FACTORS INFLUENCING THE IMPLEMENTATION OF LIFE SKILL EDUCATION CURRICULUM IN SECONDARY SCHOOLS IN KENYA: A CASE OF MURANG'A COUNTY

BY

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DECLARATION

This project is an output of my effort, and it has not been submitted to any college, university or any institution for any academic awards.

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This project has been submitted for examination with my approval as the university supervisor.

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DEDICATION

I dedicate this work to my dear grandmother, Virginia Wanjiru Chege who has been a constant source of inspiration in my education life. She has given me the drive and discipline to tackle any task with enthusiasm and determination. Without her love and support this project report would not have been possible.

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TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

HIV	Human Immuno-Deficiency Virus
AIDS	Acquired Immuno-Deficiency Syndrome
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Emergency Funds
WHO	World Health Organization
UNAIDS	United Nations Agency for International Development
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
KIE	Kenya Institute of Education; now called KICD-Kenya Institute of Curriculum Development
MoE	Ministry of Education; now called MoEST-Ministry of Education, Science and Technology.
LSE	Life Skill Education
FHI	Family Health International; now called FHI360
QASO	Quality Assessment and Standards Office
RoK	Republic of Kenya
LISP	Life Skills Promoters
STI	Sexually Transmitted Infections
SPSS	Statistical Package for Social Science

ABSTRACT

Any particular education system ought to be revised regularly to bring out general improvements in the education system which can in this case be a major driving force to curriculum reforms in schools. This study sought to investigate the factors influencing the implementation of life skill education curriculum in secondary schools with Murang'a County as the case study. Government's effort to use strategies such as LSE curriculum as a control measure to curb rise of psycho-social challenges facing children and teenagers in schools today is a well calculated move; but unless proper measures are put in place to evaluate the factors influencing the implementation process, the intended objectives of the LSE curriculum may not be realized. Despite the efforts made by the government in the recent past to equip young people with the life skills through the LSE Curriculum, youths in schools continue to succumb to the psycho-social challenges such as drug and substance abuse, early marriages, unfocused relationships resulting to high rate of HIV infections, teenage pregnancies, increased school dropout, increase in indiscipline cases in schools, and poor academic performances. The purpose of this study was to assess factors influencing implementation of the LSE curriculum in secondary schools in Murang'a County by establishing if adequacy in educational resources, teachers' level of preparedness, teachers' attitude and government support influence the implementation of the LSE curriculum in secondary schools. The study was based on Gross's (1971) LOC Model. The study adopted a descriptive design where it involved 20 school principals/administrators from 20 schools and 80 teachers (4 from each sampled school). Purposive sampling technique was used to select the school principals/administrators while simple random technique was employed to select the teachers to be included in the study population. In this case, questionnaires and interviews were the main methods for data collection. Further, quantitative data was collected and analyzed for descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS). The qualitative data was first grouped into subtopics and coded into the SPSS software for further descriptive statistics. The findings made in this study were presented by use of frequency tables, pie charts and graph. The study findings revealed that teachers were insufficiently trained; a significant number of teachers had a negative attitude towards LSE curriculum in secondary schools; materials and resources in support of the LSE curriculum implementation in secondary schools were scantily available and that the government support towards implementation of the LSE curriculum in secondary schools was insufficient. The study concluded that the major cause of poor implementation of the LSE curriculum in secondary schools in Kenya was: insufficient training of teachers, inadequate materials and resources, negative attitude of the teachers and inadequate government support. The study recommended KIE and the Ministry of education to engage teachers in intensive pre-service and in-service training on LSE implementation to boost their skills and knowledge; KIE and the Ministry of Education intensify awareness of LSE through media and other platforms such as social media; KIE to produce more LSE books and ensure that they are equally supplied to all schools across the country; Schools heads; principals/administrators to offer more support to the teachers by providing enough LSE materials, frequently organizing LSE seminars and workshops for the teachers every term, funding as well as offering moral support to the teachers so as to oversee proper implementation of the LSE curriculum and principals/administrators to develop internal policies to help the teachers strike a balance between the examinable and non-examinable subjects.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education in any form shapes the destiny of the society; and today education is considered a critical software for development (Kafu, 2006); but for it to play this role effectively, there must be a cadre of competent teachers. The dynamic nature of the environment in which education process takes place has meant that educational institutions and their curricula must be transformed regularly in order to remain relevant and useful to the Kenyan society (Chemwile & Simiyu 2006); efforts to change the process of education have aimed at improving its effectiveness.

There are many challenges facing children and the youth as a result of the fast changing world. These include negative peer pressure, gender bias, early sexual debut, early marriages, teenage pregnancies, indiscipline and school unrest, poor career choices, continued school dropout, drug and substance abuse, rape, incest, suicide, HIV and AIDS pandemic (KIE, 2002b), poor academic performance and loss of valuable employment among others.

In the year 2009, UNESCO in support of the UNICEF, WHO, UNAIDS and UNFPA developed and published two volumes of the *International Technical Guidance on Sexuality Education: An evidence-informed approach for schools, teachers and health educators* that were to act as guidance in promoting life skill education amongst children and adolescents in the different parts of the world (UNESCO, 2009). These publications involved inputs and consultations made from a wide range of the civil organizations and governments across the world. They were like a sort of a guidance for the international standards on life skill education and largely emphasized on

values, skills and information vital to children and adults of ages of between five and eighteen years (Karibu & Orphinas, 2009).

In the recent past, the guidance has been rolled out to national, regional and to even international levels with the support of the different partners. In Kenya, a concept note was issued by the MoE in support of the document and to announce the ministerial support for the USAID, UNESCO and FHI in working towards the full implementation of the International Technical guidance in all parts of Kenya (Karibu & Orphinas, 2009). One of the major reasons as to why the ministry of education in Kenya has highly supported the *International Technical Guidance* is following the increase in the number of Kenyan youths and adolescents with HIV infections, teen pregnancies as well as reproductive health issues (Nzioka, 2004), a great threat to the life of the young generation as well as the future of Kenya as a nation. In this regard, the life skill education has been highly directed to the secondary schools so as to influence the youth behaviors in a way that adequately improves their knowledge on sexual and reproductive health issues (KIE, 2008).

Failure to equip the young people with the needed life skills can have vital implications to both individuals as well as the entire nation. This is because young people make up a substantial portion of the overall Kenyan population with approximately 43 percent of them being below 15 years (Central Bereau of Statistics, 2006). The choices made by these young boys and girls as they mature have vital implication not only on their future but also the future of Kenya and more so the Kenyan economy (Central Bureau of Statistics, 2006).

1.2 Problem Statement

Life skills education was introduced in secondary schools in Kenya in the year 2008 by the Ministry of Education (KIE, 2008). According to Wanjama et al. (2010), the revised curriculum in Kenyan secondary schools infused Life Skills education in subjects like Christian Religious Education (CRE), English, and History and government. The major reason for the introduction of LSE curriculum in secondary schools was to equip the students with psychosocial competencies that would help them make informed decisions, solve problems, think creatively and critically, communicate effectively, build health relationships, empathize with those in need and manage their life in a healthy and productive manner including the fight against HIV and AIDS infections (Chamba, 2009). Further, the government had to pin the LSE curriculum in secondary schools to help improve the students' indiscipline cases, improve their academic performances, reduce the dropout rate, enhance social relationships, create positive behavior change, reduce risky behaviors, have responsibility in making decisions and also have same grounds of resistance to peer influence (KIE, 2008).

However, despite all the efforts made by the government as far as life skill education in secondary schools is concerned, teenagers continue to fall victims and succumb to psycho-social challenges such as alcohol and drug abuse; unfocused social relationships that result to HIV infections, teenage pregnancies and school dropout; indiscipline; negative peer influence and poor academic performance (Wachira et.al., 2010). This study seeks to investigate why psycho-social challenges continues to remain adamant in youths and teenagers in secondary schools in Murang'a County hence establishing the factors influencing the implementation of life skill education curriculum in secondary schools within Murang'a County.

1.3 Purpose of the study

This study was initiated with the overall purpose of assessing the factors influencing the implementation of life skill education curriculum in secondary schools in Murang'a County.

1.4 Objective

The main objectives of the study were as follows:

1. To assess the influence of adequacy of resources on implementation of life skill education curriculum in secondary schools in Murang'a County.
2. To establish the influence of teachers' level of preparedness on implementation of life skill education curriculum in secondary schools in Murang'a County.
3. To assess the influence of teacher's attitude on implementation of life skill education curriculum in secondary schools in Murang'a County.
4. To ascertain the influence of government support on implementation of life skill education curriculum in secondary schools in Murang'a County.

1.5 Research Questions

As deduced from the above, the study will address several issues posed by both the global and local scenario as well as scholarly perspective. These issues are all related to each other in the sense that they attempt to shed more light on factors influencing implementation of life skill education curriculum in secondary schools in Murang'a County. Considering all the above, the main research questions in the study included:

1. To what extent does adequacy of resources influence implementation of life skill education curriculum in secondary schools in Murang'a County?

2. Do teachers level of preparedness influence implementation of life skill education curriculum in secondary schools in Murang'a County?
3. To what extent do teachers' attitudes influence implementation of life skill education curriculum in secondary schools in Murang'a County?
4. How does the government support influence implementation of life skill education curriculum in secondary schools in Murang'a County?

1.6 Hypothesis

This project was guided by the following hypothesis:-

H_0: There is no significant relationship between adequacy of resource and implementation of LSE curriculum in secondary schools in Murang'a County.

H_1: There is significant relationship between adequacy of resource and implementation of LSE curriculum in secondary schools in Murang'a County.

H_0: There is no significant relationship between teachers' level of preparedness and implementation of LSE curriculum in secondary schools in Murang'a County.

H_1: There is significant relationship between teachers' level of preparedness and implementation of LSE curriculum in secondary schools in Murang'a County.

H_0: There is no significant relationship between teachers' attitude and implementation of LSE curriculum in secondary schools in Murang'a County.

H_1: There is a significant relationship between teachers' attitude and implementation of LSE curriculum in secondary schools in Murang'a County.

H_0: There is no significant relationship between government support and implementation of LSE curriculum in secondary schools in Murang'a County.

H_1: There is a significant relationship between government support and implementation of LSE curriculum in secondary schools in Murang'a County.

1.7 Significance of the study

Amongst the factors considered by KIE as core factors that influence the implementation of LSE curriculum in schools in Kenya were shortage of teachers and inadequate training of teachers (KIE, 2006; Rungu, 2008). Based on these study findings, UNESCO (2006) encouraged countries to move away from the integrated approach and offer LSE curriculum as a separate or stand-alone subject (Chamba, 2009). LSE curriculum was then introduced in Kenyan secondary schools in 2008 (KIE, 2008).

Since inception of LSE curriculum in secondary schools, little had been done to assess the extent of implementation of LSE curriculum in terms of preparedness, coverage, schools and teachers teaching the subject and literature on the same can hardly be found (Chamba, 2009). Also, little has been done to establish what determines the implementation of LSE curriculum in secondary schools. In this regard, many young people in secondary schools still continue being denied relevant information and knowledge to effectively deal with demands and challenges of everyday life. This is so because despite many preventive strategies by the government, there are factors that still impede the implementation of LSE curriculum in secondary schools. The young people and teenagers and our future generation have been left to succumb to psycho-social challenges and manifested maladjusted behaviors like drugs and alcohol abuse, unfocused social

relationships which resulted to HIV infections, unwanted pregnancies, school drop outs, indiscipline and poor academic performance.

