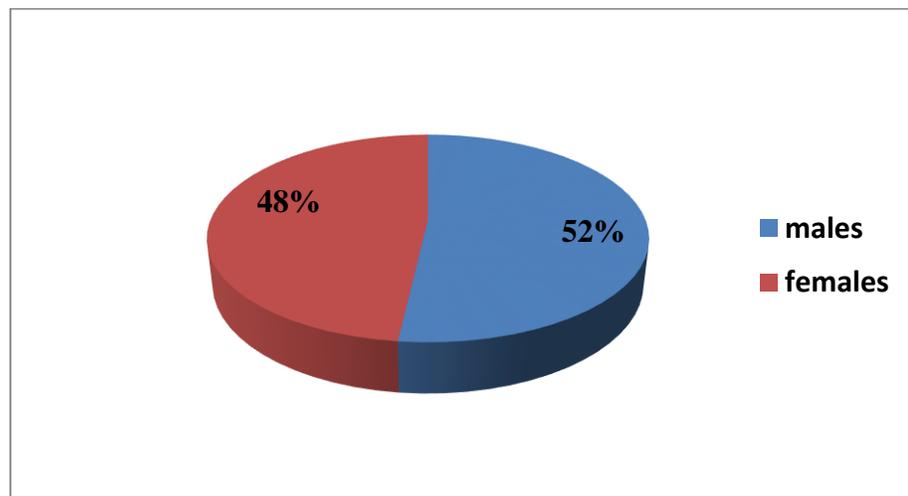
<b>Response</b>	<b>Pupils</b>	<b>Teachers</b>	<b>Head teachers</b>	<b>Percentage</b>
Responded	277	50	6	94.0
Not responded	16	5	0	6.0
<b>Total</b>	293	55	6	100.0

**Source:** Researcher (2015)

### 4.3 Pupils gender representation

According to Figure 4.1, it was revealed that both females and males were involved in the study though not on equal proportions. The males were 52%, while 48% of the respondents were females. This shows that male's enrollment was slightly higher than the females within the schools under study probably due to the fact that females are more involved in child labour than the males.

**Figure 4.1 Pupils gender representation**



### 4.4 Gender representation of Teachers and Head teachers

Findings of Table 4.2 showed that, 64% of the teachers were females whereas 36% were males. The findings disclosed that the area under study had attracted high number of female teachers. This may possibly due to the fact that female teachers join their spouses working within the County and are perhaps residing within the area under study. It was also established both males and females head teachers had the same gender representation (50%).

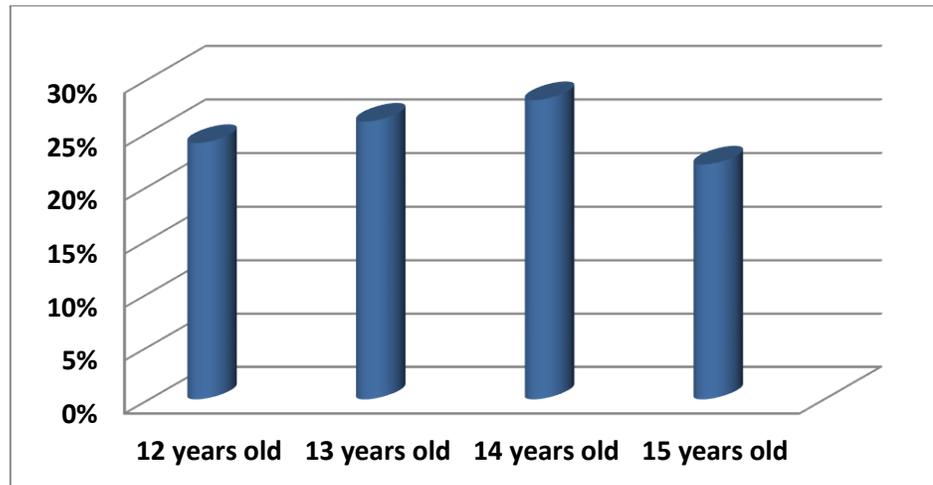
**Table 4.2 Teachers and Head Teachers Gender Representation**

	<b>Teachers</b>		<b>Head teachers</b>	
<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Females	32	64.0	3	50.0
Males	18	36.0	3	50.0
<b>Total</b>	50	100.0	6	100.0

#### **4.5 Age of Pupils**

From Figure 4.2, it was established that 24% of the respondents were 12 years old, 26% were 13 years old, and 28% were aged 14 years whereas 22% were 15 years old. From the data analysis it was established that most of the respondents were in the adolescence stage. At this stage learners experience physical, emotional and social developmental problems and therefore LSE may assist them to deal effectively with the challenges which they face every day.

