

**SCHOOL BASED FACTORS INFLUENCING IMPLEMENTATION OF  
LIFE-SKILLS EDUCATION IN PUBLIC SECONDARY SCHOOLS IN  
KURIA EAST DISTRICT, KENYA**

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**A Research Proposal Submitted in Partial fulfillment of the Requirements  
for the Degree of Master of Education in Education in Emergencies**

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## **DECLARATION**

This research proposal is my original work and has not been presented for the award of a degree in any other university.

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This research proposal has been submitted for examination with our approval as the University Supervisors.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ACCORD</b>	Association for Cooperative Operations Research and Development
<b>FRESH</b>	Focusing Resource on Effective School Health
<b>HIV/AIDS</b>	Human Immune Virus/ Acquired Immuno-Deficiency Syndrome
<b>IDP</b>	Internally Displaced Persons
<b>INSET</b>	In-Service Training for Teachers
<b>KIE</b>	Kenya Institute of Education
<b>KRCS</b>	Kenya Red Cross Societies
<b>LSE</b>	Life-Skills Education
<b>UNICEF</b>	United Nation Children’s Fund
<b>WHO</b>	World Health Organization

## **CHAPTER ONE**

### **INTRODUCTION**

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

Conflict is a manifest in structural inequity and unequal distribution of resources. It is a situation with at least two identifiable groups in conscious opposition to each other as they pursue incompatible goals. Conflicts are common phenomena in many regions of the world, especially in dry lands (Mathew et al., 2009; Sterzel et al., 2012).

(Huho, 2003) asserts that conflict and conflict resolution among pastoralists communities is not a new phenomena, for example in West Pokot County which has been experiencing recurring conflicts, numerous initiatives have been put in place in order to prevent, alleviate or resolve conflicts. Peace building in the county consisted of both peace negotiation conducted by the government, political leaders and sometimes by external parties such as the non-governmental organizations (NGOs) and through grassroots initiatives.

According to People for Rural Change Trust (PRCT), 2013. Conflicts in Kuria East district started in November 2009 with organized cattle raids with teams from both clans and took the dimension of revenge and counter revenge. A report by Office for Coordination and Humanitarian (2009), concurs with the PRCT report by giving the magnitude of the effect of the conflict it asserts that, in 2009, 10,290 persons were displaced, hundreds lost their lives. This has psychological effects on the children since some of them loose loved ones, schools were not left



an touched according to a report given to OCHA by the then District Education Officer 28 primary schools with an enrollment 10,892 students and 271 teachers were closed down, two primary schools were used as IDP camps in addition 58 Early Childhood Development (ECD) centres and six secondary Schools were also affected which brought about a standstill in education. Peace initiatives that have been initiated by the Government through the Provincial Administration and other stakeholders have thus far been ineffective. This is evidenced by more reports by different stakeholders such as IRIN(2012) and Kenya Relief (2013) observes that there were more conflicts in 2012/2013 respectively despite the Kenya government's efforts to stop it.

UNICEF (2007) notes that today children face daunting challenges such as, violence, environmental degradation, poverty and diseases. Beyond reading, writing and arithmetic, a child's ability to navigate these increasingly complex challenges requires a broad set of competencies such as cognitive, social and practical and essential life skills as enshrined in EFA Goal number 6 (Dakar Framework,2000) which is the missing link between conflict and conflict resolution, since despite efforts by governments and non-governmental bodies to broker peace amongst the different groups, Kona (2004) acknowledges that breaking the vicious cycle of conflict in conflicts remains a challenge to most peace building initiatives.

Life skills education enables children and young people to translate knowledge, attitudes and values into action. It promotes the development of a wide range of skills that help children and young people cope effectively with challenges everyday life, enabling them to become socially and psychologically competent.

The term life skills refers to a broad group of psychosocial and interpersonal skills that can help children make informed decision ,communicate effectively and navigate their surroundings.(UNICEF, 2007). By weaving life skills into the fabric of our educational systems, we equip children with necessary tools to cope with challenges and confidently make their way in the world.

According to (UNICEF 2007) life skills education is particularly important in such critical areas such as child protection and emergencies. The goal is to arm the children with every available weapon for their defense in the face of potential harm. At UNICEF it's believed that life skills are part of rights-based approach to learning, children are entitled to quality education that respects their dignity and expands their abilities to live a life they value and transform the societies they live in.

These skills are firmly positioned within the context and framework of several recent global agreements and documents including the World Programme for Human Rights Education, which began in 2005, and World Development Report (WDR), published by the World Bank, which identifies “enhancing capabilities

through life skills education “as one of the three policy directions recommended to assist youth in developing and contributing to society.

Recognizing the critical importance of these skills, the 164 nations committed to Education for All have included life skills as an essential learning outcome for all adolescents and young people. Today, life skills education is offered as part of the formal school curriculum in at least 70 developed countries. By teaching children how to make informed decisions and navigate their way in a world beset by challenges, life skills equip, enable and empower tomorrow’s leaders (<http://www.unicef.org/education>) accessed on 24/07/2013.