This study is therefore of great importance to a number of persons:

Teachers

The study sought to assess factors impeding implementation of LSE curriculum in secondary schools in Murang'a County. In this case, the findings, conclusion and recommendations made in the study are of importance to the general secondary school teachers for the study sought to address the challenges faced by teachers in implementing the LSE curriculum in secondary schools.

Secondary schools' management

The study was also significant to the secondary schools' management. In this regard, the findings of the study articulated the role of the schools' management in the implementation of the life skill education curriculum in secondary schools.

Ministry of Education (MoE)

The study involved a number of secondary schools in Murang'a County. In this regard, the study was an important source of statistical information to the ministry of education as far as LSE curriculum project implementation is concerned. Also, recommendations made in this study are important in guiding the policy development and implementation by other stakeholders.

Researchers

The study findings were also an important contribution to the body of knowledge of LSE curriculum project implementation in secondary school. The study sought to investigate how adequacy of resources and materials, teachers' training, teachers' attitude and government support influences LSE curriculum project implementation in secondary school.

1.8 Assumptions of the study

LSE curriculum is perceived important by most schools in Murang'a County.

The respondents responded truthfully to the questionnaire provided by the researcher.

Adequacy of resources, teachers' attitude, teachers' level of preparedness and government support are considered the most influential factors to the implementation of the LSE curriculum in secondary schools in Murang'a County.

Life skill education have been fully or partially implemented in most secondary schools in Murang'a County.

Successful implementation of the LSE curriculum will have a positive impact in the lives of youths and teenagers in secondary school.

1.9 Limitations of the study

Confidentiality

The issue of confidentiality was a problem to the researcher during the data collection exercise for the teachers feared to be victimized for not supporting the implementation of the LSE curriculum in secondary schools. However, the researcher assured the respondents of their complete anonymity.

Biasness

Biasness is always a problem to most researchers during the data collection process. In this case, the researcher undertook a pilot study two weeks before the actual data collection process and adequately amended some of the questions in the questionnaire to enhance reliability and validity of the responses in the data collection instrument and adequately reduced the problem of biasness.

Lack of information access

It was expected that the researcher was to face a challenge of getting the right individuals to participate in the study for the teachers and school administrators may be unwilling to participate in the study. In this case, the respondent used the incentive methods to try and engage the teachers outside their place of work.

1.10 Delimitation of the study

The study focused on investigating factors influencing the implementation of LSE curriculum in secondary schools. The study was conducted in Murang'a County. In this regard, 80 teachers and 20 principals'/school administrators from schools within Murang'a County constituted the sample population. The area was selected for the study because in the recent past, Murang'a County has been on spotlight following an increase in the number school dropout cases, drugs and substance abuse. According to the Standard Newspaper (November 5th, 2012), "Concern mounted in Murang'a County over the rising spate of discipline among secondary schools' students in the months of October and November 2012, truancy, hot headiness, immorality to arson, there is a need to address the matters arising swiftly and conclusively". The period under

study will be from 2010 to 2015. This period was chosen because the literature and the information is recent making it more relevant on the current scenario in regard to the problem.

1.11 Definition of Significant terms used in the study

There are several terms that are widely used and are defined as:

Curriculum

In education, a curriculum broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or schools' instructional goals.

Education

Education is the process of facilitating learning. Knowledge, skills, values, beliefs, and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning.

Life skill

Life skills are abilities for adaptive and positive behavior that enable us to deal effectively with the demands and challenges of everyday life (WHO), in other words psychosocial competency (Best Thomas). They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life.

Principal

This is the head teacher of a secondary school or a primary school.

Resources

Materials, or assets required by teachers to work effectively and efficiently.

Teacher

A person who offers education to students.

Teacher's attitude

Feelings held by a teacher against the students or certain subjects.

1.12 Organization of the Study

This study is organized into five chapters. The first chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, definition of operational terms and organization of the study. Chapter two consists of literature review which will be reviewed under the following sub headings: literature on LSE curriculum implementation; Concept of LSE Curriculum implementation, adequacy of resources and material, teachers' attitude, teachers' level of preparedness, government policies; Theoretical framework; LOC Model and Conceptual Framework. Chapter three consists of research methodology, that is, the research design, target population, sample size and sampling techniques, research instruments, and instruments validity and reliability. It also includes data collection procedures, data analysis techniques and ethical issues in research. Chapter four consisted of the computed qualitative and quantitative results from the data gathered by questionnaires and interview schedules. Chapter five consisted of a summary of the entire study findings, conclusions from the study findings as well as appropriate recommendations.

CHAPTER TWO:

LITERATURE REVIEW

2.1 Introduction

This chapter provides the literature review of the study. It starts by articulating the theoretical model of the study; develops conceptual frameworks for the study; explores how the different variables (adequacy of resources, teacher's level of preparedness, teacher's attitude and government support) influences implementation of LSE curriculum. This chapter further defines and discusses the concept of LSE curriculum implementation, empirical review for the study, a critique for the available literature and ends by establishing an adequate research gap existing from the analyseis of the available studies.

2.2 Literature on LSE Curriculum implementation

Literature relating to this field of study dates back to as early as 1992 when life skill education was first introduced in Africa in Zimbabwe. As a new field of education, LSE was faced by numerous challenges ever since its introduction in Africa. According to an evaluation research survey conducted by UNICEF in the year 1995, only a third of the teachers were observed to have been adequately trained and familiar with the learning and participatory methods (UNICEF, 1995). In this regard, many of the teachers were not okay with handling HIV and sex topics; they felt embarrassed (UNICEF, 1995). This survey by UNICEF therefore recommended refresher courses for the teachers and need to really prepare the teachers well on matters of LSE so as to adequately support implementation of these programs in both primary and secondary schools.

Years later, Chendi (1999) undertook a similar study but in this case in Zimbabwe and Lesotho. In his study, he observed that the LSE curriculum was aimed at alleviating the skills and the

abilities of the young people to their everyday life. However, many teachers were observed to lack confidence in handling key sensitive topics and lacked proper methods of covering the sensitive topics (Chendi, 1999). In a different survey by LISP (Life Skills Promoters) on attitude, knowledge and behavior regarding HIV and AIDS, STI's and drug and substance use, it was established that even with the increased knowledge, certain groups of young people remained relatively moderate and there existed a substantial gap between behavior and knowledge amongst learners (LISP, 2007).

The report released by LISP in 2007 further revealed the need for the teachers to be adequately trained for the LSE program to be effective in schools. Ngugi (2006), in her study on "Teachers perception of the relationship between LSE, sexual reproductive health and HIV prevention among secondary students" involved about 140 respondents. Findings revealed that; although teachers were experiencing difficulties in mainstreaming LSE in teaching programs, LSE played a significant role in promoting young people's sexual reproductive health (Ngugi, 2006). On the teaching of life skills in Malawi, Ngugi (2006) noted that young people could deal with aspects of their sexuality more effectively if they were given sufficient and correct information, properly guided and counseled on sex and sexuality thereby being able to make informed decisions and rational choices (Ngugi, 2006).

A separate study by Alison (2006) *'My Future My Choice'*: it was established that LSE adequately aided in equipping the younger generation with the necessary skills and knowledge to face the day to day life. The study further made a finding that involvement of the young people in the monitoring and implementation process was crucial to the success of the LSE programs (Alison, 2006). Another study by UNICEF, (2006) revealed that in Malawi, LSE was mainstreamed into school curriculum as a stand-alone subject for pupils in grades 1-4 and those

out of school; believed to be reaching more than 200 000 primary age children and 350 000 adolescents. Clubs operated in almost all the country's primary schools and majority of secondary schools. The study (UNICEF, 2006) reported that Life skills curriculum had been fully integrated into the national primary curriculum, and that all teachers in 5,168 primary schools were trained and follow up training planned.

According to a study by Mondo, (2006) on "The integration of Life Skills in the Kenyan primary school curriculum"; the old and the revised curriculum had vast elements of life skills, and the community had the responsibility to impart the life skills to the youths. Report further noted that, as the youths grow, they needed be provided with timely, accurate and age appropriate information (Mondo, 2006). KIE monitoring project on LSE, (2006) conducted study using 218 primary school and 98 secondary school learners, 105 primary school and 50 secondary school teachers. Training was done for 8 secondary school teachers, 13 primary school teachers, 8 secondary head teachers, 14 primary head teachers and 6 field officers. The study revealed that when using infusion and integration approach, teachers at times found it difficult to create linkage between subject content and life skills, and if not well planned they tended to deviate from subject content (KIE, 2006).

Further, an evaluation study by Chamba, (2009) on implementation of LSE program in public secondary schools in Malawi" revealed that LSE was being adequately implemented except for a few areas which needed improvement. These areas included inadequate teaching–learning resources, insufficient in-service training for teachers and LSE curriculum being non-examinable. Other studies by Wayua, (2012) and Adika (2014) on challenges facing the implementation of LSE in secondary schools in Kenya; they revealed that most teachers were not adequately trained, some teachers had negative attitudes towards LSE curriculum, students had

positive attitudes, instructional resources were inadequately availed and appropriate teaching strategies were not being adequately used.

2.2.1 Concept of Life Skills Education ccurriculum iimplementation

Curriculum implementation refers to how the planned or formally designed courses of study are translated by teachers into syllabuses, schemes of work and lesson plans to be delivered to students (Nihuka & Voogt, 2011). Curriculum implementation is the point at which all ideas of a curriculum are actually put on the ground and acted upon by the available human and material resources to produce desired goals (Chege, 2013). According to Muthenya (2011), putting a curriculum into operation requires an implementing agent who is the teacher. Teachers do play a substantial role in introduction of a new curriculum and may lead to its failure if they are not very well conversant with it. Shor (2012) says that teachers who are supposed to implement a new curriculum sometimes cannot even identify its main features. The greatest difficulty is likely to be encountered when teachers are required to change their educational approaches to teach this new curriculum. Whitaker (1979) says that teachers view their role in curriculum implementation as an autonomous one in that they select and decide what to teach from the prescribed syllabus or curriculum. This means that the teacher has indeed to understand the objectives of particular subject in order to interpret and approach it appropriately.

Kawira (2012) claims that teachers have been somehow handicapped because they do not have adequate access to information on Life Skills education while in other circumstances the information available could be inaccurate. Some teachers are also shy to discuss certain sensitive issues related to sexuality. Aluoch (2002) says that teachers, principals and officers in authority need to be persuaded to accept the new curriculum because curriculum implementation is a team effort involving many people.

2.2.2 Adequacy of Resources and Implementation of LSE Curriculum

Resources are vital for implementation of the LSE curriculum in schools. Bishop (1985) stressed that resources are important in the implementation process when he says that resources are "tools for the job"; there must be ready and continuous supply of textbooks, teachers' guides and other equipment (Bishop, 1985). Otunga (2010) contended that it is the kind of resources available that have great implications on what goes on in schools today. Rungu (2008) observed that the expenditure on instructional materials per pupil may boost school achievement. Shiundu & Omulando (1992) noted that a new program required relevant and adequate facilities; physical facilities must be prepared and materials purchased even before implementation to ensure successful activation of the program. They warn that a situation should be avoided where there are no funds available when the new curriculum was ready for implementation (Shiundu & Omulando, 1992). Gross et al. (1971) noted that resource materials need not only be available but be in the right quantities; since lack of resource materials and facilities frustrates teachers and diminishes their motivation.