**Figure 4.2 Age of pupils**



#### **4.6 Teachers' and Head Teachers Professional Qualifications**

Professional training is a factor that affects the quality of teaching and one has to be an expert in the field of education to be regarded as a professional teacher. The study sought to find out the highest professional qualifications that teachers had achieved. From Table 4.3 it was found that, 26% of the teachers had Primary Teachers' Certificates in Education, 14% had Diplomas in Special Education, 18% had Diplomas in Early Childhood Development, and 34% had Bachelors in Education, with 8% attaining Master Degree in Education.

On the same note, the study sought to investigate the highest professional qualification attained by the head teachers. The study revealed that majority (50%) had attained Bachelor Degrees in Education, (16.6%) had Diploma in special Education with 34.4% attaining Masters' Degree in Education. This shows that all the head teachers were professionally qualified to teach LSE.

**Table 4.3 Teachers and Head Teachers professional qualifications**

Level	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Primary Teachers Certificate in Education	13	26	0	0.0
Diploma in Special Education	7	14	1	16.6
Diploma in Early Childhood Development	9	18	0	0.0
Bachelor Degree in Education	17	34	3	50.0
Masters Degree in Education	4	8	2	34.4
<b>Total</b>	50	100	6	100.0

**4.7 Teachers and Head Teachers Academic Qualifications**

The study sought to find academic qualifications of the teachers. According to Table 4.4, 90% of the teachers had acquired O 'level education while 10% had acquired A 'level education. Further, the study sought to find out academic qualification of the head teachers. 33.3% had attained O level with 66.7% attaining A level education. Academic qualification of the teacher enables the

learner to understand the content and objectives of a given education programme since the teachers have knowledge of the subject matter.

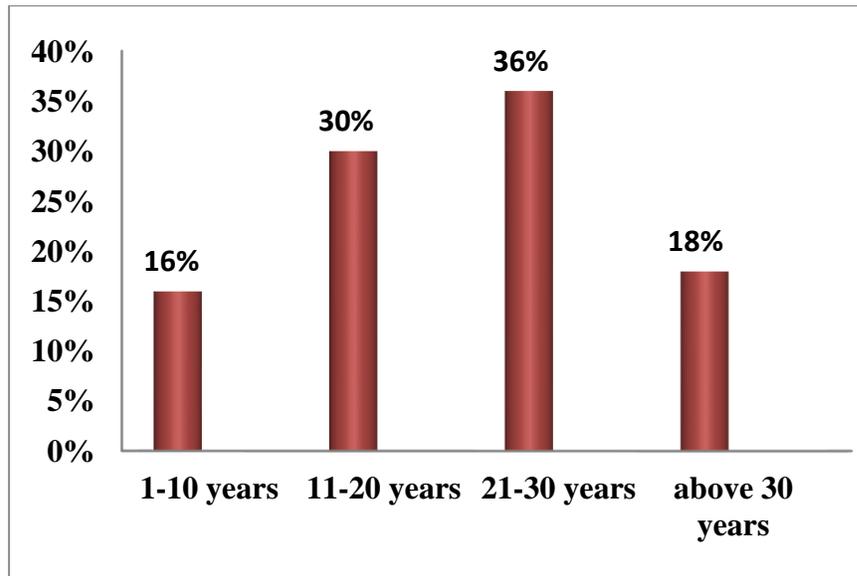
**Table 4.4 Teachers and Head teachers' academic qualification**

<b>Academic qualifications</b>	<b>Teachers</b>		<b>Head Teachers</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
O level	45	90	2	33.3
A level	5	10	4	66.7
<b>Total</b>	50	100	6	100.0

#### **4.8 Teaching experience of teachers**

Findings from Figure 4.3 shows that, 16% of the respondents had taught for a period of 1-10 years, 30% had taught for a period of 11-20 years, 36% had taught for a period of 21-30 years while 18% had taught for more than 30 years. The more years a teacher has taken in the teaching field the better mastery of the subject matter (Mutoro, 2001).