According to Kenya Institute of Curriculum Development (KICD, 2008). Life skills education curriculum entailed the following: Knowing and Living with others, which include skills such as effective communication skills, conflict resolution and negotiation skills, skills on friendship Formation, assertiveness and peer pressure resistance Skills; the second category knows and living with oneself includes skills like self awareness, self esteem, coping with emotions and coping with stress. The last category in life-skills curriculum is skills of effective decision making which includes critical thinking, problem solving and decision making. Education system should impart life skills as they can go a long way in preventing youth involvement in violence acts.

Association for Cooperative Operations Research and Development. ACORD, (2007) asserts that during the conflicts in Burundi, boys and girls were enrolled as

combatants by playing on their naivety and their weak capacity for judgments, as far as manipulation and lies are concerned, children were told that life in the rebellion is good, that they would live better there than with their own families, and that they would be paid a salary just like the soldiers in the government army. The violence suffered by these children once they had been enrolled, was without limit, and they had many physical and psychological scars to show for it. A report by Office for Coordination of Humanitarian Affairs, OCHA (2009) shows clearly that in the process of emergencies the impact is hard on children whose education is disrupted, psychologically they become traumatized.

In Kenya during the December 2007, post election violence, youth played a central role. Over 70 percent of the direct perpetrators of the violence were young people, (Educational Development Centre, 2009). It is widely documented that they were largely exploited by politicians to execute violence acts against communities perceived to be outsiders. (Kenya National Commission on Human Rights,2008).Most notably, politicians and local leaders incited and paid armed gangs of youths to engage in looting, rioting, and killing, hence making life skills education more important since it will help them learn how to cope with the mixed emotions and also know how to handle the situation they find themselves in during conflicts. Hence the rationale for choosing Kuria East District, which has been experiencing inter clan conflicts for long.

Minimum Standards for Education (2010) explains that, Education in Emergencies ensures dignity and sustains life by conveying life-saving information to strengthen critical survival skills and coping mechanisms. Education opportunities also mitigate the psychosocial impact of conflict and disasters by strengthening problem solving skills and coping skills, education enables learners to make informed decisions about how to survive and care for themselves and others in dangerous environments, and it can help people think critically about conflicting sources of information.

According to Boler & Aggleton, (2005), greater political commitment at the national level is needed to support research into how life skills can be adopted into the formal curriculum. The formal education system in Kenya has been more concerned with imparting academic knowledge at the expense of skills needed in facing challenges existing in the world today, (Nzomo, 2011). Many young people in school have, therefore fallen victims of negative pressure.

## **1.2 Statement of the Problem**

Kuria district is inhabited by two clans of the Kuria people; the two clans have experienced inter-clan conflict that dates since time immemorial; largely being triggered by cattle raids. Though there have been numerous concerted efforts to addressing the situation. (Catholic Justice and Peace commission, 2013). George Chacha of PRCT in his report acknowledges that in 2009, Kenya Human Rights Commission brought together administrators, civic leaders religious leaders and

District Peace Committees were formed with representation from both clans, relevant training and skills in peace building and conflict resolutions were given to them. A cultural day of peace was organized involving the warring communities. Hence IRIN (2012) and Kenya Relief (2013) observe that there were more conflicts in 2012/2013 respectively despite the Kenya government's efforts to stop it.

The Kenya Red Cross (2013) estimated that 6,290 persons were displaced and 117 people have lost their lives as a result of inter-clan clashes since. The District Education Officer in Kuria East reported that 28 primary schools were affected in the district with a total enrolment of 10,892 student and 271 teachers. In addition, 58 Early Childhood. Development (ECD) centres and 6 Secondary schools have also been affected.

Although life skills education has been implemented in schools in Kuria East District, students and their teachers continue to be the key players in perennial armed conflicts pitting the two major clans, (IRIN, 2009).

The implementation of Life-Skills has become a major issue of concern among many education stakeholders in Kenya. Ngugi, (2006), notes that teachers experienced difficulties in mainstreaming life skills education in to the curriculum, and strongly recommends the teaching of Life Skills as a discipline in school.

Studies in Kwale district, however, showed that a majority of teachers lacked the training necessary to enable them create a linkage between Life-Skills education other career subject, (Kimuru, 2008). Although other studies have been conducted on the challenges facing the implementation of life skills education in secondary school in Kenya, (Abobo, 2011), no study has been conducted on the same in Kuria East District, thus the need for this study.

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

The purpose of the study is to determine the factors influencing implementation of Life-Skills Education in public secondary schools in Kuria East District, Kenya.

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

The specific objectives of the study will be to:

1. To establish how high enrollment in schools affects the implementation of LSE in public Secondary Schools in Kuria East District.
2. To examine how the availability of instructional resources influences the implementation of LSE in public secondary schools in Kuria East District.
3. To determine the effect of teaching methods on effective implementation of Life Skills Education in public secondary schools in Kuria East District.
4. To find out how teachers' training affects the implementation of life skills education in public secondary schools in Kuria East District.