2.2.3 Teacher's Level of Preparedness and Implementation of LSE Curriculum

According to Shiundu and Omulando (1992) teacher preparedness is a vital component for effective implementation of curriculum as they are professionals capable of making rational decisions. For a teacher to perform, he or she must be capable of making rational professional decisions (Shiundu & Omulando, 1992). A teacher needs to be fully prepared in terms of pre-service training, in-service training as well as professional documents. Although education is considered critical software for development, it required a cadre of competent teachers to perform this role effectively (Kafu, 2006). He further noted that teacher education programs should be reviewed so as to remain relevant and responsive to the needs of the changing world;

the teacher education curriculum should address new demands of the society and those of the teaching profession (Kafu, 2006). Fullan (1982) articulated that effectiveness and efficiency in teaching and learning are determined by teacher academic and professional characteristics as well as his experience as a teacher. Gross et al. (1971) also contends that successful curriculum implementation depends on the quality of implementers who are charged with the responsibility of interpreting the new curriculum into practical terms. Implementation of curriculum changes required knowledge, skills, attitudes and experiences that must be learnt on the job through education (Kafu, 2006).

2.2.4 Teacher's Attitude and Implementation of LSE Curriculum

The attitude of a person plays a significant role towards the success of a project or a program in an organization or in a certain setting (Adika, 2014). Hawes (1979) once noted that the curriculum implementation process involves changing attitudes of policy makers, administrators, teachers, teacher trainers, supervisors, parents and learners and providing necessary learning materials. In this case, parties concerned must be made to develop positive attitudes towards the new curriculum since negative attitudes hinder implementation. Gross et al. (1971) contends that, when teachers have positive attitudes towards a new curriculum, they will be willing to spend time and efforts in the implementation process. Shiundu and Omulando (1992) noted that when teachers have an understanding of the change of new curriculum; they accept and internalize the philosophy behind the new ideas, develop a liking for the change and will therefore be committed into its success. According to Adika (2014) Positive attitudes are formed among teachers through awareness and in-service education; teachers will then form positive attitudes towards the new curriculum among students by acting as role models.

2.2.5 Government Support and Implementation of LSE Curriculum

The role of QASO (Quality Assurance and Standards Office) is to provide effective monitoring of curriculum delivery in schools as well as advisory services to schools on how best to improve their teaching; hence ensure effectiveness (RoK, 2005b). The Kenya Education Sector Support Report (2005) in delivery of quality education and training was what resulted to the formation of the Directorate of Quality Assurance and Standards Office (QASO) by the Ministry of Education (MoE) to provide quality standards in the education sector by monitoring curriculum implementation in schools for effectiveness (KIE, 2006). Recent study on *"Why learners perform dismally in Mathematics"* in primary schools revealed incompetence among teachers and also raised the concern on the effectiveness of Ministry's monitoring and supervision of school level curriculum implementation (Nation correspondent, 2010).

2.2.6 Student's Attitude and Implementation of LSE Curriculum

The attitude held by the students plays a significant role not only on implementation of the curriculums and education programs but also on the learning process itself. In this case, according to Morse & Jutras (2008), "Students who have the impression that nothing they do will alter the results of the learning process, or who attribute success to good luck and failure to bad luck, or who see the pedagogy and didactic practice of the professor as the sole determinant of success or failure, will make little effort to contribute to their own learning." Further, students' sense of belonging at school is an important outcome of schooling, it is also important to examine how it relates to their performance. A common explanation of engagement is that it precedes academic outcomes, and that when students become disengaged from school, their academic performance begins to suffer (Morse & Jutras, 2008).

2.2.7 Education policy and Implementation of LSE Curriculum

An examination of policy change should look at the branches of education that make and mandate policy. These branches, the Director and Senior Director of Education, have great power in implementing policy change (KIE, 2008). Alternate power in many countries is the university student and young adult, and it includes the future leader, the secondary student. Policy change originates at these levels of education and is formulated and brought to the attention of the Directors of Education and their constituents by means of gatherings and requested meetings. A closer look at these issues provides an insight into the problems of current policies (Njeru & Orodho, 2003).

2.3 Theoretical Framework

A theory is simply a way of making sense to a disturbing situation. It is generally, an explanation as to why and how something occurs. According to Colquitt & Zapata-Phelan (2007), a theory allows researchers to understand and predict the outcomes of the study. In this regard, the following study will be guided by Leadership Obstacle Course (LOC) Model.

The study will be guided by Leadership Obstacle Course Model propounded by Neal Gross (1971). Gross wanted to determine the success or failure of organizations and projects initiated in organizations. To this extent, the LOC Model stipulates that implementation of a new educational program is likely to face difficulties during the implementation phase. To neutralize these obstacle(s) Neal suggests that organizational members must have a clear understanding of the proposed innovation. Individuals within organization should be given the skills and possess capabilities requisite for carrying out the innovation (Gross et al., 1971). The necessary materials and equipment for innovation must be furnished. The organization must be modified so that it is

compatible with the innovation being suggested. Participants in the innovation must be motivated to spend the required time and effort to make the innovation a success (Gross et al., 1971). This theory is suitable for this study because effective curriculum implementation, calls for the Life Skills education teachers to be made to have a clear understanding of the proposed new program. This will include the intended learners (audience), reasons and justifications for the new program. It is the responsibility of the principal to ensure that the teachers are in-serviced, provide learning resources, provide or modify facilities like classrooms and to motivate teachers so that the teachers remain committed to the program implementation.

2.4 Conceptual Framework

Orodho (2005) defines conceptual framework as a model of representation where a researcher conceptualizes or represents relationships between variables in the study and shows the relationship graphically or diagrammatically. In figure 1, the inputs are positive teachers' attitude, adequacy of resources and materials, teacher's level of preparedness and government support. The process is the act of implementing Life Skills Education program students undergo. The output is the end product of the system. It depicts the existing relationship between the dependent and independent variable. In this case, the relationship between the independent variables, dependent variable and intervene variables is shown in the **Figure 1**.

The independent variables; adequacy of resources, teachers' training, teachers' attitude and government support are to be manipulated in this study to assess their effect on implementation of the LSE curriculum (Dependent variable). Education policy and student attitude (Intervening variables) act as determinants of the effect of the independent variables (adequacy of resources, teachers' training, teachers' attitude and government support) on dependent variable (implementation of LSE curriculum).

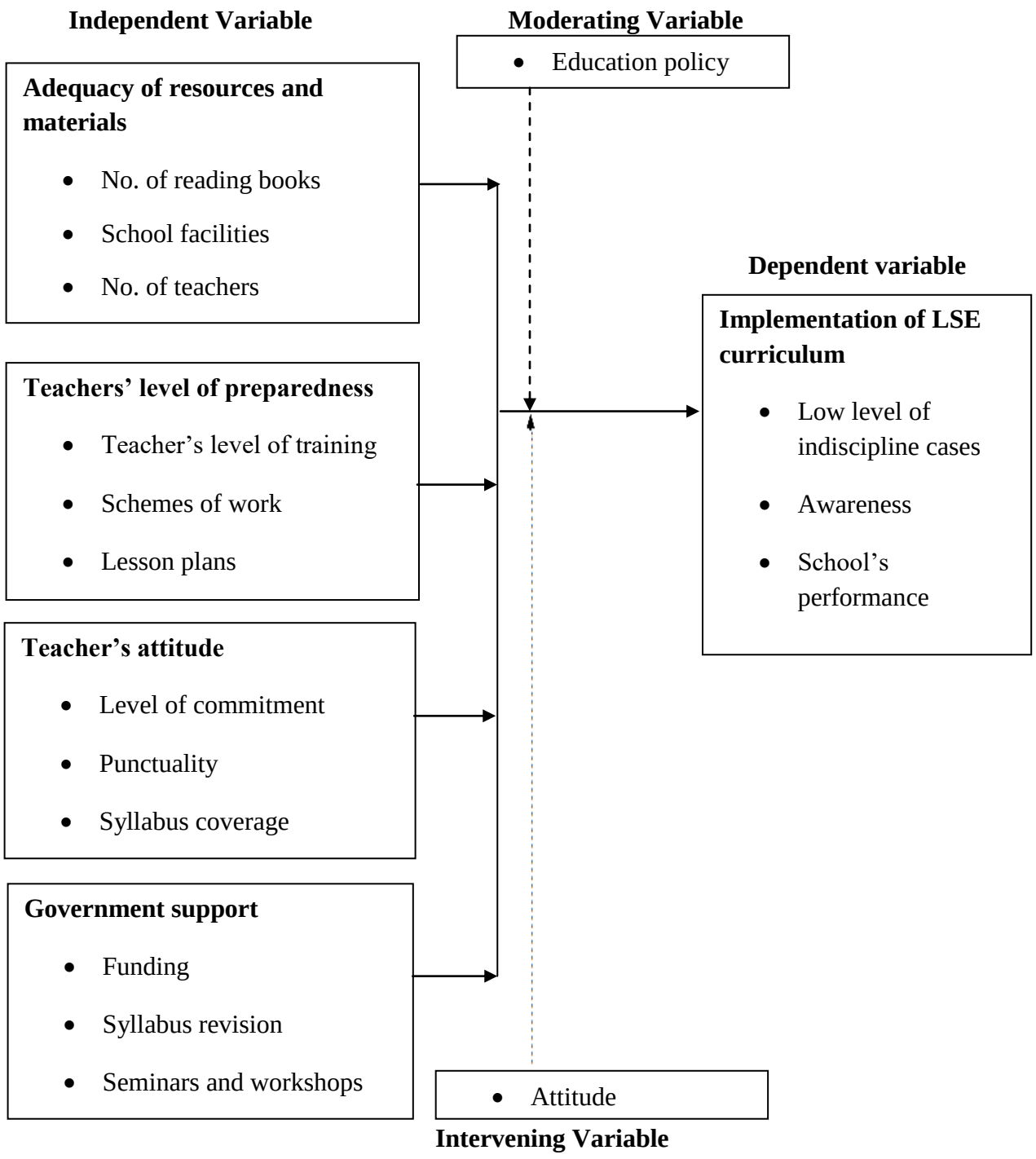

Figure 1: Conceptual Framework

2.5 Knowledge Gap

The survey by UNICEF (1995) paid a lot of attention to the teachers and less attention to other factors inhibiting the implementation of the LSE curriculum in schools. The study by Chendi (1999) on Zimbabwe and Lesotho only embarked on associating the failure of teachers to handle the sensitive areas of HIV and sex to the improper implementation of the LSE curriculum in secondary schools. The survey by LISP (2007) greatly focused on young people and how some of them remained relative on the aspects of HIV and AIDS, drugs and substance use, even with the desired knowledge. Ngugi (2006) specifically focused on the role of LSE curricula to the secondary school students. Alison (2006) was more concerned with how the implementation process could be made easier. Her study was therefore narrowed down to involvement of the young people in the implementation process and how it would make LSE implementation process easier (Alison, 2006). The study by UNICEF (2006) was specific and plainly focused on LSE in primary schools and not in the secondary schools and so was the study by Mondo (2006). Studies by Chamba (2009), Wayua (2012) and Adika (2014) ascertained the factors influencing the implementation of LSE curriculum in secondary schools. However, these studies never investigated all the involved factors. Further, the study by Chamba (2009) was conducted in a different political and economic setting since it was undertaken in Malawi. The study by Wayua (2012) was undertaken specifically in Trans-Nzoia West district in Kenya and adequately revealed only particular factors inhibiting successful implementation of LSE program in secondary schools in Trans-Nzoia West district. However, Adika (2014) investigated the factors influencing the LSE curriculum implementation in schools where he involved secondary schools in Lugali District, Kakamega County. Adika (2014) concluded that LSE curriculum was not being successfully implemented in the Kenyan secondary schools. This implies that the desired

implementation status of LSE curriculum has not yet been attained, hence the need to conduct this study.