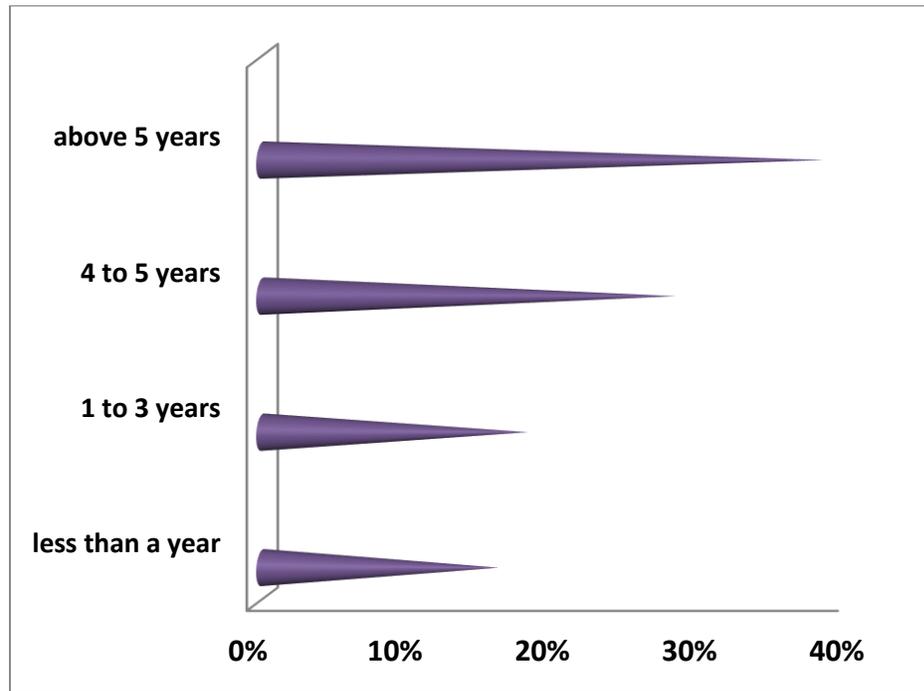
**Figure 4.3 Teaching Experience of teachers**



**4.9 Numbers of year’s teachers had taught LSE**

According to the findings shown on Figure 4.4, teachers who had taught LSE for a period of less than 1 year constituted 16%, 18% had taught LSE for a period of 1 -3 years, 30% had taught LSE for period of 4 -5 years while 38% had taught LSE for more than 5 years. This shows that the highest number of teachers had taught LSE for a longer period since it was introduced therefore attaining mastery of LSE content.

**Figure 4.4 Number of years teachers had taught LSE**

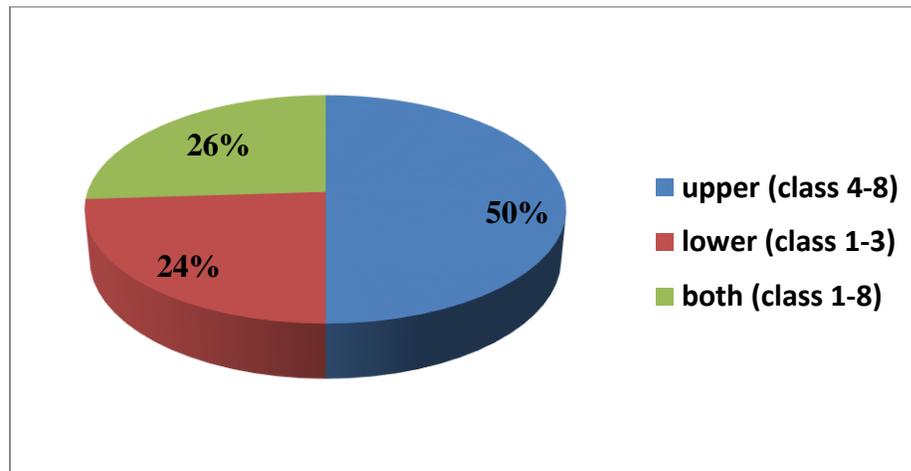


#### **4.10 Class levels which the Teachers had taught LSE**

As shown in Figure 4.5, 24% of the respondents had taught in lower classes (1-3), 50% had taught in uppers classes (4-8), while 26% had taught across both levels. Topics in LSE are arranged in a hierarchical mode whereby knowledge increases with the levels. When teachers teach in different levels, they get exposed to the essential skills and content of implementing Life Skills Education with competent. However, the percentage that had taught across both levels was more likely to be aware of the syllabus requirement. During the interview it was established that, “when teachers teach at different levels of education learners were likely to get more exposed to the LSE content” this

was what one head teacher said. Teaching LSE across all segments is interesting. It means that the teacher is intensive and has the content at hand.

**Figure 4.5 Class levels which teachers had taught LSE**



#### **4.11 Gender influence on the implementation of Life Skills Education**

The study sought to find out the influence of gender on LSE implementation from learners, teachers and head teachers. According to (Leu, 2005) curriculum has to be gender sensitive in order to be successful. Learners were asked to state whether gender influenced implementation of LSE and they responded as Table 4.5 illustrates. 85.6% claimed that boys and girls do not have the same activities in school while 14.4% indicated that boys had more activities than girls in school. 54.1% of the respondents cited that social media presented boys and girls in a negative mode, while 46.9% were of the contrary opinion. 89.9% of the respondents cited that boys had more responsibilities than girls in school while 10.1% were of a differing opinion. This concept of attaching more responsibilities to boys may hinder girls towards becoming responsible future

leaders. 51.3% of the respondents claimed that teachers interact more often with boys than girls while 48.9% of a dissimilar opinion. According to (Acharya, 2004) gender issues are imperative in Life Skills Curriculum implementation because it demonstrates interrelationships among the concepts of gender parity, gender equity and gender equality.