## **1.5 Research Questions**

The following research questions will guide the researcher in the study:

- i. To what extent has high enrollment affected the implementation of LSE in the secondary schools in Kuria East District?
- ii. What is the influence of availability of Teaching and learning materials on implementation of life skills education in Kuria East District?
- iii. To what extent has the teaching methods affected effective implementation of Life Skills Education in public secondary schools in Kuria East District?
- iv. How does the teachers' training affect the implementation of Life Skills in your school

## **1.6 Significance of the Study**

Since education for Life-Skills is important, considering its importance in conflict resolution, the findings of the study will guide the officials from the Kenya Institute of Curriculum Development on ways of improving the implementation of LSE as a strategy to reducing conflicts in Kenya. The information from this study will also be useful to the Ministry of Education when organizing the INSET programmes for schools. It will also be useful to humanitarian organizations at large since it will make them aware of the missing bits in solving conflicts amicably. The study would also help Education in Emergency specialists in developing their areas of focus in their courses.



### **1.7 Limitations**

Limitations are conditions beyond the control of the researcher that could restrict the conclusions of the study and the application of other institutions, (Kavulya, 200). Being fact that the researcher will not be able to control the views of the respondents, this may affect the validity of the responses. Fear of victimization by higher authority in schools where life skills education is not taught adequately could also limit the responses, though a high level of confidentiality is assured, (Best, 1988).

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

Delimitations is a process of reducing the study population and areas to be surveyed to a manageable size, (Mulusa, 1988). The study will focus on Kuria East District only. It will involve public secondary school teachers and students because they provide a range of categories from provincial, district boarding to district day secondary schools. The study will focus on learners from all forms.

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

The study will be based on the following basic assumptions:

- i) That the respondents for the study are willing to cooperate and give truthful and sincere answers to the tests that questionnaire items that will adequately evaluate the instruments.
- ii) That all schools have at least one teacher teaching life skills as a subject of interest to the researcher.

- iii) That the respondents gave honest and valuable information as required by the researcher.

### **1.10 Definitions of Significant Terms**

**Attitude** Refers to way of behaving towards life skills because of the feelings or opinions about life skills.

**Resources** Refer to sources of information for teachers and learners.

**Training** Refers to the process of teachers learning the required skills in order to teach life skill efficiently.

**Conflict** Refers to a situation in which groups of people are involved in serious disagreement or argument.

**Decision-making** refers to the process of deciding about something important in an organization.

**Life Skills Education** refers to a structured programme of needs and outcomes based particularly on learning that aims to increase positive and adaptive behavior by assisting students to develop and practice psychosocial skills that minimize risk factors and maximize protective factors.

**Assertiveness** Refers to the process of students expressing opinions or desires strongly and with confidence, so that people can take notice.

### **1.11 Organization of the Study**

The study comprises of five chapters: chapter one consist of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations, delimitations, assumptions of the study and definition of significant terms. Chapter two covers review of literature related to the study, conceptual framework and the theoretical framework. Chapter three is on the research methodology which includes the research design, target population, sample size and sampling procedures, research instruments, data collection procedure and data analysis techniques. Chapter four of the study will deal with details on data collection, data organization, analysis and presentation, while chapter five will focus on summary of the findings, conclusions and recommendations for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section contains reviewed literature on the concept of life skills, effects of free secondary education on life skills implementation, influence of teaching learning resources on implementation of LSE, effects of teacher training on implementation of LSE and influence of teaching methodology on implementation of LSE, summary of literature review and theoretical framework showing the interactive relationships.

#### **2.1 Concept of Life Skills and safety**

KIE, (2002), defines life skills as the abilities which enables an individual develop adaptive and positive behavior so comprehensive behavior change approach that focuses on the development of the whole individual, it seeks to fulfill objectives such as helping learners develop self awareness, assertiveness, communicate effectively, relate meaningfully with others, and avoid risky behaviour. According to (UNICEF, 2009), life skills education is the existence of a balance of three components: knowledge or information, attitudes and values and Life Skill as the most effective method of developing and changing behavior. UNICEF, (1999), opines that life skills are essential for immediate and long-term survival of the child, providing the essential knowledge and skills that enable children and youth to cope with emergencies during conflict. The report further asserts that LSE has a critical role to play in preventing emergencies especially complex ones. It can

serve to prevent war and foster peaceful society, and contributes to controls on some natural disasters and practices that encourage environmental degradation, which are some of the issues that propagate conflicts.

## **2.2 High enrollment in schools and the Implementation of LSE in Public Secondary Schools.**

Globally life skills education has been taken for granted (WHO, 1997). The formal education system has been more concerned with imparting academic knowledge at the expense of preparing young people with skills needed in facing challenges existing in the world today (Nzomo,2011). Prinsoloo's (2007) in South Africa also notes that overcrowding in the classrooms acts as a barrier in the process of teaching curriculum subjects. Prinsoloo quotes one teacher involved in his study on the implementation of Life skills as arguing that 'to teach 40 or more learners at the same time in a short period is a difficult task'. This comment reveals a perception that teachers feel that they are not always able to create an atmosphere of personal trust between themselves and all the learners in their class.