2.6 Summary of the Literature Review

Over the years, the concern about the life of the adolescents and children has continued to receive little attention from the education programs. The education systems in East Africa and other regions of Africa have mostly prioritized the aspect of academic knowledge in expense of the life skill education. Today, it has been proved beyond reasonable doubt that the children and the adolescents need to adequately get prepared on how to face life outside school. Acquisition of the psycho-social skills is one of the best ways to prepare young people to face life outside school. As a way of ensuring this was possible, the Kenyan government introduced the LSE curriculum in secondary schools in the year 2008 to ensure that young people develops positive attitude, adequate skills and healthy behavior to deal with challenges in life. From the literature review revisited by the researcher, positive attitude by the teachers and students, adequacy of instructional resources and education support are observed to adequately influence successful implementation of the LSE programs in secondary schools. Studies by Chamba (2009), Wayua (2012) and Adika (2014) have however indicated that the implementation of the LSE curriculum in the secondary schools has not yet reached the desired status in Kenya and hence not playing the part it should to impact the academic performance of the learners. There have been specific factors that have inhibited the implementation of LSE curriculum in secondary schools with some having been observed to have greater influence than others. To add more weight to this, this study seeks to investigate if adequacy in resources and materials, teachers' attitude, teachers' level of preparedness and government support adequately influences the implementation of LSE curriculum in secondary schools in Murang'a County.

CHAPTER THREE:
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the method used to conduct the study. It contained the research design used in the study, the target and the sample populations, data collection techniques, data analysis methods and tools.

3.2 Research design

This study adopted a descriptive design technique. According to Mugenda & Mugenda (2003), a descriptive design enables the researcher to keep track of the research activities and ensures that the ultimate research objectives are achieved. Kothari (2003) further stressed that descriptive survey is a means by which views, opinions, attitudes and suggestions for improvement of educational practices and instruction can be collected. The rationale behind this was that survey would reveal areas of interest where more in-depth data collection was needed; survey was best in explaining and exploring two or more variables at a given time and was efficient in collecting large amounts of information within a short time (Oso & Onen, 2008). In this case, the design will be suitable for the study since it will allow for data collection regarding factors affecting the implementation of LSE curriculum in secondary schools by use of the questionnaires and interview guides.

3.3 Target population

A population is a group of persons or elements that have at least one thing in common (Kombo & Tromp, 2006). In this case, the study targeted secondary school's teachers, principal's/school administrators in Murang'a County. The schools involved comprised of both private and public

girls' and boys' schools. The researcher chose this particular area for he is familiar and well conversant with the region having schooled in one of the secondary schools in Murang'a County. Murang'a County has a total of 271 secondary schools. Most of the secondary schools in the region are mixed day schools as indicated in **Table 3.1**

Table 3.1: Categories of secondary schools

Category of school	Number of schools	Teachers	Principals/school administrators
Boys' Boarding	57	1197	57
Girls' Boarding	55	1155	55
Mixed, Boarding/Day	94	1974	94
Mixed Day	65	1365	65
Total	**271**	**5691**	**271**

(Source: County Director of Education, Murang'a County, 2016).

3.4 Sample size and sampling procedure

A sample is a representative part of a population (Gay, 2007). Thus by studying the sample, one can be able to know more about the population without having to study the entire population. Sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation of variables with a relatively small proportion of the population (Kombo & Tromp, 2006). According to Mugenda and Mugenda (2003), recommended 10% to 30% of the target population for large and small samples. In this regard, stratified random sampling was used to select the sample schools from which the teachers and the principals/administrators will form the sample population. The schools were grouped into two strata as public and private schools in

Murang'a County, having 206 and 65 secondary schools respectively. From these strata, 15 schools and 5 schools will be selected respectively through simple random sampling, bringing the number of the sample schools to be involved in the study to 20. The 20 school principals/ administrators were the key informants in the study and were sampled using purposive sampling because of their job position. Further, simple random sampling was employed to select four teachers from every sampled school giving a total of 80 teachers who formed a part of the study respondents.

3.5 Data collection instruments

The researcher used questionnaires and interview guide to collect data. Questionnaires are research instruments that gather data of a large sample. They have the ability to save time and uphold a higher level of confidentiality as compared to other instruments (Mugenda & Mugenda, 1999). Questionnaires can be statement or questions and in all the cases the respondent will be responding to something written for specific purposes. Questionnaires were used because they are efficient in data collection especially when the researcher understands what is required and also when the sample size is large. In this case, the questionnaire were developed specifically for the teachers and consisted of four sections: section A; Background information of the teachers; Section B; information on the attitude of the teachers; Section C; information on availability of resources and materials, Section D; information on training of the teachers; and Section E; information on government support. According to Macmillan and Schumacher (2001) interview guide is flexible and adaptable as it involves direct interaction between individuals. In this research interview schedule used because they are appropriate and effective. The interview guide had a list of all questions that were asked giving room for the interviewee to write answers, and the questions related directly to the objectives of the study and structured for the respondents to

give answers. An interview guide were developed for the school principals/administrators which will help the researcher elicit information in regard to involvement of the principals/administrators in the implementation and the major obstacles faced in the implementation of LSE curriculum in secondary schools. The questionnaires and the interview guides used in this case comprised of both closed-ended and open-ended questions.

3.5.1 Pilot Testing of the instruments

A pilot is a sort of a small study that helps the researcher redesign the research instrument and design a confirmatory study (Anold et al., 2009). It is vital for the researcher to test the study procedures to be followed and estimate the outcomes of the study (Anold et al., 2009). In this regard, the pilot study was undertaken a month before the actual data collection process. The data collection instrument was administered for the pilot test twice with an interval of two weeks. The number of respondents to involve in the pilot study was determined by use of the rule of the thumb as supported by Creswell (2003) who stated that the pilot test should comprise 10 percent of the respondents. In this case, 8 teachers (10 percent of 80) and 2 school principal (10 percent of 20) involved in the pilot study.

3.5.2 Validity of the data collection instrument

When measuring the validity of a data collection instrument is like trying to find out if the data collection instrument measures what it is supposed to measure (Orodho, 2005). To enhance content validity, appropriate and adequate items relevant to research objectives included in the questionnaire and checked through expert judgment. Expert judgment was important in this case to assess quality of the content in the data collection instruments used in this research.

3.5.3 Reliability of the Instruments

According to Mugenda and Mugenda (2003), reliability reveals the degree to which a research instrument can be able to yield consistent results when administered in a number of times. To be able to ensure reliability of the data collection instruments in this study, the researcher will use Chronbach Alpha to test for the internal consistency. According to Kim and Cha (2002), Cronbach alpha is the basic formula to determine the reliability on internal consistency. In this case, the researcher performed data analysis for the data collected during the pilot study and the reliability of the instruments was observed to be above 0.86. The instruments were therefore considered to have good reliability.

3.6 Data Collection Procedure

The permission to collect data from the schools in Muranga County was obtained from the National Council of Science and Technology in the Ministry of Higher Education, Science and Technology. After obtaining the permit, the researcher attached an introduction letter to the questionnaires and interview questions and seeks permission from the sub-county directors of education, area education officer and the administration of schools. The researcher then distributed and administered the questionnaires personally to the respondents in order to establish a good rapport.

3.7 Data analysis techniques

According to Mugenda and Mugenda (1999), data analysis is the process of bringing order and meaning to raw data collected. The data collected was first edited and information categorized into topics based on the research questions. Descriptive statistics such as frequency distribution, percentages, graphs and charts were used to analyze the quantitative data collected. Tables were

constructed to indicate responses for each item that were used. Qualitative data from open ended questions were organized into subtopics and the responses were coded, processed and tabulated by using the Statistical Package for Social Science (SPSS) version 20.

The researcher further performed a correlation analysis-Pearson's correlations at 5 percent level of significance to show the nature of the relationship existing between the independent variables (adequacy of resources, teachers' attitude, and teachers' level of preparedness and government support) and dependent variable (LSE curriculum implementation).

3.8 Ethical Considerations

Ethics are principals or standards that protect the ownership of participants in a research study (Resnik, 2005). They are actions taken to ensure safety and ownership of the participants is not violated whatsoever. These standards include: voluntary participation, informed consent, and confidentiality of information, anonymity to research participants and approval for the study from relevant authorities. A permit and research authorization letter was obtained from the National Council for Science and Technology in the Ministry of Higher Education, Science and Technology. A permit approving the study was attached to the research instrument together with the Letter of consent from the University of Nairobi, Department of Extra Mural Studies confirming that the study is legitimate, and sought permission from the sub-county director of education, area education officer and the administration of schools. No respondent was forced into the study unwillingly and no individual's right was infringed. Code numbers were used instead of respondent's names in the questionnaires.

3.9 Operational definitions of the variables

Table 3.2: Operational definitions of the variables

Variable	Type of Variable	Indicators	Measurement scale	Method of data collection	Data analysis Technique
Adequacy of resources and materials	Independent	-No. of reading books	Ratio	Questionnaire	Frequencies and percentage
		-School facilities	Nominal	Interview	Pearson's correlation analysis
		-No. of teachers	Ratio	Questionnaire	
Teachers' level of preparedness	Independent	-Teacher's level of training	Ordinal	Questionnaire	Mean and standard deviation
		-Schemes of work	Nominal	Interview	Frequencies and percentage
		-Lesson plans	Nominal	Questionnaire	Pearson's correlation analysis
Teacher's attitude	Independent	-Level of commitment	Ordinal	Questionnaire	Mean/standard deviation
		-Punctuality		Interview	

		-Syllabus coverage	Nominal Nominal	Interview	Frequencies and percentage Pearson's correlation analysis
Government Support	Independent	Quality standards	Nominal	Interview	Frequencies and percentage Pearson's correlation analysis
Student Attitude	Intervening variable	Punctuality	Nominal	Interview	Frequencies and percentage
Education policy	Intervening variable	Education system	Nominal	Interview	Frequencies and percentage
Implementation of LSE curriculum	Dependent variable	-Low level of indiscipline cases -Awareness -School's performance	Nominal Ordinal Nominal	Interview/questionnaires Questionnaire Interview	Frequencies and percentage Mean/Standard

	deviation
	Pearson's correlation analysis

CHAPTER FOUR:
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of this study was to investigate the factors influencing LSE curriculum implementation in secondary schools by establishing if teacher's attitude, level of preparedness, adequacy of resources and teaching materials as well as the government support adequately influenced successful implementation of the LSE curriculum. This chapter presents the computed qualitative and quantitative results from the data gathered by questionnaires and interview schedules. The findings were grouped under the following themes in attempts to answer the research questions: background information of respondents, sufficiency of teacher training, attitudes of teachers towards LSE curriculum, adequacy of resources and teaching materials and adequacy of government support. Results were presented in form of frequency, means, percentages tables, bar graphs and pie-charts. A discussion of findings regarding LSE curriculum implementation was also presented.

4.2 Response Rate

Data analysis was based on 61 questionnaires (fully answered and returned) out of 80 questionnaires distributed by the researcher. This accounted for a 76.25% response rate as presented in Table 4.3 and considered ideal for analysis to proceed (Kothari, 2003).

Table 4.3: Response rate

Respondents	Frequency	Percentage
Respondents	61	76.25
Non-respondents	19	23.75
Total	**80**	**100**

4.3 Reliability test

Reliability of an instrument is the ability to produce consistent and stable results. One of the most common reliability co-efficient is the Cronbach's alpha which estimates internal consistency by determining how all items on a test relate to all other items and to the total test-internal coherence of data. The reliability is expressed as a coefficient between 0 and 1. The higher the coefficient, the more reliable is the test. According to Malhotra (2004), a standard minimum value of alpha of 0.7 is recommended. In this study, all the alpha values were more than 0.7 as indicated in Table 4.4.