**Table 4.5 Pupils response on gender and implementation of LSE**

<b>Statement</b>	<b>Response</b>	<b>Percentage</b>	<b>Total</b>
Boys and girls have the same activities in school.	Yes	14.4	40
	No	85.6	237
Social media present boys and girls negatively.	No	46.9	130
	Yes	54.1	147
Boys are given more responsibilities in school.	Yes	89.9	249
	No	10.1	28
Teachers interact more often with boys than girls.	Yes	51.3	142
	No	48.7	135

The research sought reactions from teachers on the influence of gender on implementation of LSE. It was established that all the respondents (100%) agreed that LSE empowers both boys and girls in making informed decisions; a suggestion that teachers were aware of how LSE was important to learners. On the other hand, most respondents reported that they found it difficult to address gender specific content meant for both girls and boys. 66% of the respondents reported that socializing agents impose negative gender attitudes to learners,

while 34% were of the contrary attitude and perception. 88% of respondents revealed that LSE promotes gender equality and is gender sensitive. 53% of the respondents reported that teachers faced gender intimidation when implementing LSE. 62% of the respondents' revealed that some traditional gender roles hampered implementation of LSE. Table 4.6 shows the findings. During the interview, all the head teachers reported that Life Skills Education "is gender balanced". Equipped with Life Skills Education, pupils are not only able to make rational decisions but also to demonstrate desirable gender specific attitudes, among them high self-esteem, positive self-expectance and self-awareness which are correlated with LSE.

**Table 4.6 Teachers' responses on influence of gender in implementation of LSE**

Statement	SA	A	UD	D	SD
	F %	F %	F %	F %	F %
LSE empowers boys and girls with unique tools for making informed decisions.	37 74	13 26	0 0.0	0 0.0	0 0.0
Teachers find it difficult to address gender specific content meant for both girls and boys.	9 18	24 48	15 30	1 2	1 2
Socializing agents impose negative gender attitudes to learners.	12 24	22 44	10 20	4 8	2 4
LSE promotes gender equality and is gender sensitive.	22 44	24 48	3 6	2 4	0 0.0
Teachers face gender intimidation when implementing LSE in the community.	13 26	20 40	14 28	3 6	0 0.0
Traditional gender roles influence implementation of LSE.	12 24	25 50	12 24	3 6	0 0.0

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

#### **4.12 Teachers' Academic Qualifications and implementation of LSE**

Table 4.7 shows that, 60% of the respondents revealed that pupils learn more from teachers with high academic skills, 34% were of the divergent opinion with 6% disagreeing. 92% of the respondents reported that lack of refresher courses in LSE can negatively affect implementation of LSE, 4% were undecided with 4% disagreeing with the statement. 44% of the respondents reported that LSE teachers have the required academic and professional qualifications while 56% disagreed. 22% of the respondents revealed that teachers with high academic skills interact better with pupils, 64% disagreed while 8% were undecided. Majority of the respondents (70%) agreed that teachers with high academic skills are better equipped with LSE, 4% were undecided while 26% disagreed.

During the interview, it was established that when teachers are academically qualified they understand and interpret LSE curriculum enabling them to infuse LSE knowledge to learners. Learners are likely to benefit from a highly qualified teacher than from a teacher who is not highly qualified. However, one head teacher reported that, 'implementation of LSE depends on the training but not on the academic qualification'. This finding concurs with (Kimbui, 2010) who concluded that there was significant correlation between teacher qualification and pupil performance

**Table 4.7 Teachers academic Qualifications and implementation of LSE**

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
The effectiveness of LSE depend on the teachers academic qualifications	20	40	10	20	3	6	0	0.0	17	34
Lack of refresher courses in LSE can negatively affect the implementation	23	46	23	46	2	4	0	4	0	0.0
LSE teachers have the required academic and professional qualifications.	3	6	19	38	0	0.0	4	8	24	48
Teachers with high academic skills interact better with pupils.	15	10	9	12	4	8	16	32	6	12
Teachers with high academic skills are better equipped with LSE.	8	16	27	54	2	4	9	18	4	8

SA=Strongly Agree; A=Agree; UD= Undecided; D=Disagree; SD= Strongly Disagree.

#### 4.13 Challenges facing implementation of LSE

The study sought to find out challenges faced in the implementation of LSE in primary schools from pupils. As indicated in Table 4.8, 84.8% of the respondents reported that some subjects were taught during LSE with 15.2% disagreeing. This finding concurs with (Rooth, 2005) who found that LSE was not taken seriously by teachers because it was not an examinable subject. 18.4% of the respondents reported that LSE was not as important as the other subjects while 81.6% were of the contrary perception. 87% of the respondents indicated that some teachers avoided teaching some topics with 13% disagreeing with the statement. 43.7% of the respondents cited that their parents/ guardians support learning of LSE while 56.3% of the respondents were of the contrary view.