Kadzamira. (2006) notes that the working environment in the majority of schools in Malawi is 'deplorable with dilapidated school structures and large class sizes. These daunting conditions contribute to teacher discontentment with their work' the low morale of teachers may affect their performance and consequently affect the implementation of any curriculum subject including life skill education.

According to Gachuhi (1999), in Uganda the curriculum was already crowded due to high enrolments; there was no adequate time to teach life skills education and thus was difficult to insert in the teaching timetable. 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.

In a study by Musau, (2007), it was cited that in Kenya, teachers are not able to balance their teaching time with life skills education because of too much work load as much of the time was used in an effort to try and cover the wide syllabus. An assessment report by (UNESCO, 2005) discovered that the large class due to Free Secondary Education has made it difficult to give attention to all the learners. It takes longer to mark books due to the increased number of students; this has left no time for teachers to even complete examinable subjects let alone the non-examinable ones. Many teachers agreed to having to do double work of what they used to do before. (Sunday Nation, 27th Dec 2011). It is therefore within the scope of this study to determine whether the reported shortage of teachers and a big classroom population has any influence on the implementation of life skills education in Kuria East and what the administrators are doing to make sure the programme is well implemented.

### **2.3 Availability of Teaching and Learning Materials and the Implementation of LSE.**

Resource materials and facilities influence the implementation of a curriculum in that the availability and quality of resource materials and facilities have a great influence on curriculum implementation (Whitaker, 1993). Kadzamira (2006) indicates that schools in Malawi face the challenge of lack of teaching and learning materials. Lowe (2008) also found that there were not enough textbooks on life skills in schools he studied in Zomba district in Malawi.

According to the life skill education guide (1995), a variety of new materials need to be in place before a programme can be implemented in form of books, videos tapes, pamphlets and so on. A wide variety of teaching materials are evidently used in Europe to teach life skills from traditional teaching to peer education, visual and mass media games, videos, CD ROMs and theatre.

According to Riungu (2008), there is a high need for life skills materials in schools in Kenya as those available are inadequate and most of them are only based on HIV and AIDS and sexuality and yet life skills education covers a wide range of disciplines including conflict resolution and negotiation skills. This could be because life skills education being a non examinable subject, publishers may not have seen the need to publish books and other materials since the demand is low.

## **2.4 Teaching Methods and Effective Implementation of Life Skills Education.**

The success of any programme will depend on a greater extent on the methods and materials used to put the ideas across in the implementation of a programme. (Beverly, 2005. KIE, (2010) in the paper presented during the orientation of curriculum developers on life skills. States that how well information flow from the facilitator to the recipient depends on whether the information has been internalized or not hence good teaching methods has to be that that leads to change of behavior and attitude and the attainment of skills. Life skills teaching method however, a didactic approach is used in many parts of the world including Europe despite students' preference on interactive methods.

Chirwa, G.W (2009) Explains that in Malawi a research done in Zomba District shows that the Cascade model of training leaves the responsibility of training life skills' teachers to school principals who are not subject specialists' this adds to their already highly pressured roles in terms of managing their school The inaccessible language used within the teacher guide contributes to the omission of areas of the curriculum by teachers who struggle to understand and teach certain topics.

Gachuhi (1999) reporting on Zimbabwe's life skills education indicated that only one third of the teachers had received any in service training, the same fraction of teachers was unfamiliar with experimental learning and participatory method.

Dr. Asna Husin, (2003) Explains that the best method of teaching life skills education should be learner centred and should help bring about positive behavior



change. The methods that bring the best results are: debate, role play, brainstorm, storytelling, songs and dances, case studies, miming, poetry and recitals. Methods that lead to critical skills are; whole class discussions, question and answer, small group discussions, buzz group projects, which are learner centered, and yet most teachers were trained on the traditional methods of teaching which are teacher centered.

According to Riungu (2008). Most teachers had not received training on how they can teach life skills education. Poorly prepared staff was seen to only mess up the programme considering that life skills education is extremely sensitive and sometimes controversial. (Resource Guide 2003).

### **2.5 Teachers' Training and the Implementation of LSE**

A study carried out in South Africa on Life skills education indicated that teachers lacked participatory methods to ensure effective learning and there was little understanding of the importance role life skills play in the development of young people. It was felt that further training in these techniques and opportunities to utilize them through classroom experience was required. (Riga, 2005).

Chirwa, G.W (2009), explains that in Malawi, resources and learning versus the training of life skills curriculum to teachers is done only in two days. This short duration of the training is not sufficient to develop understanding of the content and empower teachers to mediate sensitive topics with confidence. This model of

training also undermines professional responsibility of each teacher to empower themselves to become subject experts in the subjects they teach.