Table 4.4: Reliability analysis

	Cronbach's Alpha	No. of items
Adequacy of resources and materials	0.9042	4
Teacher's level of preparedness	0.8713	4
Teacher's attitude	0.8645	4
Government support	0.9621	4

4.4 Characteristics of the respondents

4.4.1 Gender of the respondents

The study respondents were grouped in terms of gender; male and female. Majority of the respondents 42 (69%) were male while 19 (31%) of the respondents were female as presented in Table 4.5.

Table 4.5: Gender of the respondent

	Frequency	Percent
Male	42	68.90%
Female	19	31.10%
Total	**61**	**100**

There was a slight gender imbalance between male and female teachers in most schools, notably more male teachers 42 (69%), compared to female teachers 19 (31%). However, the presence of both male and female teachers in schools was an advantage to both boy and girl students' since they could easily get assisted by either of them in regard to gender related life challenges.

4.4.2 Age of the respondents

Majority of the respondents 35 (57.4%) in teacher's questionnaire were below 30 years, 10 (16.4%) were above 40 years, 8 (13.1%) were between 31-35 years while 8 (13.1%) were between 36-40 years as presented in Table 4.6. This implied that most teachers in secondary schools were mature and knowledgeable enough to know the importance of the LSE curriculum implementation in secondary schools and therefore squarely participate in its implementation process.

Table 4.6: Age of the respondents

	Frequency	Percent
Below 30	35	57.4
Between 31 – 35	8	13.1
Between 36-40	8	13.1
Above 40	10	16.4
Total	**61**	**100**

4.4.3 Marital status of the respondents

Majority of the teachers interviewed 37 (61%) were married minority while minority 24 (39%) were single as indicated in Figure 4.7. This implied that most respondents were emotionally stable to handle even the very sensitive issues like distractive relationships among students by simply conducting parental guidance through implementation of LSE curriculum.

Table 4.7: Marital Status of the respondents

	Frequency	Percent
Married	37	60.7
Single	24	39.3
Total	**61**	**100**

4.4.4 Teaching experience of the respondents

Majority of the teachers 54 (55.7%) had taught for a period of less than 5 years, 9 (14.8%) for a period of 5-10 years, 6 (9.8%) for a period of 11-15 years, 6 (9.8%) for a period of 16-20 years and 6 (9.8%) more than 20 years as presented in Table 4.8. This is an implication that most of the teachers possess adequate teaching experience to be able to handle LSE curriculum.

The same applied to the school principals/administrators and deputy-principals/administrators interviewed where majority of them 8 (67%) had been teaching for between 0-5 years, 2 (17%)

for between 5-10 years, 2 (17%) for between 15-20 years as indicated in Table 4.9. This implied that the principal interviewed were knowledgeable enough on issues of LSE curriculum implementation in secondary schools.

Table 4.8: Teaching experience of the teachers

	Frequency	**Percentage**
Less than 5	34	55.7
Between 5 – 10	9	14.8
Between 11 – 15	6	9.8
Between 16 – 20	6	9.8
More than 20	6	9.8
Total	**61**	**100.0**

Table 4.9: Teaching experience for Principal/administrators and deputy principals/administrators

	Frequency	**Percentage**
0-5 Years	8	67%
5-10 Years	2	17%
10-15 Years	0	0%
15-20 Years	2	17%
Total	**12**	**100%**

4.4.5 Professional qualification of the respondents

Further, table 4.10 revealed that majority of the teachers 44 (72.1%) had degrees, 10 (16.4%) had Masters, 4 (6.6%), 2 (3.3%) had other qualifications while 1 (1.6) indicated that they had PGDE. This is an implication that most of the teachers were professionally trained and qualified.

Table 4.10: Professional qualification of the teachers

	Frequency	Percentage
Diploma	4	6.6
Degree	44	72.1
Masters	10	16.4
PGDE	1	1.6
Others	2	3.3
Total	**61**	**100.0**

4.4.6 Category of the subjects taught

The respondents (teachers) were well spread out to all the subjects in the curriculum where majority 20 (32.8%) indicated that they taught humanities, 19 (31.1%) indicated that they taught sciences, 15 (24.6%) indicated that they taught languages, 6 (9.8%) taught mathematics and the least 1 (1.6%) as presented in Table 4.11. This implied that teachers of all other subjects in secondary schools' curriculum actively participated in the teaching of LSE curriculum.

Table 4.11: Category of subjects taught

	Frequency	Percent
Sciences	19	31.1
Languages	15	24.6
Mathematics	6	9.8
Humanities	20	32.8
Others	1	1.6
Total	**61**	**100**

4.4.7 Lessons workload

Most of the teachers 58 (95%) had a high workload; 34 (55.7%) between 15-25 lessons, 24 (39.3%) above 25 lessons per week, only a few 3(4.9%) had below 15 lessons per week as indicated in Table 4.12. The implication here was that these teachers were actually sacrificing to take up and teach the LSE curriculum lessons as an extra subject given the high workload in academic subjects.

Table 4.12: Lessons workload

	Frequency	Percent
Below 15	3	4.9
Between 15-25	34	55.7
Above 25	24	39.3
Total	**61**	**100**

4.4.8 Teachers' school category

Majority of the respondents (57.4% = 32.8% girls' boarding + 24.6% boys' boarding schools) came from single-sex schools as shown in Table 4.6 while minority (42.7% = 14.8% mixed boarding or day + 27.9% mixed day) came from the mixed-sex schools as shown in Table 4.13. This was an implication that most of the schools in the county are single-sex boarding schools. On the other hand, majority of the principals/administrators and their deputies interviewed (67.7%) came from public schools while minority (33.3%) came from the private schools as indicated in Table 4.14. This implied that LSE was more considered in public secondary schools than the private secondary schools.

Table 4.13: Teachers' school category

School Category	Frequency	Percentage
Girls' boarding	20	32.8
Boys' boarding	15	24.6
Mixed Boarding or Day	9	14.8
Mixed Day	17	27.9
Total	**61**	**100.0**

Table 4.14: Principals' school category

School Category	Frequency	Percentage
Public	8	66.7
Private	4	33.3
Total	**12**	**100.0**

4.5 Adequacy of resources and materials

Successful implementation of any curriculum in schools requires adequate availability of resources and materials. This study sought to assess the extent to which availability of resources and materials influenced implementation of LSE curriculum in secondary schools.

57.4% of the respondents disagreed that LSE education was in other subjects such as CRE hence more of a burden, 16.4% were neutral while 26.2% agreed to the statement. 36.1% of the respondents agreed that LSE guides are available, 11.5% were neutral while 52.5% disagreed. 9.8% of the respondents agreed that LSE guides are frequently supplied by the ministry of education, 32.8% remained neutral while 57.4% disagreed with the statement. 4.9% of the

respondents agreed that LSE guides are enough for every teacher, 16.4% remained neutral while 78.7% disagreed with the statement. 6.5% of the respondents agreed that LSE guides are enough for all the students, 14.8% remained neutral while 78.6% disagreed with the statement as presented in Table 4.15.

Table 4.15: Adequacy of resources and materials

	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
LSE education is in other subjects such as CRE hence more of a burden	23.00%	34.40%	16.40%	18.00%	8.20%
LSE guides are available	14.80%	37.70%	11.50%	29.50%	6.60%
LSE guides are frequently supplied by the ministry of education	21.30%	36.10%	32.80%	9.80%	0.00%
LSE guides are enough for every teacher	34.40%	44.30%	16.40%	1.60%	3.30%
LSE guides are enough for all the students	39.30%	39.30%	14.80%	4.90%	1.60%

From the findings made in Table 4.16, when the principals/administrators and their deputies were asked to state the most challenging factors in implementing LSE education, 21.1 % of them indicated that lack of enough teaching and learning materials for students and teachers was a major challenge in secondary schools in the Murang'a County. This concurred to the earlier findings made in Table 4.15.

Table 4.16: Challenge faced in implementing LSE Curriculum

	Frequency	Percentage
Poor teacher and students' attitudes towards LSE lessons	4	21.1%
No enough time allocated to the subject	5	26.3%
Lack of enough teaching and learning materials for students and teachers	4	21.1%
Lack of teacher capacity on the subject - Teachers are not trained on the subject	3	15.8%
No enough teachers to teach the extra subject (LSE)	1	5.3%
LSE lesson used to teach other examinable subjects	1	5.3%
No government support in private schools	1	5.3%
Total	**19**	**100.0%**

Results in Table 4.15 and Table 4.16 concurred with H1 that there is significant relationship between adequacy of resource and implementation of LSE curriculum in secondary schools in Murang'a County.

4.6 Teachers' level of preparedness

The capability or competence of a teacher affects his/her ability to implement a new curriculum. Competence is normally attained through training, which improves experience and awareness of a person. Experience and qualification determine the effectiveness and efficiency in teaching.

When the respondents were asked to comment on how often they receive in-service training on LSE curriculum implementation, majority of the respondents (70.5%) indicated that they do not receive any training at all while the rest (29.5%) indicated that they rarely receive the in-service training on LSE curriculum as presented on table 4.17.

From table 4.18, 58.3 percent of the school principals indicated that teachers in secondary schools portrayed understanding of the LSE curriculum objectives while 41.7 percent held a contrary opinion. Further, majority of the school principals (91.7%) indicated that they do not at all send or organize for any in-service training for the teachers while 8.1% of them indicated that they do it on termly basis as indicated in Table 4.19. This is an implication that most teachers in secondary schools do not receive in-service training on LSE curriculum project implementation hence they possess little or no knowledge on LSE curriculum implementation.

Table 4.17: Teachers' response on receiving in-service training on LSE curriculum implementation

	Frequency	**Percent**
Rarely	18	29.5
Not at all	43	70.5
Total	**61**	**100.0**

Table 4.18: Head teachers' comments on if teachers understand LSE curriculum objectives

	Frequency	**Percent**
Yes	7	58.3%
No	5	41.7%
Total	**12**	**100.0%**

Table 4.19: Principal/administrators' response on organizing or sending teachers for LSE in-service courses

	Frequency	Percent
Not at All	11	91.7%
Termly	1	8.3%
Total	**12**	**100.0%**

In conclusion, 3.2% of teachers agreed that teachers are frequently trained on LSE education, 19.7% were neutral while 77.1% of the respondents disagreed with the statement. 39.3% of the respondents agreed that teachers have the required LSE skills, 31.1% remained neutral while 29.5% disagreed with the statement. 34.4% agreed that DQASO frequently visited the school, 16.4 remained neutral while 49.1% disagreed with the statement. 13.2% of the respondents agreed that school heads often organized for LSE in-service courses, 14.8% remained neutral while 72.1% disagreed with the statement as presented in Table 4.20.

Table 4.20: Teachers' level of preparedness

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teachers are frequently trained on LSE education	47.5%	29.5%	19.7%	1.6%	1.6%
Teachers have the required LSE skills	11.5%	18.0%	31.1%	31.1%	8.2%
DQASO frequently visit the school	18.0%	31.1%	16.4%	29.5%	4.9%
School heads often organize for LSE in-service courses	34.4%	37.7%	14.8%	6.6%	6.6%

4.7 Teachers' attitude

This study sought to assess the effect of teachers' attitude on LSE curriculum implementation. The attitude held by the teachers or students is a major influence towards success or failure of any given new curriculum. According to Munguti (1984) the attitudes held by teachers towards the mathematics subject influenced students' attitudes towards mathematics. This is so because students mostly imitate the attitude of teachers since teachers act as their role models.

To be able to measure the attitude held by the teachers, they were first asked to indicate the number of times they teach LSE as timetabled. In this regard, majority (42.6%) indicated that they taught LSE rarely as timetabled, 29.5 percent said that they always taught it as timetabled while 27.9 percent indicated that they never taught LSE as timetabled as presented in Table 4.21.