**Table 4.8 Pupils response on difficulties faced in the implementation of LSE**

Teachers gave out their views on challenges encountered by teachers while

<b>Statement</b>	<b>Response</b>	<b>Percentage</b>	<b>Total</b>
Other subjects are taught during LSE lessons	Yes	84.8	235
	No	15.2	42
LSE is not as important as other subjects	Yes	18.4	41
	No	81.6	226
Teachers avoid teaching some topics in LSE	Yes	87.0	241
	No	13.0	36
Parents/guardians support learning of LSE	Yes	47.3	131
	No	52.7	146

implementing LSE. Findings on Table 4.9 shows that, 42% of the respondents agreed that teachers have confidence and sufficient knowledge to teach LSE while 58% were of the contrary view. 94% of the respondents revealed that topics like sexuality bring conflict to the community beliefs while 6% of the respondents were of the divergence view. This finding agrees with (Ratsatsi, 2005) who asserts that, teachers feel uncomfortable using LSE books with sensitive issues such as sexuality. He further explained that they need appropriate ways of teaching sexuality and relationships in primary schools. 74% of the respondents stated that teachers who have been trained on LSE do not train the others in a satisfactory way, 16% were of the contrary opinion while 4% were undecided. Ithangi (2007) supports this view when she states that teachers in Kamukunji complained that they had not been sufficiently trained to handle the LSE. Kaimuri (2008) observes that training of teachers on Life Skills Education in Kenya has been taking a very slow pace. 44% of the respondents affirmed that teachers do not carry out experiential activities like role play when teaching, 50% agreed that they carry out the experiential activities while 6% were undecided. During the interviews it was established that some teachers reported insufficient information in the text books and lack of confidence to teach topics like sexuality. “It is not easy to conceptualize learners’ feelings and emotions”, one head teacher reported.

A study conducted by (KICD, 2009) found that although teachers are available in all schools, high pupil; teacher ratio affects the implementation of LSE and leads to heavy work load which discourage teachers. 90% of the respondents

indicated that high pupil: teacher ratio had an effect on the implementing of LSE whereas 10% were of the opposing view. 44% of the respondents reported that time allocated for LSE was adequate, 52% were of different perception while 4% were undecided. 42% of the respondents agreed that LSE content was adequate, 48% of the respondents differed with the opinion while 8% were undecided. The results are presented on Table 4.9.

**Table 4.9 Teachers response on challenges faced in the implementation of LSE**

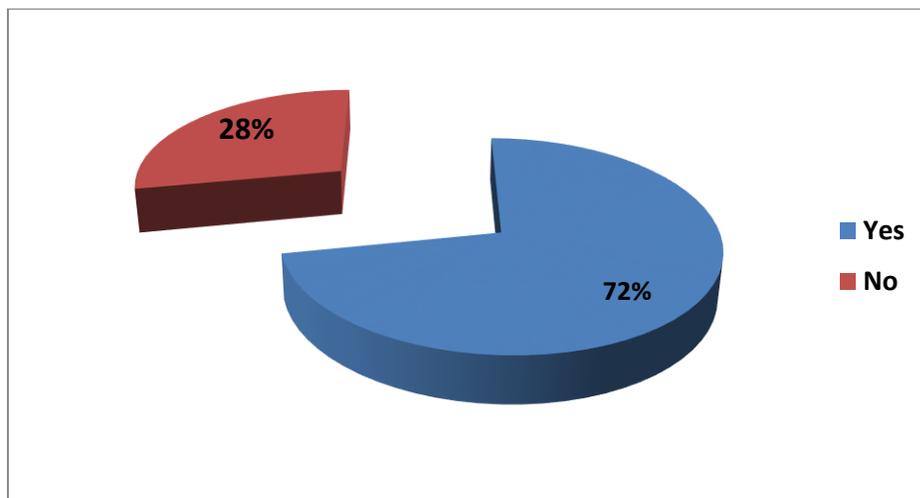
Statement	SA		A		D		SD		UD	
	F	%	F	%	F	%	F	%	F	%
Teachers have confidence and sufficient knowledge to teach LSE.	7	14	14	28	26	52	3	6	0	0.0
Some topics like sexuality bring conflict to the community belief.	19	38	28	56	2	4	1	2	0	0
Teachers who have been trained in LSE train others satisfactory.	5	10	6	12	32	64	5	10	2	4
Teachers carry out experiential activities like role play when teaching LS.E	6	12	11	22	25	50	7	14	1	2
High teacher; pupil ratio affects teaching of LSE.	20	40	27	54	3	6	0	0	0	0
Time allocated for LSE is sufficient.	4	8	18	36	18	36	8	16	2	4
Content given in LSE syllabus is adequate.	4	8	18	36	16	32	8	16	4	8

SA=Strongly Agree; A=Agree; UD= Undecided; D=Disagree; SD= Strongly Disagree.