Research also indicates that the short duration of training on LSE provided the teachers with insufficient understanding of the content to enable them facilitate sensitive topics with confidence, especially those that touched on them or their students, (Chirwa, 2009). The study also shows that training that was cascaded through school principals posed difficulty in producing life skills teachers due to the fact that principals not only were not subject specialists, but also already had highly pressured roles in managing schools, (Chirwa, 2009).

According to Riga, (2005), teachers needed further training and adequate time to enable them utilize the life skills materials provided to them and to use participatory methods of instruction in class. Gachuhi, (1999), suggests that longer initial training be provided and more days be allocated for refresher training courses for teachers. According to K.I.E, (2006), the development of life skills curriculum support materials and proper training of teachers in the use of learner centered teaching methods is crucial in enhancing efficient delivery of content. Hence necessitating the need for a study in Kuria East District on the same.

## **2.6 Summary of Literature Review**

This chapter has explored literature related to the study. The chapter is subdivided into the concepts of Life Skills, effect of high enrollment in schools on

the Implementation of LSE in Public Secondary Schools., the Influence of Availability of Teaching and Learning Materials Such as Books on the Implementation of LSE, effect of Teaching Methods on Effective Implementation of Life Skills Education, effects of Teachers' Training on the Implementation of LSE, summary of literature review and theoretical framework showing the interactive relationship.

Studies have been conducted in various parts of Kenya for example. Kwale district which reveal that a majority of teachers lacked the training necessary to enable them create a linkage between Life Skills education other career subject, (Kimuru, 2008). While studies conducted in Trans-Nzoia East District have revealed inadequate resources, insufficient teacher training, poor teacher perception of life skills as major challenges facing the implementation of life skills education in secondary school Abobo, (2011), no study has been conducted on the same in Kuria East District, thus necessitating the need for the study of Factors influencing the Implementation of life skills education in Kuria East District.

## **2.7 Theoretical Framework.**

The study will be founded on the Conflict Theory which states that society or an organization functions so that each individual participant and its groups struggle to maximize their benefits, which inevitably contributes to social change such as political changes and revolutions.

While conflict theory successfully describes instances where conflict occurs between groups of people, for a variety of reasons, it is questionable whether it represents the ideal human society.

In understanding conflict theory, competition between social classes plays a key part. The following are four primary assumptions of modern conflict theory.

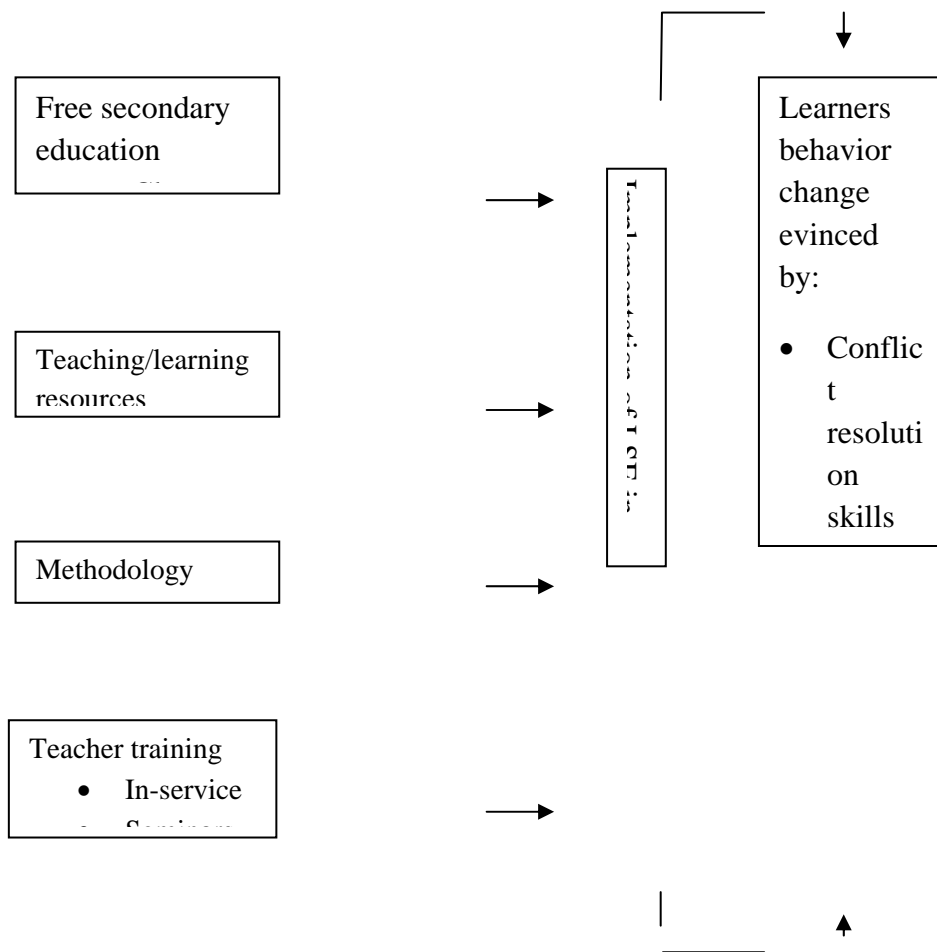
Competition-competition over scarce resources is at the heart of all social relationships.