Table 4.21: LSE teaching as timetabled

	Frequency	Percent
Always	18	29.5
Rarely	26	42.6
Not at all	17	27.9
Total	**61**	**100.0**

Further, from the interview results presented in table 4.22, 58.3 percent of the principals/administrators indicated that teachers and students were enthusiastic in teaching and learning LSE curriculum while a 41.7 percent held a contrary opinion.

Table 4.22: Teachers and students level of enthusiasm in teaching & learning LSE curriculum

	Frequency	Percent
Yes	7	58.3%
No	5	41.7%
Total	**12**	**100.0%**

Further, 90.2 percent of the teachers indicated that LSE curriculum was important to the students, 1.6 percent were of a contrary opinion while 8.2 percent indicated that they were not sure as shown in table 4.23. This is a clear indication that most teachers (90.2%) had a positive attitude towards LSE curriculum implementation.

Table 4.23: Importance of LSE curriculum to students

	Frequency	Percent
Yes	55	90.2
No	1	1.6
Not sure	5	8.2
Total	**61**	**100.0**

67.2% of teachers agreed that teaching LSE is fun and enjoyable, 21.3% neutral while 11.5% disagreed with the statement. 44.2% of the teachers agreed that LSE should become examinable to make it effective, 26.2% remained neutral while 29.5 disagreed with the statement. 45.9% of the teachers agreed that teachers have a positive attitude towards LSE education, 32.8% were neutral while 21.3% disagreed with the statement. 26.2% agreed that LSE education is in other subjects such as CRE hence more of a burden, 16.4% were neutral while 57.4% disagreed with the statement as presented in Table 4.24.

Table 4.24: Teachers Attitude

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teaching LSE is fun and enjoyable	4.9%	6.6%	21.3%	36.1%	31.1%
LSE should become examinable to make it effective	16.4%	13.1%	26.2%	18.0%	26.2%
Teachers have a positive attitude towards LSE education	11.5%	9.8%	32.8%	36.1%	9.8%
LSE education is in other subjects such as CRE hence more of a burden	23.0%	34.4%	16.4%	18.0%	8.2%

4.8 Government support

Teachers attempting to teach a new curriculum need both management and government support so as to successfully implement the new curriculum in schools. Support includes provision of required instructional resource materials and facilities, in service training to teachers and managers, monitoring, follow-up supervision and provision of technical advice such as clarifying objectives, content, implementation skills and evaluation methods of a curriculum innovation.

The study sought to investigate the influence of government support on implementation of LSE curriculum in secondary schools.

When the teachers were asked if they ever got any support from the government via educational managers, majority (70.5%) disagreed while only 29.5 percent agreed to get any kind of support from the government as indicated in Table 4.25.

Table 4.25: Teachers response on whether they get support from the government via educational managers

	Frequency	Percent
Yes	18	29.5
No	43	70.5
Total	**61**	**100.0**

From the interview results, majority of the principals 4 (33.3%) indicated that the DQASO rarely visited school, 3(25%) indicated that they visit once per year, 2 (16.7%) indicated that DQASO visited once per term while 1(8.3%) said that the DQASO visited at least twice per term, 1 (8.3%) indicated that the DQASO visited on invitation, 1 (8.3%) said that the DQASO visited during school meriting process as indicated in Table 4.26.

Table 4.26: Frequency of DQASO to your school

	Frequency	Percent
Twice per term	1	8.3%
Once per term	2	16.7%
Once per year	3	25.0%
Rarely	4	33.3%
On invitation	1	8.3%
During school meriting process	1	8.3%
Total	**12**	**100.0%**

From the study findings in Table 4.27, 26.3% of the teachers indicated that they were satisfied with how the government organized LSE seminars/workshops for teachers, 13.1% were undecided while 60.6% indicated that they were dissatisfied. 32.8% of the teachers indicated that they were satisfied with encouragement by the government to teachers to attend LSE workshops, 9.8% were undecided while 57.4% were dissatisfied. 31.1% of the teachers indicated that they were satisfied that government provided LSE resource materials to schools, 19.7% were undecided while 49.2% were dissatisfied. Further, 24.6% of the teachers indicated that they were satisfied with the provision of follow up supervision and guidance by the government, 11.5% were undecided while 55.7% were dissatisfied.

Table 4.27: Government support

	Extremely Dissatisfied	Dissatisfied	Undecided	satisfied	Extremely satisfied
Organize LSE seminars / workshops for teachers	29.5%	31.1%	13.1%	19.7%	6.6%
Encourage teachers to attend LSE workshops	24.6%	32.8%	9.8%	27.9%	4.9%
Provide LSE resource materials	19.7%	29.5%	19.7%	26.2%	4.9%
Provide follow up supervision and guidance	19.7%	34.4%	21.3%	18.0%	6.6%
Provide financial support to teachers attending workshops and seminars	29.5%	26.2%	11.5%	16.4%	16.4%

4.9 Inferential statistics

4.9.1 Correlation analysis

Table 4.28: Teachers' correlation matrix

Correlations										
		State your school category	What is your work load/number of lessons per week?	Teaching LSE is fun and enjoyable	Teachers have a positive attitude towards LSE educated	LSE guides are available	Teachers have the required LSE skills	School heads often organize for LSE in-service courses	Government provides follow up supervision and guidance	Government provides LSE resource materials
State your school category	Pearson Correlation	1	.146	-.060	-.198	**.421***	-.054	-.142	-.118	.006
	Sig. (2-tailed)		.263	.644	.127	**.007**	.677	.275	.366	.962
	N	61	61	61	61	**61**	61	61	61	61
What is your work load/number of lessons per week?	Pearson Correlation	.146	1	-.032	.056	.123	-.035	.056	.023	.166
	Sig. (2-tailed)	.263		.807	.668	.345	.788	.667	.859	.202
	N	61	61	61	61	61	61	61	61	61
Teaching LSE is fun and enjoyable	Pearson Correlation	-.060	-.032	1	-.006	.090	.209	-.033	.131	**.255***
	Sig. (2-tailed)	.644	.807		.961	.489	.107	.799	.314	**.047**
	N	61	61	61	61	61	61	61	61	**61**
Teachers have a	Pearson Correlation	-.198	.056	-.006	1	.162	**.389***	**.256***	**.284***	**.276***

positive attitude towards LSE educated	Sig. (2-tailed)	.127	.668	.961		.211	**.002**	**.047**	**.026**	**.032**
	N	61	61	61	61	61	**61**	**61**	**61**	**61**
LSE guides are available	Pearson Correlation	**.421***	.123	.090	.162	1	**.360***	.200	.076	.103
	Sig. (2-tailed)	**.007**	.345	.489	.211		**.004**	.123	.561	.431
	N	**61**	61	61	61	61	**61**	61	61	61
Teachers have the required LSE skills	Pearson Correlation	-.054	-.035	.209	**.389***	**.360***	1	**.296***	**.267***	**.258***
	Sig. (2-tailed)	.677	.788	.107	**.002**	**.004**		**.021**	**.037**	**.044**
	N	61	61	61	**61**	**61**	61	**61**	**61**	**61**
School heads often organize for LSE in-service courses	Pearson Correlation	-.142	.056	-.033	**.256***	.200	**.296***	1	.101	.138
	Sig. (2-tailed)	.275	.667	.799	**.047**	.123	**.021**		.437	.288
	N	61	61	61	**61**	61	**61**	61	61	61
Government provides follow up supervision and guidan	Pearson Correlation	-.118	.023	.131	**.284***	.076	**.267***	.101	1	**.806***
	Sig. (2-tailed)	.366	.859	.314	**.026**	.561	**.037**	.437		**.000**
	N	61	61	61	**61**	61	61	61	61	**61**

ce										
Government provides LSE resource materials	Pearson Correlation	.006	.166	**.255***	**.276***	.103	**.258***	.138	**.806***	1
	Sig. (2-tailed)	.962	.202	**.047**	**.032**	.431	**.044**	.288	**.000**	
	N	61	61	61	**61**	61	61	61	**61**	61

*Correlation is significant at 0.05 level of significance (2 tailed-test)

From the study findings in Table 4.28, there was a moderately strong relationship between LSE guide availability and school category which was found to be significant at 0.05 with a p value of 0.007 which is less than 0.05. These study findings are in line with the finding made by Adika (2013) who established that there existed a positive relationship between LSE curriculum guides and school category. This was an implication availability of LSE guides varied from school to school because a good proportion of school heads had made efforts to support LSE curriculum implementation through purchase of LSE guides while a few head teachers had done nothing or very little to support the implementation of LSE curriculum in secondary schools as a result of inadequate awareness and training.

There was also a positive relationship between teaching LSE is fun and enjoyable and government provides LSE resources and materials at 5 percent level of significance with a p value of 0.047 which is less than 0.05. This was an implication that teachers who were well supported by the government through training, encouragement and technical advice on implementation of LSE curriculum would be happy, competent, and develop positive attitudes towards LSE curriculum hence enjoy teaching LSE. Also, there existed a strong positive relationship existed between the teachers having a positive attitude towards LSE and teachers

have the needed skills to teach LSE at 5 percent level of significance with a p value of 0.002 which is less than 0.05. This implied that the teachers were adequately trained on LSE hence were comfortable teaching the subject hence the developed positive attitude and interest. Further, there existed a positive relationship between teachers having a positive attitude on LSE and School heads often organize for LSE in-service courses at 5 percent level of significance with a p value of 0.047 which is less than 0.05. Implying that a significant number of the school heads in secondary schools had initiated the required mechanisms for LSE curriculum implementation in their schools while quite a number of them had not as a result of inadequacy in number of teachers as well as resources.

There existed a positive relationship between teachers having a positive attitude and governments' support through follow up, supervision and guidance at 0.05 with a p value of 0.026 which is less than 0.05. This implied that teachers who had received government support through training, guidance and supervision had a positive attitude towards LSE curriculum implementation. On the same note, teachers having a positive attitude positively correlated to government support through provision for LSE resources and materials at 0.05 with a p value of 0.032 which was significantly less than 0.05. Implying that as a result of the government support through provision of LSE materials had created positive attitude in teachers in secondary schools.

There also existed a positive relationship between availability of LSE guides and teachers have the required LSE skills at 0.05 with a p value of 0.004 which was significantly less than 0.05. This was an implication that teachers had the needed skills required to teach LSE where the LSE guides were adequately available. There as well existed a positive relationship between teachers

having the required LSE skills and school heads often organize for LSE in-service courses at 0.05 with a p value of 0.021 which was less than 0.05. This implied that in schools where the school principals' or administrators organized LSE in service training teachers had the required skills to teach and implement the LSE education.

Also, there existed a relationship between teachers having the needed skills and government providing LSE resource materials at 0.05 with a p value of 0.044. This was an implication that teachers who received government support through LSE resources and materials had the needed skills to teach and implement LSE curriculum while a significant number of the teachers lacked the needed skills as a result of inadequate or lack of government support. Moreover, there existed a high positive correlation between government providing LSE resource materials and government providing follow up supervision and guidance at 0.05 with a p value 0f 0.000 which was significantly lower than 0.05. This was an implication that where the government providing support through LSE materials and other resources, it provided full supervision and guidance to the teachers.

CHAPTER FIVE:
SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presented a summary of the entire study findings, drew conclusions from the study findings as well as appropriate recommendations.

5.2 Summary of the study findings

This particular study sought to assess factors affecting the implementation of Life Skills Education (LSE) curriculum in secondary schools in Kenya with Murang'a County as the case study. The concern of the study was that, despite the government's efforts to equip youths with psycho-social competences through preventive educational strategies like AIDS education, Guidance and Counseling and recently Life Skills Education (LSE); young people in secondary schools have continued to succumb to psycho-social problems such as alcohol and drugs abuse, unfocused social relationships that have resulted to HIV infections, teenage pregnancies and school dropout, indiscipline, negative peer influences and poor academic performance; a clear indication majority of the youths in secondary schools still lacked life skills.