#### 4.14 Whether pupils would like to continue learning LSE

As whether pupils would like to continue learning LSE, 72% of the respondents reported that they would like to continue learning LSE while 28% were of the contrary opinion. This shows that majority of the learners were positive about the importance of learning LSE. The results are presented on Figure 4.6.

**Figure 4.6 Pupils choice on continuity of learning LSE**



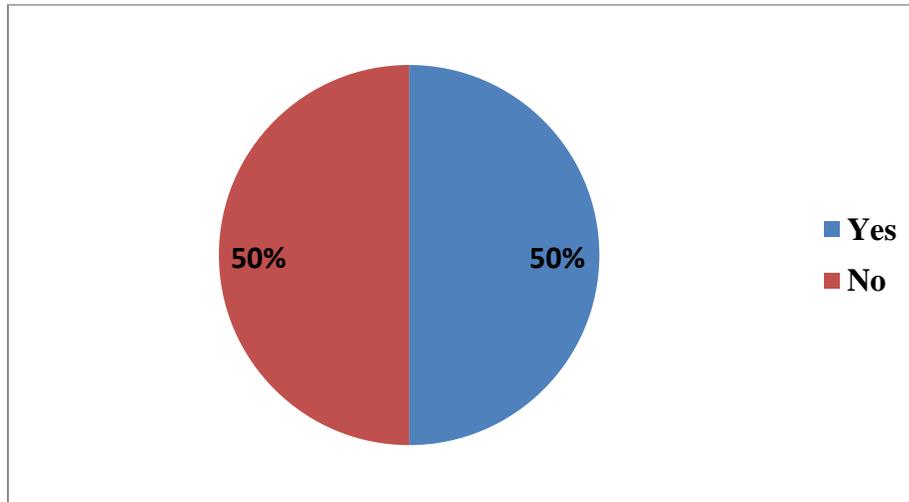
**Source:** Researcher (2015)

#### 4.15 Whether teachers chose to teach LSE

From Figure 4.7 it was observed that 50% of the respondents affirmed that they chose to teach Life Skills Education and gave reasons such as; passion to teach the subject, it is an enjoyable subject, to help learners overcome contemporary challenges which they face and inquisitiveness of gaining LSE knowledge. 50% did not choose to teach LSE and gave reasons such as lack of knowledge

to teach LSE and the subject was not examinable. Such teachers may have negative attitudes toward LSE.

**Figure 4.7 Teachers choice of teaching LSE.**



**4.16 Whether LSE can be a remedy to the emerging global problems in schools.**

According to Table 4.10, 82% of the respondents reported that LSE can be a remedy in the emerging issues in schools. They gave reasons such as; LSE equip learners with skills to tackle dysfunctional behaviours, empowers learners in the right capability, instils the right values and creates good rapport between pupils and teachers. 18% were of the contrary opinion and this may probably due to the fact that they did not recognize how LSE was significance to the pupils.

**Table 4.10 Whether Life Skills Education can be a remedy in the emerging global problems in schools**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	41	82.0
No	9	18.0
<b>Total</b>	50	100.0

#### **4.17 Strategies to promote Life Skills Education**

Teachers were asked to indicate who should teach LSE. They were also asked to indicate duration which they wish should be taken for training on LSE. The head teachers were asked to suggest whether the parents should be involved in the implementation of the subject and whether awareness campaigns should be used to create more awareness.

Table 4.11 revealed that, 54% of teachers reported that it was the responsibility of the specific trained teachers on LSE to monitor all the teaching and learning activities that were taking place during learning of LSE. 36% of respondents reported that it was the responsibility of class teacher to teach LSE; probably due to the fact that class teachers spend more time with learners and they can easily monitor learners' behavioural changes. However, 30% of the respondents were of the opinion that C.R.E teachers should be in charge of teaching LSE perhaps due to the reality that they were likely to infuse spiritual

values through guidance and counseling programme which were closely related to LSE.

**Table 4.11 Persons responsible of teaching Life Skills Education according to teachers**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
The specific trained teachers on LSE	27	54.0
Class teachers	15	30.0
C.R.E teachers	8	16.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

Findings from Table 4.12 shows that, 4% of the teachers indicated that duration of training in LSE should range between 1-2 weeks, 40% indicated that it should range between 1-3 months while the largest group of respondents (56%) was of the opinion that it should take 4-6 months. This shows that teachers opted to be trained for a longer period than the proposed Ministry of Education duration which is 1-2 weeks maybe on sensitive topics like sexuality.