Structural inequality-Inequalities in power and reward are built into all social structures. Individual and groups that benefit from any particular structure strive to see it maintained.

Conflict theory is significant in this study because it introduces the idea that conflict is a function of oppression. The norms and values of the powerful dictate the definition of conflict and the appropriate punishment. This theory has the assumption that conflict sometimes is a result of competition for resources or oppression of some groups of people by another or a certain class of people by another which often results to people agitating rights and quite commonly resulting to conflicts.

## Conceptual Framework

**Figure 2.7.1. Inter relationships of inputs for life skills education and the implementation process**



The independent variables are free secondary education, teaching and learning resources, teacher training and methods used in teaching life skills, the actual implementation through teaching of the LSE in the schools forms the dependent variables. The outcome of this becomes evident by marked behavior changes in the learners.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

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

#### **3.2 Research Design**

The research design to be used will be descriptive survey. According to Sapford, (2007), descriptive survey is the collection of qualified data for a population for the purpose of descriptions or to identify variations between variables that may point to causal relationships. The design will be used to find out factors influencing the implementation of life skills education in public secondary schools in Kuria East District. The design will be suitable for fact finding as it will capture varied options and views held at a given time. The study allows the generalization of findings from a sample to a wider representation of the population.

### **3.3 Target Population**

Kuria East District has 12 public secondary schools. The target population will include all the 12 principals, 48 teachers who will represent the informed specialists and 386 students who will represent direct consumers of life skills education programme. In descriptive studies two categories of respondents are crucial, that is the informed specialist and the consumers of the particular intervention.

### **3.4 Sample Size and Sampling Procedure**

There are 12 public secondary schools in Kuria East District with 187 teachers, (Kuria East District Education Office, 2013).

The entire population of principals in the twelve public secondary schools in Kuria East District will take part in the study since the schools are few. The principals will be chosen for the study because they are the persons involved directly in the day to day management and administration of the schools. From each school, there will be at least four teachers from each school making a total of 48 teachers who teach life skills in at least each class who will represent the other streams. The LSE teachers will be purposively selected because they are the ones handling the subject and are better placed to give correct information on student participation. Due to the nature of this study involving in-depth, guided information, the sample for the students will consist 10% of the student's total population of 3860 from form 1 to 4 so as to get views from the lower and upper

forms. Simple random sampling will be used to sample learners from the four selected classes from the respective schools thus obtain 386 students.

### **3.5 Research Instruments**

Data collection instruments will include self administered questionnaires and interview schedules to gather data for the study. There will be three sets of questionnaires, that for the principal, teachers and for the students. Questionnaires are a fast way of obtaining data as compared to other instruments (Mugenda and Mugenda, 2003). Questionnaires give the researcher comprehensive data on a wide range of factors. Both open-ended and closed ended items will be used. Questionnaires allow greater uniformity in the way questions are asked, ensuring greater compatibility in responses.

The questionnaires will be in two parts; part A and part B. Part A will comprise of personal data such as teachers details, details on the gender, age and teaching experience; Part B will comprise of contextual data with open ended questions which will seek information of the approaches used in teaching life skills, availability and adequacy teaching/learning materials and the activities they involve the learners in while teaching students, the kind of training the teachers have received on how to teach LSE. The students questionnaires will be intended to collect data on student's views g on the adequacy of teaching learning materials, these questions will be expressed on five point scale on their feelings about the teaching of life skills education. The five scale points are; strongly agree



(5), agree (4), undecided (3), disagree (2), strongly disagree (1). The questionnaires will be modified from instruments developed by Mugenda and Mugenda, (2020), with some modification and additions guided by the review of the literature and the researcher's experience with the context of the study.

The interview schedules will be used for Principles to guide the interview on the school based factors affecting the implementation of life skills education in Kuria East. The interview guide contains items covering all the four objectives of the study.

### **3.5.1 Piloting of research instrument**

Research instrument will be administered to three schools among 24 teachers and three principles. These schools will be from the neighboring district of Kuria West with similar characteristics. Based on the analysis of the pilot study the researcher will be able to make corrections, adjustments and additions to the instruments.

### **3.5.1 Instrument Validity**

Validity is the accuracy and meaningfulness of inferences which are based on the research results. (Mugenda and Mugenda, 2002). The researcher will use content validity, which means the extent to which a measuring instrument provides adequate coverage of the topic under study. (Kothari, 2005). To enhance validity of the questionnaires, expert opinion will be sought from lecturers in the

Department of Educational Administration on validity of the topic under study and on the legibility of the questions for data collection.

The instrument will be pre-tested in a few selected public secondary schools in Kuria West district which will not participate in the final study. These districts have similar characteristics as those of the district under the main study. The pre-test will be done in three schools. The sample will comprise of three principals, nine teachers and 24 students. Modifications will be made on the instruments while formulating the final copies.