The key objective of the study was to assess the success of implementation of LSE curriculum program in the Kenyan secondary schools by answering the following study questions; 1. Had the teachers been sufficiently trained to acquire desired competences for successful LSE curriculum program implementation? 2. What was the attitudes of the teachers towards LSE curriculum programs? 3. Were LSE instructional materials and resources available and adequate?

4. Was the government support availed to teachers of LSE curriculum program sufficient for successful implementation?

The study was based on Leadership Obstacle Course Model propounded by Neal Gross (1971). Gross wanted to determine the success or failure of organizations and initiated in organizations. To this extent, the LOC Model stipulates that implementation of a new educational program is likely to face difficulties during the implementation phase. Further, the study adopted a mixed methods design using descriptive design strategy. It involved a total of 271 secondary schools in Murang'a County where school principals/administrators and teachers were purposively and randomly selected from 20 secondary schools in the larger Murang'a County. Questionnaires was the major data collection instrument used to collect data from 80 secondary school teachers. Interviews were used to collect data from 20 school principals/administrators. Data was analyzed using descriptive and correlation statistical techniques with the help of Statistical Package for Social Sciences (SPSS) and presented in form of means, standard deviation, frequencies, percentages and correlation tables, bar graphs and pie-charts.

The study findings were that; majority of the secondary school teachers (77.1%) have never received any training on LSE curriculum at all, 19.7% were neutral while the rest (3.2%) indicated that they rarely received the in-service training on LSE curriculum programs. Most of the school principals (58.3%) agreed that teachers in secondary schools portrayed no understanding of the LSE curriculum objectives while 41.7 percent indicated that a few teachers portrayed understanding of the LSE curriculum objectives to a very small extent. Further, majority of the school principals (91.7%) confessed that they do not at all send or organize for

any in-service training for the teachers while 8.1% of them indicated that they do it on termly basis.

Most teachers had a positive attitude towards LSE curriculum while a significant number had a negative attitude. 67.2% of teachers agreed that teaching LSE was fun and enjoyable, 21.3% were neutral while 11.5% disagreed. 58.3 percent of the principals/administrators indicated that teachers and students were enthusiastic in teaching and learning LSE curriculum while a 41.7 percent indicated that they were not. Majority of the teachers (42.6%) confessed that they taught LSE as timetabled rarely, 29.5 percent always while 27.9 percent indicated that they never taught LSE as timetabled. The positive attitude could be attributable to many factors including the fact that 90.2 percent of the teachers were convinced that LSE curriculum was important to the students, 1.6 percent indicated that it was not while 8.2 percent were unsure. On the other hand, the negative attitude could be as a result of the fact that majority teachers (77.1%) disagreed that they are frequently trained on LSE education and that school heads often organized for LSE in-service LSE courses 72.1%). Also, could be as a result of the fact that 26.2% of the teachers agreed that LSE education was in other subjects such as CRE hence more of a burden when taught separately. Lack of in-service training made the teachers feel incapacitated while others were busy working on the mean score of their academic subjects. 45.9% of the teachers agreed that they had a positive attitude towards LSE education.

Teachers slightly agreed that LSE guides were available in schools where 36.1% of the respondents agreed that LSE guides were available, 11.5% were neutral while 52.5% disagreed with the statement. .9% of the teachers also agreed that LSE guides are enough for every teacher, 16.4% remained neutral while 78.7% disagreed with the statement. 6.5% of the respondents

agreed that LSE guides are enough for all the students, 14.8% remained neutral while 78.6% disagreed that the LSE guides were available. Further, 21.1 % of principals/administrators agreed that there lacked enough teaching and learning materials for both students and teachers in schools. Documents analyzed also revealed that many schools lacked LSE guides, syllabus, text books and other reference materials.

DQASO rarely visited schools to oversee LSE curriculum implementation progress. Majority of the school principals (33.3%) confessed that the DQASO rarely visited their school, 25% said that DQASO visited once per year, 16.7% said that the DQASO visited once per term while 8.3% said that the DQASO visited at least twice per term, 8.3% indicated that the DQASO visited on invitation and a further 8.3% said that the DQASO visited during school meriting process.

When the teachers were asked if they ever got any support from the government via educational managers, majority (70.5%) disagreed while only 29.5 percent agreed to having got any kind of support from the government. 60.6% of the teachers were dissatisfied with how the government organized LSE seminars / workshops for teachers, 57.4% were dissatisfied with the encouragement by the government to teachers to attend LSE workshops. Further, 49.2% of the teachers indicated that they were dissatisfied that government provided LSE resource materials to schools. Also, 55.7% of the teachers were dissatisfied with the follow up, supervision and guidance by the government on LSE curriculum programs.

Document analysis revealed that in most secondary schools, LSE curriculum was never taught; in some schools LSE subject was allocated time on the timetable but no teacher assigned to teach it. In others, all the allocations were completed but no actual teaching of LSE curriculum went

on. The study finding revealed that majority (42.6%) indicated that they taught LSE rarely as timetabled, 29.5 percent indicated they always taught it as timetabled while 27.9 percent indicated that they never taught LSE as timetabled.

5.3 Discussion of the findings

The findings made in the study implied that LSE guides were scantily available in most schools; notably, availability of LSE guides varied from one school to another but in most schools inadequate as supported by document analysis. Further, the findings made in this study implied that teachers were not sufficiently prepared on LSE curriculum implementation. Therefore, they were insufficiently trained on LSE curriculum implementation content and skills; majority of the respondents (70.5%) indicated that they do not receive any training at all while the rest (29.5%) indicated they did receive some training on LSE. In this case, 58.3 percent of the school principals indicated that teachers in secondary schools portrayed no understanding of the LSE curriculum objectives while 41.7 percent held a contrary opinion. Further, majority of the school principals 11 (91.7%) indicated that they do not at all send or organize for any in-service training for the teachers while 1 (8.1%) indicated that they do organize for teachers' in service training. Consequently, the educational support for implementation of LSE curriculum in secondary schools was insufficient especially from the government through DQASO since from the interview results, majority of the principals 4 (33.3%) indicated that the DQASO rarely visited school, 3(25%) indicated that they visit once per year, 2 (16.7%) indicated that DQASO visited once per term while 1(8.3%) said that the DQASO visited at least twice per term. Further, the study findings implied that most teachers of LSE had positive attitudes towards LSE curriculum but a number had a negative attitude. In this regard, majority of the principals/administrators 7

(58.3%) of the principals/administrators indicated that teachers and students were enthusiastic in teaching and learning LSE curriculum while 5 (41.7%) held a contrary opinion.

In this regard, these study findings concurred to the study findings made by Adika (2013) who established that lack adequate instructional materials, teachers' attitude, teacher's level of training adequately influenced implementation of LSE curriculum in secondary schools. Also, Chamba (2009) found out that learners' positive attitude, teachers training, schools administrative support, adequate teaching materials and integration into other subjects were the major factors that influenced the implementation of LSE curriculum programs in secondary schools. Similarly, Kawira (2012) established that inadequate time allocation, Teachers' perceptions, availability and adequacy of learning and teaching resources, teaching methodologies as well as learners' attitudes adequately influenced implementation of LSE curriculum.

5.4 Conclusions of the study

From the study findings, the following conclusion was made:

Teachers in most secondary schools and school heads were insufficiently trained on implementation of LSE curriculum. Most of the secondary school teachers had never been trained while a few were trained only once. In this case, the study concluded that insufficient LSE knowledge and skills on the side of teachers was the major cause of poor implementation of LSE curriculum in secondary school.

Most teachers had a positive attitude towards LSE curriculums in secondary school. However, some still held negative attitudes. The few teachers with negative attitudes greatly affected the

implementation of LSE curriculum since they concentrated on improving performance of the examinable subjects giving little or no attention to the non-examinable LSE curriculum.

Poor implementation of the LSE curriculum in secondary schools was as result of scantily available LSE guides and reference materials and LSE textbooks.

Government support on the implementation of LSE curriculum in secondary schools was insufficient; this was so because the government had failed to provide the required support to the secondary school teachers through provision of enough materials and resources as well as through support, supervision and even in-service training. In this case, the DQASO who are supposed to oversee a successful implementation of LSE curriculum in secondary schools instead concentrated on tracking the examinable subjects at the expense of the non-examinable subjects.

In a nutshell, the study concluded that adequacy of resources, level of preparedness, teachers' attitude and government support to a great extent influenced the implementation of the LSE curriculum in secondary schools in Kenya.

5.5 Recommendations of the study

The study made the following recommendations;

1. KIE and the Ministry of Education to ensure that LSE curriculum is incorporated teachers' programs for all teacher trainees at all levels; certificate, diploma, degree, masters, PhD or even doctorate level.

2. To ensure continuity, the government through the Ministry of education to continue with the in-service training for all the teachers in secondary schools through seminars and workshops to make the LSE curriculum objectives, content and implementation skills

clearly known and understood by teachers; so that they can successfully teach the subject. Also, the government should ensure that the DQASOs are properly trained and that they possess proper monitoring skills to adequately guide the teachers on implementation of LSE curriculum in secondary schools.

3. KIE and the Ministry of Education to intensify LSE education awareness to both teachers and secondary school students through media; television and radios as well as social media platforms. This way this will provide a room for all to learn as well as offer clarity to its content and objectives.

4. More books on LSE curriculum to be printed and equally distributed to all secondary schools in all the parts of the country. Without adequate materials and resources supporting LSE curriculum, it is hard to successfully implement the LSE curriculum in secondary schools.

5.5 Areas for further research

This study sought to investigate factors affecting the implementation of LSE curriculum in secondary schools. This study established that adequacy of resources, level of preparedness, teachers' attitude and government support to a great extent influenced the implementation of the LSE curriculum in secondary schools in Kenya. In this regard, a longitudinal study should be undertaken on the factors affecting implementation of LSE curriculum in secondary schools to adequately support the findings made in this study as well as investigate the other factors influencing implementation of LSE curriculum in secondary schools. Also, a different study should be undertaken to establish the extent of implementation of LSE curriculum in secondary schools in Kenya.

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Appendix 1: LETTER OF INTRODUCTION

Benson Mwangi Kiragu

University of Nairobi

Department of Extra Mural Studies

0721379758

Dear Sir/Madam,

RE: FACTORS INFLUENCING IMPLEMENTATION OF LIFE SKILL EDUCATION CURRICULUM IN SECONDARY SCHOOLS: A CASE OF MURANG'A COUNTY.

I am a student at the University of Nairobi, School of Extra Mural Studies program. In order to fulfill the master's program requirements, I am undertaking a research project. In regard to this, I kindly request you to assist me to collect data by filling out the accompanying questionnaire and use of any other relevant document that could give important information for this study.

The information gathered will be treated as confidential and will be for the sole purpose of this study. Kindly respond to the items in the attached questionnaires to the best of your knowledge.

Thank you.

Yours faithfully,

Benson Kiragu

Appendix 2: QUESTIONNAIRE FOR TEACHERS ON IMPLEMENTATION OF LSE CURRICULUM

INSTRUCTIONS

TOPIC: Factors influencing implementation of Life Skills Education (LSE) curriculum in Secondary Schools: A case of Murang'a County.

Please fill in this questionnaire to the best of your knowledge and ability by ticking (√) in the brackets provided ( ) or writing answers in the spaces provided. Do not write your name anywhere on this paper. Your responses will be treated with utmost confidentiality and strictly used for academic purposes. Your positive and honest responses will be highly appreciated. Thank you in advance for your co-operation.