**Table 4.12 Duration of training in LSE according to teachers.**

<b>Duration</b>	<b>Frequency</b>	<b>Duration</b>
1-2 weeks	2	4.0
1-3 months	20	40.0
4-6 months	28	56.0
<b>Total</b>	50	100.0

During the interview it was established that parents should be involved in the implementation of LSE due to the fact that learners experience challenges at home and within the surroundings. In this context parents may closely examine and rectify their children behaviour where possible. Further, sensitization of LSE campaigns should be initiated to create more awareness to communities to avoid intimidation of LSE teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter summarizes the study findings, draws conclusions and makes recommendations and suggestions for further research.

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

The purpose of the study was to assess factors influencing implementation of Life Skills Education in primary schools, in Starehe sub-county, Nairobi County. The objectives were;- to establish gender influence on the implementation of LSE, investigate the influence of teachers' academic qualification on the implementation of LSE and examine challenges faced by teachers in the implementation of LSE. Descriptive survey research design was adopted in the study. A sample size of 293 pupils in class 7, 55 LSE teachers and 6 head teachers participated in the study making a sample size of 354 respondents. The main instruments for data collection were questionnaires and interviews. The questionnaire had both closed and open ended questions.

#### **5.3 Summary of the major findings**

##### **5.3.1 On the influence of gender on the implementation of LSE.**

The study established that LSE is highly relevant in promoting gender equality. Further it was established that LSE empowers learners (both males and females) to make informed decisions about their own life.

### **5.3.2 On the influence of academic qualification on the implementation of LSE.**

It was established that academic qualification of teachers was crucial in the implementation of LSE. In addition it was found that learners study more from teachers with high academic skills than teachers with low academic skills. Such teachers were role models in their schools and learners.

### **5.3.3 On the challenges encountered by teachers on the implementation of LSE.**

The study established that teachers were faced by a myriad of challenges as they implement LSE. Among them were; inadequate training, lack of confidence to teach sensitive topics like sexuality, fear of intimidation from the community and their religion affiliation as a result of teaching sexuality, insufficient government support, lack of parents support, teachers' resistance due to the already overloaded curriculum, and high teacher; pupil ratio.

## **5.4 Conclusions**

In reference to the study finding, LSE was established to be an imperative subject in primary schools by both learners and teachers since it empowers young people with unique tools for making informed decisions. However, teachers find it difficult to address gender specific content meant for both girls and boys as they implement LSE. There is correlation between teacher academic qualifications and implementation of LSE. Learners learn more from

teachers with high academic skills. Finally, the study established that there are numerous challenges that face teachers as they implement LSE.

### **5.5 Recommendations**

From the findings of the study, the following recommendations were made;

- i. Teachers and head teachers need to be given further training in teaching methodologies in LSE for effective implementation especially on topical issues such as sexuality.
- ii. The community ought to be sensitized on the importance of Life Skills Education as a way of embracing the programme and shunning away intimidation of LSE teachers.
- iii. The Kenya National Examination Council in collaboration with Ministry of Education should ensure that Life Skills Education is examined in the national examinations.
- iv. The government of Kenya should make an initiative of employing more teachers as a way of combating the high teacher; pupil ratio. Teachers view teaching of Life Skills Education as an additional burden on the already over stretched teaching load.

### **5.6 Suggestion for Further Studies**

The researcher suggests studies on:-

- i. A research study on parents' views on the implementation of Life Skills Education.

- ii. A research study on relevance and acceptability of the Life Skills Education program among teachers and learners.

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**APPENDIX I**  
**LETTER TO THE RESPONDENTS**

University of Nairobi  
P.O. Box 30197-00100  
Nairobi.

7<sup>th</sup> January, 2015.

Dear Sir / Madam,

I am a post graduate student in the University of Nairobi, Department of Educational Foundations. Currently, am carrying out a study on factors influencing implementation of Life Skills Education in Public Primary Schools in Starehe sub-County, Nairobi County.

You have been identified to participate in the study by filling in the questionnaire attached as honestly and as correctly as possible. The identity of the respondent will be kept confidential. Do not write your name or sign on the questionnaire.

Thank you.

Yours faithful,

Helen Kamau.

**APPENDIX II**

**QUESTIONNAIRE FOR PUPILS**

This questionnaire is aimed at collecting information about factors that influence implementation of Life Skills Education. Please read the questions carefully and give honest answers. Your answers will be treated with confidentiality. Please tick (√) in the brackets provided. Do not write your name or the name of your school.

1. Your age: \_\_\_\_ years

2. Gender: Boy ( ) Girl ( )

3. Life Skills Education has helped to me to make correct decisions.

Yes ( ) No ( )

4. Boys and girls are given the same activities and responsibilities in the class.

Yes ( ) No ( )

5. Which duties do you do at home after school?

.....

.....

.....

.....

6. Are you taught other subjects during Life Skills Education lesson?

Yes ( ) No ( )

If yes, name the subjects taught

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

7. Social media like televisions present boys and girls in a negative way

Yes ( ) No ( )

8. Teachers give boys more responsibilities in the school Yes ( ) No ( )

9. Teachers interact with boys more often than girls Yes ( ) No ( )

10. Learning Life Skills Education is beneficial to me. Yes ( ) No ( )

II. Life Skills Education is not as important as other subjects Yes ( ) No ( )

12. Teachers avoid teaching some topics in Life Skills Education

Yes ( ) No ( )

If yes, please name the topics.

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

.....  
.....

13. My parents/guardians support learning of Life Skills Education

Yes ( ) No ( )

14. Would you like to continue leaning Life Skills Education? Yes ( ) No ( )

Briefly explain your answer

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

Thank you

**APPENDIX III**  
**QUESTIONNAIRE FOR TEACHERS**

This questionnaire aims at collecting information about factors influencing implementation of Life Skills Education in Public Primary schools in Starehe sub- County, Nairobi County. The information you will provide will be held with total confidentiality. Please respond to all the items by either ticking (√) or filling in the blank spaces next to the item as indicated. Do not write your name or the name of your school anywhere in this questionnaire.

**Section A: Background information**

1. Indicate your gender

Male ( )      Female ( )

2. Indicate your professional qualifications

Certificate      ( ) Please specify.....

Diploma      ( ) Please specify.....

Degree      ( ) Please specify.....

Masters Degree ( )

3. Indicate your highest academic qualifications

O level ( )    A level ( )    others specify.....

4. Please indicate your teaching experience

1-5 years ( ) 6-10 years ( ) 11-20 years ( ) 21-30 years ( )

Over 30 years ( )

5. How long have you taught Life Skills Education?

Less than an year ( ) 1-3 years ( ) 4-5 years ( ) more than 5 years ( )

6. What class level have you taught?

Lower ( ) Upper ( ) Both ( )

7. You are kindly requested to indicate your level of agreement in relation to each of the given item. Please tick (√) in the most appropriate column.

Use the key below when responding.

Key: SA=Strongly Agree; A=Agreed; D=Disagree; SD=Strongly Disagree;  
UD=Undecided.

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>UD</b>
Life Skills Education empowers boys and girls with unique tools for making informed decisions.					
Teachers find it difficult to address gender specific content meant for both girls and boys.					
Socializing agents impose negative gender attitudes to learners.					
Life Skill Education enhances gender equality and is gender sensitive.					
Teachers face gender intimidation when implementing Life Skills Education in the community.					
Traditional gender roles hinder influence implementation of Life Skill Education.					

8. You are kindly requested to indicate your level of agreement in relation to each of the given item. Insert a tick (✓) in the most appropriate column. Use the key below when responding

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

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>UD</b>
The effectiveness of Life Skills Education depend on teachers academic qualification					
Lack of refresher courses in Life Skills Education influence the implementation					
Life Skills education teachers have the required academic and professional qualifications.					
Teachers with high academic skills interact better with pupils.					
Teachers with high academic skills are better equipped with Life Skills Education.					

9. You are kindly requested to state your level of agreement in relation to each of the given item. Insert a tick (√) in the most appropriate column. Use the key below when responding.

Key: SA=strongly agree; A=Agree; D=Disagrees= SD=Strongly Disagree; UD=Undecided.

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>UD</b>
Teachers have confidence and sufficient knowledge to teach all the topics in Life Skills Education.					
Some topics like sexuality and reproduction health brings conflict to the community's beliefs.					
Teachers who have been trained to teach Life Skills Education train other teachers satisfactorily.					
Teachers carry out experiential activities like role play when teaching Life Skill Education.					
High teacher; pupil ratio affects teaching of Life skills Education.					
Time allocated for Life Skills Education is sufficient.					
Content of Life Skill Education syllabus is adequate.					

10. Did you choose to teach Life Skills Education? Yes ( ) No ( )

Please explain your answer whether yes or no



- (a) The specific trained teach trained teachers ( )
- (b) Class teachers ( )
- (c) C.R.E teachers ( )

Thank you for your contribution in this research.

**APPENDIX IV**  
**INTERVIEW GUIDE FOR THE HEAD TEACHERS**

This interview aims at collecting information about factors influencing implementation of Life Skills Education. The information you will provide will be held with total confidentiality. Please give honest answers.

1. Which is your highest academic qualification?
2. Which is your highest professional qualification?
3. Do you think that gender has influence on the implementation of Life Skills Education?
4. Do you think that Life Skills Education curriculum is gender balanced?
5. Do you think that academic qualification of the teacher has any influence on the implementation of Life Skills Education?
- 6 (a) Do teachers report to you problems they encounter in teaching Life Skills Education?  
  
(b) If yes, please specify.
7. What do feel you about teachers who have taught Life Skills Education in different class levels?
8. What are your suggestions on how best to improve Life Skills Education?