### **3.5.2 Instrument Reliability**

Mugenda and Mugenda, (2003), define reliability as the measure of the degree to which a research instrument yields consistent results or data after repeated trials. To test for reliability of the instruments, the researcher will use a test-retest technique. An appropriate sample will be identified in Kuria West which is outside the study sample. The developed tools administered to them. The answered questions will be scored. The same questions will be administered to the same group of subjects after a period of time. The data obtained from the analysis will represent the phenomena under study. The two sets will be correlated using the Pearson Product Moment Correlation Coefficient formulae indicated below.

$$R = \frac{\sum xy - (\sum x)(\sum y)}{N}$$

$$\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right) - \left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}$$

The value to determine reliability was 0.05.

### **3.6 Data Collection Procedures**

Kombo & Tromp, (2006), defines data collection as gathering of information to serve or prove some facts. After the defense and approval of the proposal, the researcher will be issued a letter from the University to seek a research permit from the National Council for Science and Technology. After obtaining the permit, the researcher will make preliminary arrangements with the school principals two weeks before the material day, in order to create sufficient rapport with the respondents, raise their confidence and awareness as to the nature and purpose of the study, as well as inform them of their freedom to make informed choice. Data will be collected concurrently in all sampled schools using qualitative data collection methods.

### **3.7 Data Analysis Techniques**

Analysis will start with editing the collected information. Raw data will be sorted, checked to establish accuracy, usefulness and completeness. The data will then be sorted, coded and arranged serially to make it easy to identify. The coded data will be entered in the computer for analysis using the Statistical package for Social Sciences (SPSS) version 17.0 computer software. Quantitative data will be

analyzed through descriptive statistics using frequencies and percentages. Qualitative data will be analyzed by arranging them according to the research questions and objectives. Data will be analyzed and recorded using frequency distribution and percentages as Borge and Gall (1993) argues that most used and understood standard proportions are the percentage. The likart scale question will also be used to analyze the mean score and standard deviation. The findings will be presented in tables, figures and charts.

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## **APPENDICES**

### **APPENDIX: A**

#### **INTRODUCTORY LETTER TO THE PRINCIPAL**

University of Nairobi,  
Department of Education Administration and Planning,  
P.O Box 92, KIKUYU.  
October 2013.

Dear Sir/ Madam,

RE: RESEARCH ON SCHOOL BASED FACTORS INFLUENCING THE  
IMPLEMENTATION OF LIFE SKILLS EDUCATION IN PUBLIC  
SECONDARY SCHOOLS IN KURIA EAST DISTRICT, MIGORI COUNTY.

I am a MED student in the University of Nairobi, pursuing a Masters of Education in Education in Emergencies. I am conducting a research on the above mentioned topic.

Your School has been selected to participate in this study. I hereby humbly request your office to accord the study any assistance that will make the study a success.

Your assistance will help generate information that will help in improving the implementation of life skills education as a means of conflict resolution in Kuria East District and Kenya at large.

Yours faithfully,

Everlyne Mwita.



**APPENDIX B**

**QUESTIONNAIRE FOR SCHOOL PRINCIPALS**

INSTRUCTION: The purpose of this questionnaire is to gather information on the School Based factors influencing the implementation of LSE in Kuria East District, Migori County. Kindly respond to each question by ticking (/) the appropriate response or by giving your own opinion as honestly as possible.

**SECTION A: BACKGROUND INFORMATION**

**PART 1: Respondents personal information**

1. Name (optional).....2. Gender: (optional):

Female Male

3. Kindly tick (/) against the professional qualification that best describes yours:

Masters Degree                      Bachelor of Education                      Diploma in Education

Others

(specify).....

4. How long have you been the principal of this school?

Under 1 year                      1-5 years                      6-10 years                      Over 10 years

**PART 2: Details on the school**

5. Name of the School.....6. Zone.....

6. School type: (Tick against each relevant category).

Girls            Boys            Mixed            Day            Boarding

7. School size: No. of classes.....Streams.....Students enrolment.....  
Girls..... Boys

**SECTION B: This section seeks your opinion on school based factors influencing the implementation of LSE in your School.**

i.            **PART 1: High Enrollment and the Implementation of LSE in Public Secondary Schools**

How many students do you have per stream? \_\_\_\_\_.

8. Does the number of students in class have an effect on the implementation of LSE? YES/NO. If yes, what are the effects?

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9. Is LSE taught in your school? YES/NO. If yes, is it taught as a subject on its own? \_\_\_\_\_.

10. Are there teachers handling LSE in your school? YES/NO. If yes, how adequate are LSE teachers in your school?

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**PART 2: Availability of Teaching and Learning Materials and the Implementation of LSE.**

Please circle the number that best describes your feelings about LSE materials.

1=strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree.

11. Learning/teaching materials are adequate.

1 2 3 4 5

12. The materials are relevant to teaching LSE as a conflict management strategy.

1 2 3 4 5

14. The materials need improvement.

1 2 3 4 5

**PART 3: Teaching Methods and Effective Implementation of Life Skills Education.**

15. Are they trained on the methodologies of teaching LSE? YES/NO.

16. What approaches do your teachers use in teaching LSE?

\_\_\_\_\_.

17. Are the methods used by your teachers effective in delivering LSE? YES/NO.

18. What activities are the students involved in during the LSE lessons?

\_\_\_\_\_.

**PART 4: Teachers' Training and the Implementation of LSE.**

19. Have you ever attended training on implementation of LSE? YES/NO. If yes, what is the nature of training have you attended on LSE?

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

20. Have teachers in your school attended training on teaching of LSE? YES/NO. If yes, how has the training enabled them to implement LSE?

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

21. How has the in-service training influenced the implementation of life skills education in your school?

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

**APPENDIX C**

**QUESTIONNAIRE FOR THE TEACHERS**

INSTRUCTION: The purpose of this questionnaire is to gather information on the factors influencing the implementation of LSE in Kuria East District, Migori County. Kindly respond to each question by ticking (/) the appropriate response or by giving your own opinion as honestly as possible.

**SECTION A: BACKGROUND INFORMATION**

**PART 1: Respondents personal information**

1. Name (optional).....2. Gender: (optional):  
Female Male

3. Kindly tick (/) against the professional qualification that best describes yours:

Masters Degree                      Bachelor of Education                      Diploma in  
Education

Others  
(specify).....

4. How long have you been a teacher in this school?

Under 1 year                      1-5 years                      6-10 years                      over 10 years

**PART 2: Details on the school**

5. Name of the School.....

6. Zone.....

7. How long has it been in existence?

Under 1 year          1-5 years          6-10 years          over 10 years

8. School type: (Tick (/) against each relevant category).

Girls          Boys          Mixed          Day          Boarding

9. School size: No. of classes.....Streams.....Students enrolment.....Girls.....Boys

**SECTION B: This section seeks your opinion on school based factors influencing the implementation of LSE in your School.**

**PART 1: High Enrollment and the Implementation of LSE in Public Secondary Schools.**

How many students are there per stream? \_\_\_\_\_.

10. Does the number of students in class have an effect on the implementation of LSE? YES/NO. If yes, what are the effects? \_\_\_\_\_.

11. How many teachers are handling LSE? \_\_\_\_\_.

12. How many LSE lessons do you teach in a week?\_\_\_\_\_.

**PART 2: Availability of Teaching and Learning Materials and the Implementation of LSE.**

Please circle the number that best describes your feelings about LSE materials.

1=strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree.

13. Learning/teaching materials are adequate.

1 2 3 4 5

14. The materials are relevant to teaching LSE as a conflict management strategy.

1 2 3 4 5

15. The materials need improvement.

1 2 3 4 5

**PART 3: Teaching Methods and Effective Implementation of Life Skills Education.**

16. What approaches do you use in teaching LSE?\_\_\_\_\_.

17. What activities are the students involved in during the LSE lessons?\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

18. Are you trained on the methodologies of teaching LSE? YES/NO.

19. Are the methods you use in teaching effective in delivering LSE? YES/NO.

**PART 4: Teachers' Training and the Implementation of LSE.**

20. Have you ever attended training on implementation of LSE? YES/NO. If yes, how has the training helped you in teaching LSE in your school?

21. How many of you have attended training on teaching of LSE? \_\_\_\_\_.

22. How has the in-service training influenced the implementation of life skills education in your school? \_\_\_\_\_.





8. School type: (Tick (/) against each relevant category).

Girls            Boys            Mixed            Day            Boarding

9. School size: No. of classes.....Streams.....Students enrolment.....

Girls..... Boys

Boys            Mixed            Day            Boarding

9. School size: No. of classes .....Streams ..... Students' enrolment

.....Girls .....Boys

**SECTION B: This section seeks your opinion on school based factors influencing the implementation of LSE in your School.**

**PART 1: High Enrollment and the Implementation of LSE in Public Secondary Schools.**

10. How many students are you in your class? \_\_\_\_\_.

11. How many teachers are handling LSE? \_\_\_\_\_.

12. How many LSE lessons do you have in a week? \_\_\_\_\_.

**PART 2: Availability of Teaching and Learning Materials and the Implementation of LSE.**

Please circle the number that best describes your feelings about LSE materials.

1=strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree.

13. Learning/teaching materials are adequate.

1 2 3 4 5

14. The materials are relevant to teaching LSE as a conflict management strategy.

1 2 3 4 5

15. The materials need improvement.

1 2 3 4 5

**PART 3: Teaching Methods and Effective Implementation of Life Skills**

**Education.**

16. Do you understand the concept of LSE? YES/NO

17. What activities are you involved in during the LSE lessons?

\_\_\_\_\_.

18. Are there any practical activities that you participate in as part of LSE lessons? YES/NO. If yes name some of the

activities.\_\_\_\_\_

\_\_\_\_\_.

19. Does LSE give you enough skills to curb the ongoing conflicts in your District? YES/NO.

**THANK YOU FOR YOUR COOPERATION**