SECTION A: BACKGROUND INFORMATION.

1. Sex: i) Male ( ) ii). Female ( )

2. Your age in years?

i) Below 30 ( ) ii) Between 31 – 35 ( ) iii) Between 36-40 ( ) iv). Above 40 ( )

3. Marital status

i) Married ( ) ii) Single ( ) iii) Widowed ( )

4. What is your highest professional qualification?

i) Diploma ( ) ii) Degree ( ) iii) Masters ( ) iv) P.G.D.E ( ) v) Others (specify) ……

5. For how long have you been teaching? (Duration in years)

i) Less than 5 ( ) ii) Between 5 – 10 ( ) iii) Between 11 – 15 ( ) iv) Between 16 – 20 ( ) v) More than 20 ( )

6a) State category of your main teaching subject? i) Sciences ( ) ii) Languages ( ) iii) Mathematics ( ) iv) Humanities ( ) v) Others ( )

b) What is your work load/number of lessons per week?

i) Below 15 ( ) ii) Between 15-25 ( ) iii) Above 25 ( )

7 a. State your school category

1) Girls' boarding ( )

2) Boys' boarding ( )

3) Mixed Boarding/ Day ( )

4) Mixed Day ( )

b. Which category of schools in 7a above would you prefer to teach? 1) ( ) 2) ( ) 3) ( ) 4) ( ) 5) All ( )

c. Give reasons for your response in 7b.

SECTION B: TEACHER'S ATTITUDE

a) How often do you teach LSE as timetabled?

1) Always ( ) 2) Rarely ( ) 3) Not at all ( )

b. Do you think that the LSE curriculum is important to students?

i) Yes ( ) ii) No ( ) iii) Not Sure ( )

Show your level of agreement to the following statements in regard to LSE programme **(1- Strongly Disagree, 2- Disagree, 3-Neutral, 4- Agree, 5-Strongly Agree).**

	1	2	3	4	5
Teaching LSE is fun and enjoyable					
LSE should become examinable to make it effective					
Teachers have a positive attitude towards LSE education					
LSE education is in other subjects such as CRE hence more of a burden					

SECTION C: ADEQUACY OF EDUCATIONAL RESOURCES AND MATERIALS

Comment on the following statements basing on your understanding by ticking whichever is applicable to you using the scale of 1 to 5. **(1-Strongly Disagree, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree).**

Adequacy of educational Resources and materials	**1**	**2**	**3**	**4**	**5**
LSE guides are available					
LSE guides are frequently supplied by the ministry of education					
LSE guides are enough for every teacher					
LSE guides are enough for all the students					

SECTION D: TEACHERS' LEVEL OF PREPAREDNESS

b) How often do you receive in-service training on LSE curriculum implementation?

1) Frequently ( ) 2) Rarely ( ) 3) Not at all ( )

c) Who organized the in-service training you received?

1) School ( ) 2) District ( ) 3) KIE ( ) 4) None / N/A ( )

Comment on the following statements basing on your understanding by ticking whichever is applicable to you using the scale of 1 to 5. **(1-Strongly Disagree, 2- Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree).**

Teachers' Level of preparedness	**1**	**2**	**3**	**4**	**5**
Teachers are frequently trained on LSE education					
Teachers have the required LSE skills					
DQASO frequently visit the school					
School heads often organize for LSE in-service courses					

SECTION E: GOVERNMENT SUPPORT

a. Do you ever get support from the government via educational managers?

Yes ( ) No( )

b. Using the key, state the extent to which you are satisfied with the following support from education managers (5-Extremely Satisfied, 4-Satisfied, 3-Undecided, 2- Dissatisfied, 1-Extremely Dissatisfied).

Government Policy	**1**	**2**	**3**	**4**	**5**
Organize LSE seminars / workshops for teachers					
Encourage teachers to attend LSE workshops					
Provide LSE resource materials					
Provide follow up supervision and guidance					
Provide financial support to teachers attending workshops and seminars					

Appendix 3: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS

1) Designation ----------

2) Type of School ----------

3) How long have you been working in this school?

4) According to your observation, do the LSE teachers portray understanding of the LSE curriculum objectives?

5) Are the teachers and students enthusiastic in teaching & learning LSE curriculum?

6) What are the major factors influencing adoption of LSE curriculum and problems experienced by the teachers while teaching LSE?

7) What in your opinion should be done to equip / provide teachers with the necessary skills?

8) Are the parents and community aware of and supporting the LSE curriculum?

9) What have you done to improve LSE curriculum project implementation?

10) How often do you organize or send teachers for LSE in-service courses?

11) How often do DQASO visit your school?

12) What challenges (if any) do you experience in your efforts to help teachers implement LSE curriculum effectively?

13) Suggest possible ways of making implementation of LSE curriculum effective.

Appendix 4: FIELD ENTRY PERMISSIONS

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Email: cdemuranga@gmail.com
Telephone: 060 2030227
When replying please quote

COUNTY DIRECTOR OF EDUCATION,
P.O BOX 118 – 10200,
MURANG'A.

Ref: MGA/CTY/GEN./64/VOL.I I/113

DATE: 14th July , 2016

Benson Mwangi Kiragu,
University of Nairobi,
P.O. Box 30197-00100,
NAIROBI.

RE: RESEARCH AUTHORIZATION

The County Education office is in receipt of your request and authority letter from the National Commission for Science, Technology and Innovation, reference no. NACOSTI/P/16/27182/12237 dated 27th June, 2016 to carry research on **"Factors influencing implementation of life skill education curriculum projects in Secondary Schools in Kenya; A case in Murang'a County."**

Authority is granted to carry out research in **Murang'a County -** for a period ending **27th June, 2017.**

COUNTY DIRECTOR OF EDUCATION MURANG'A 18 JUL 2016 P. O. Box 118-10200, MURANG'A

L.K. KARUNTIMI
COUNTY DIRECTOR OF EDUCATION
MURANG'A

REPUBLIC OF KENYA

THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: 060-2030467
Email: ccmuranga21@gmail.com

When replying please quote

COUNTY COMMISSIONER
MURANG'A COUNTY
P. O. BOX 7-10200
MURANG'A

REF.NO.PUB.24/11/VOL.11/116 ***17th June, 2016***

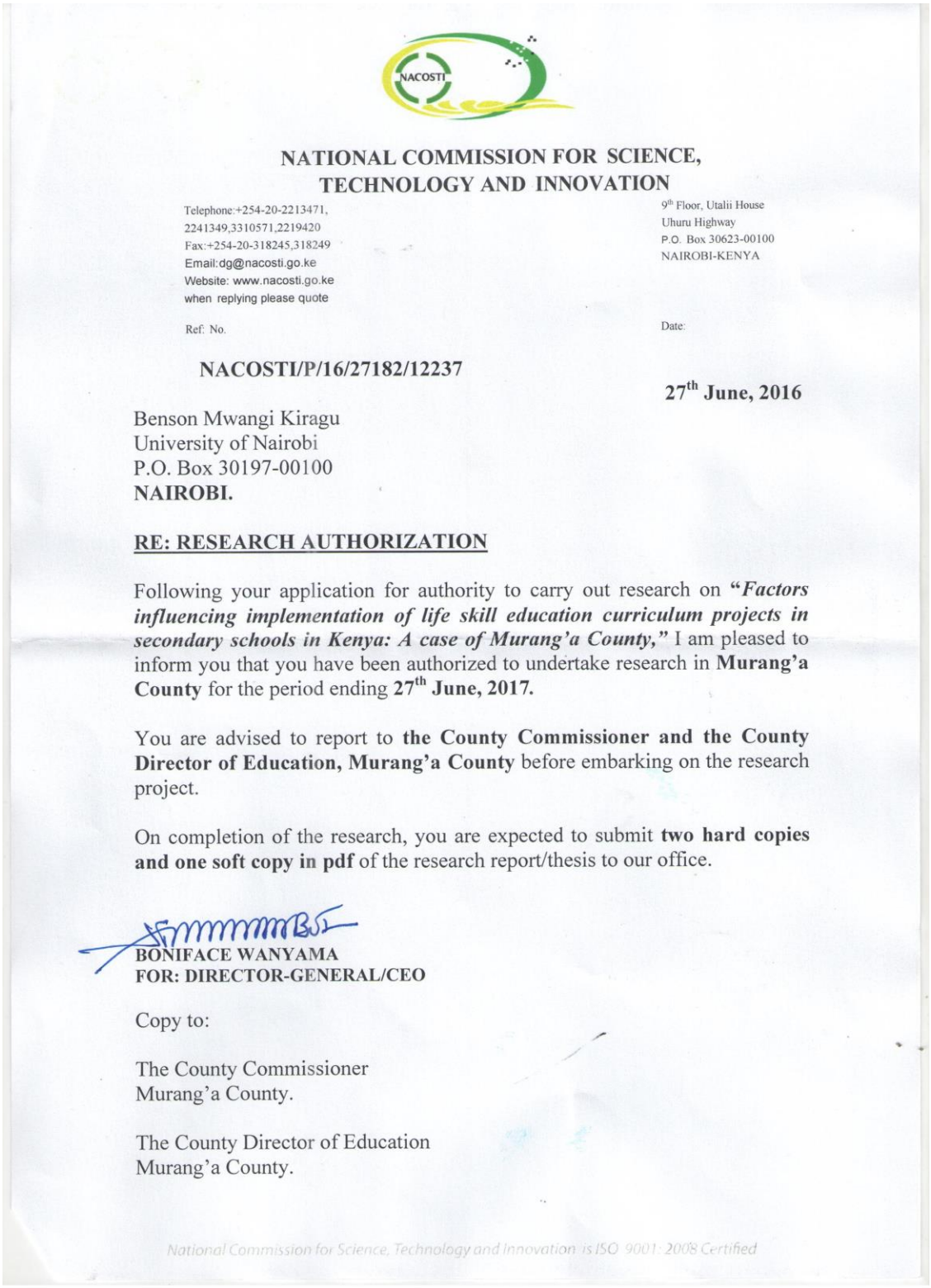
Benson Mwangi Kiragu
University Of Nairobi
P.o Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION.

In reference to a letter NACOSTI/P/16/27182/12237 dated 27th June, 2016 from the National Commission for Science, Technology and Innovation regarding the above subject, You are hereby authorized to carry out research on ***"Factors influencing implementation of life skills education curriculum projects in secondary schools in Murang'a County"*** *for a period ending 27th June, 2017.*

JULIUS G.NJUGUNA
For: **COUNTY COMMISSIONER**
MURANG'A COUNTY

Appendix 5: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. NACOSTI/P/16/27182/12237

Date: 27th June, 2016

Benson Mwangi Kiragu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors influencing implementation of life skill education curriculum projects in secondary schools in Kenya: A case of Murang'a County,"*** I am pleased to inform you that you have been authorized to undertake research in **Murang'a County** for the period ending **27th June, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Murang'a County** before embarking on the research project.

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Murang'a County.

The County Director of Education
Murang'a County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix 6: RESEARCH PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 9765

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. BENSON MWANGI KIRAGU
of UNIVERSITY OF NAIROBI, 0-500 nAIROBI,has been permitted to conduct research in *Muranga County*
on the topic: *FACTORS INFLUENCING IMPLEMENTATION OF LIFE SKILL EDUCATION CURRICULUM PROJECTS IN SECONDARY SCHOOLS IN KENYA: A CASE OF MURANGA COUNTY.*
for the period ending:
27th June,2017

Permit No : NACOSTI/P/16/27182/12237
Date Of Issue : 27th June,2016
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation