

**SCHOOL-BASED FACTORS INFLUENCING IMPLEMENTATION OF
LIFE SKILLS EDUCATION IN SECONDARY SCHOOLS IN ATHI –
RIVER SUB - COUNTY, KENYA**

Mukeku Ruth Loko

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DECLARATION

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

Mukeku Ruth Loko

E55/76671/2014

This research project has been submitted for examination with our approval as university supervisors.

Dr. Rosemary Imonje

Lecturer

Department of Education Administration and planning

University of Nairobi

Dr. Andrew Riechi

Senior Lecturer

Department of Education Administration and planning

University of Nairobi

DEDICATION

This research project is dedicated to my loving mother, Priscillah Mukii Mukeku, my loving sisters Naomi Wanzila Mukeku and Mary Katiwa Mukeku, my brothers Joseph Kilonzo Mukeku and Daniel Muthini Mukeku who have been my support and source of inspiration. May God bless you abundantly and expand your territories. To my loving nieces and nephews, thanks for your moral support and may you live to be great scholars.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
DQAS	Directorate Quality Assurance and Standards
CDE	County Director of Education
EFA	Education for All
GoK	Government of Kenya
HIV	Human Immuno-Deficiency Virus
KIE	Kenya Institute of Education
KICD	Kenya Institute of Curriculum Studies
LS	Life Skills
LSC	Life Skills Curriculum
LSE	Life Skills Education
MOEST	Ministry of Education, Science and Technology
QASO	Quality Assurance and Standards Officer
SCDE	Sub-County Director of Education
UN	United Nations
UNICEF	United Nations International Children's Fund
UNESCO	United Nations Educational Scientific and Cultural Organization
UNGASS	United Nations General Assembly Special Session
WHO	World Health Organization

ABSTRACT

The purpose of the study was to investigate school based factors influencing the implementation of life skills education curriculum in public secondary schools in Athi River Sub-County, Kenya. Four research objectives were set to guide the study. Research objective one sought to assess the availability and adequacy of teaching and learning resources in implementation of life skills in public secondary schools; research objective two sought to analyze the appropriateness of methodologies used in the implementation of life skills education in public secondary schools; research objective three aimed at establishing whether teachers were given adequate in-service training for implementation life skills education in public secondary schools whereas research objective four sought to analyze the supervision by principals on implementation of life skills education in public secondary schools. The study adopted the descriptive research design to find out school based factors influencing the implementation of life skills education curriculum. The sample size comprised of 10 principals, 30 teachers and 400 students. The study used questionnaires and interview schedules for data collection. The researcher visited the selected schools and the questionnaires were administered to the respondents with the help of the school authority. The respondents were assured of confidentiality. The researcher then collected the questionnaires after they filled them as they were filled as the researcher waited. The collected data was thoroughly examined and checked for completeness and comprehensibility. The data was analyzed quantitatively and qualitatively. The study realized 93 percent response rate that was deemed very satisfactory for the purpose of the study. Findings on availability and adequacy of teaching and learning resources on the implementation of LSE revealed that inadequate resources hampered effective implementation of LSE. Research findings also showed that teaching methodologies influenced implementation of life skills education. Discussions and storytelling were preferred by the majority of the teachers. Based on the findings, it was concluded that teaching and learning resources affected effective LSE implementation. Based on the study, it was recommended that head teachers should ensure that time allocated to LSE in their schools is in accordance with the guidelines provided by KICD. The principals should supervise teachers to ensure that LSE is taught. This study further recommended that the government, through the Ministry of Education, should enhance training for teachers in LSE. Based on the findings, it was suggested that LSE be made an examinable subject in order for teachers to treat it seriously. The study recommended that further study be undertaken in other districts in the Republic of Kenya to establish implementation of LSE.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The transition of individuals from childhood to adulthood makes them undergo various stages of dynamic physiological, emotional and social changes which bring about new feelings, emotions and desires. This consequently brings about new challenges that require both intellectual skills and human or life skills so as to cope with the challenges. Life skills are capabilities for adoptive and positive behavior which enable individual to deal in an effective manner with the demands and challenges of everyday life (MOEST, 2008). They therefore represent the Psycho-social skills that determine valued behavior. They are categorized into cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others. The Ministry of Education suggested 10 core skills which are decision making skills, problem solving skills, creative thinking skills, skills for critical thinking , skills for effective communication, interpersonal relationship skills, self-awareness skills, empathy, skills for coping with emotions and coping with stress (MOEST, 2008).

Life skills curriculum is the cornerstone of a moral and healthy development and an effective weapon against psychological, social and economic challenges which are faced by the youth (WHO, 2004). Article 28 No. 1 of

Convention of Rights of the Child states that, the parties shall recognize the rights of a child to education and shall take any appropriate measures to curb truancy in schools, high school dropouts and the use of narcotics drugs (Convention of rights of the child, United General Assembly, 2010).

The United States of America initiated several LS programs including Sports Based LS programs to prevent violence and drug and substance abuse in schools and colleges. According to Sharon and Sussane (2008), the respective LS teachers are in-serviced on a two-day workshop before implementing the Life Skills Curriculum (LSC). In Eastern and Southern Africa, LSE has been implemented the impetus being to pass knowledge on HIV and AIDS, peace education, smoking and gender issues. According to Wanjama, Muraya and Gichaga (2010), the Kenya revised curriculum has infused LSE in subjects like English, Science and Religious Education.

According to Abobo (2012), the effectiveness of life skills curriculum in managing emerging issues such as HIV pandemic, drug abuse, school dropout and early pregnancies is dependent on myriads of variables both inside and outside the school setting. The significant factors inside the school setting include the training of teachers, availability of teaching and learning resources and appropriateness of teaching approaches used. In countries like Nyasaland (Malawi) life skills has minimized these emerging issues because it is well implemented, teachers are in-serviced and appropriate follow up during implementation is adhered to.

Teachers begin by an in -service training done through a cascade model where a team of trainers from the national level induct trainers of teachers at sub-County level and the primary education methods advisers in a three day block. The primary education method advisers in turn train school principals and teachers in two day block (Kunje and Chimombo, 2013). Life Skills Education (LSE), the study of life skills, imparts morality, is as essential as theoretical teaching and is important for the development and growth of a healthy child and consequently a healthy adolescent (WHO, 1997).

It is an education policy that life skills curriculum ought to be taught in all Kenyan schools. Materials for training are developed by MOEST to harmonize training content. A cascade system of training teachers was adopted before the implementation (MOEST, 2009). However, the training to a stall and less than half the number of teachers were trained (Global Evaluation, 2012). A lot of challenges are impacting negatively on educational institutions in Kenya such as sexual abuse, violence, HIV and AIDS pandemic, bullying, peer pressure, indiscipline and increased drug and substance abuse (KIE 2008). Wide ranging applications of LSC in schools is important for the prevention of violence in schools and student dropouts (WHO, 2014). According to KIE (2008), the rationale for introducing LSE in secondary schools in Kenya is to enable the students to obtain attitudes, values and develop or cultivate skills that will enable him or her to cope in an effective way with stress and emotions in the society;

show capability to use the relevant skills to deal with the emerging issues and any other challenges well; appreciate and realize the need to co-exist peacefully with other people, show the capability to use the acquired skills to relate and co-exist with the other people amicably; appreciate him/herself as a unique person and acquire self-esteem; cultivate skills which will help him/her make wise decisions; cultivate and use life skills that promote positive behavior formation and change; appreciate his/her rights and obligations and show ability to respect the rights of other people; and also develop and apply life skills that enhance performance in education.

Success in life is about inner values not necessarily doing academic work. An article by (Macmillan, 2016) entitled '27 skills your child needs to know she is not getting at school' is a clear indication that there are many school-based factors hindering effective teaching of LS in schools. According to Mwangi (2015), teachers are willing to implement the LSC but they are hindered by myriads of challenges such as inadequate time allocated to LSE, lack of support from MOEST, scarcity of teaching and learning materials and also lack of monitoring and evaluation. In Machakos County, secondary school students on drugs, truancy, bullying and negative peer pressure were reported as follows in 2016:

Table 1.1

Machakos County record of students on drugs, truancy, bullying and peer pressure

Sub-County	Drugs	Truancy	Bullying	Peer Pressure	Total
Machakos	8	9	3	8	28
Kangundo	7	8	5	6	26
Kathiani	6	8	4	6	24
Athi- River	9	9	4	7	29
Mwala	6	6	5	4	21
Yatta	7	7	4	5	26
Masinga	6	5	5	4	20
Matungulu	6	4	4	7	21

Source: Machakos County Director of Education office, 2017

Table 1.1 shows reported cases of secondary school students on drugs, truancy, bullying, and negative peer pressure in the eight sub-counties of Machakos County. Athi River Sub-County is leading in the number of reported cases. These cases imply that there is indiscipline and ignorance of life skills by the students. This implies that the schools do not embrace Life Skills Education as an opportunity for realizing good discipline which is the pillar of success to education (MoEST, 2008).

Table 1.2

Athi – River Sub – County KCSE performance trend from the year 2012 – 2016

Year	2012	2013	2014	2015	2016
Mean score	4.950	4.875	5.248	5.164	3.924

Source: Athi River Sub-County Director of Education office, 2017

Table 1:2 shows the overall K.C.S.E performance trend of secondary schools in Athi River Sub-County from 2012- 2106. The mean scores range between 3.924 and 5.248. The overall mean score translates to 4.832 (24.161/5) which is equivalent to a mean grade of D+, which falls two letters grades below the minimum mean grade of C+, which is required for admission in public universities in Kenya. This implies that the students are not able to deal effectively with issues that pose as distracters to their learning. LSE should promote students overall growth and development that will enable him/her make appropriate choices that enhance academic performance (KIE 2006). Athi-River Sub-County is characterized by pre-marital sex, drug abuse, sexual abuse, teenage pregnancies, truancy, violence, bullying, negative peer pressure, arson and increase in general indiscipline among students (Sub County Director of Education, 2016). This study thus aimed at investigating various school-based

factors hindering effective implementation of LSE in secondary schools in Athi-River Sub-County.

1.2 Statement of the problem

According to SCDE office, Athi River Sub-county is facing alarming cases of indiscipline, bullying, violence, School drop outs, truancy, early pregnancies, HIV and AIDS prevalence, drug and substance abuse, child abuse and poor performance in national examination among secondary school students. These problems are hindering the ability of many schools to achieve their goals in academic work (Sub County Director of Education, 2016). A study carried by (Abobo 2012) reveals that the grounds of such challenges are greatly connected to limited knowledge on life skills curriculum which should furnish students with psychosocial competencies to make wise decisions, solve their problems and think creatively and also critically. Another study carried out by Mwangi (2015) reveals that teachers are willing to implement the LSC because it is the basis of good discipline which is the pillar of academic success but are hindered by challenges such as inadequate time allocation for teaching LSC, lack of support from MoEST and shortage of teaching and learning materials. This study was intended to examine the school-based factors influencing the implementation of LSE in secondary schools in Athi-River Sub-county.

1.3 Purpose of the study

The purpose of this study was to examine factors influencing the implementation of LS in secondary schools in Athi-River sub-county, Kenya.

1.4 Objectives of the study

- i. To determine the extent to which the availability of teaching and learning resources influence the implementation of LSE in secondary schools in Athi-River Sub-County.
- ii. To determine the appropriateness of methodologies used in the implementation of life skills education in secondary schools in Athi-River Sub-County.
- iii. To determine the influence of professional in-service courses of teachers in the implementation of LS curriculum in secondary schools in Athi-River Sub-County.
- iv. To establish the influence of supervision by the principals on the implementation of LS in secondary schools in Athi-River Sub-County.

1.5 Research questions

- i. To what extent does the availability of teaching and learning resources influence the implementation of LSE in secondary schools in Athi-River Sub-County?

- ii. How appropriate are the methods used in the teaching of life skills curriculum in secondary schools in Athi-River Sub-County?
- iii. To what extent do the in-service of teachers influence the implementation of LSE in secondary schools in Athi-River Sub-county?
- iv. In which ways do the supervision by principals' influence the implementation of the LSE curriculum in secondary schools in Athi-River Sub-County?

1.6 Significance of the study

By investigating the factors affecting the implementation of LSE in secondary schools, the Government of Kenya may be likely to allocate and provide sufficient funds and guidelines to procure teaching and learning resources, provide in-service courses to teachers and train principals on supervision skills that may enhance the implementation of LSE curriculum. The findings of this study may be useful in providing the MOEST officials at the headquarters with information on how to improve implementation of LSE curriculum as the findings may highlight perceived challenges and recommend ways of redress. The KICD may also benefit by getting useful feedback on the extent to which LSE has been implemented.

1.7 Limitations of the study

The attitudes of the respondents as they responded to research instruments was not controlled and were bound to give socially acceptable answers. This was

likely to affect the validity and reliability of the responses. To mitigate this, the researcher requested them to exercise honesty because the information they gave was used solely for the purpose of the study.

1.8 Delimitations of the study

This study was only conducted in Athi River Sub-County. According to the SCDE officer report of 2016, Athi River Sub-County has 35 registered secondary schools, 4030 secondary school students and 323 TSC teachers. Only 10 principals, 30 teachers and 400 students were sampled for this study. The findings of this study were not generalized to other Sub-Counties because the conditions for Athi River Sub-County may be different from those of other Sub-Counties in the county or country.

1.9 Basic assumptions of the study

This research was anchored on the following assumptions.

- i. All secondary schools in Athi-River Sub-County were implementing the LSE curriculum as prescribed in the KICD syllabus.
- ii. The targeted respondents were conversant with LSE in their schools and responded to the items in the questionnaire appropriately and honestly.

1.10 Definition of significant terms

The following are definitions of operational terms that were featured in this study.

Concept refers to a general idea or understanding of something

Methodology refers to a set of methods and principles used to impart knowledge, attitudes, skills and values.

Principal refers to the head of a secondary school.

Resources refer to sources of information for both students and teachers.

School factors refer to several components within the school that influence the implementation of life skills education.

1.11 Organization of the study

This study was organized in five chapters. The first chapter constituted the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumptions of the study, definition of significant terms and organization of the study. The second chapter focused on literature review under the sub-headings: introduction, concept and meaning of life skills education, implementation and evaluation of life skills curriculum, teaching and learning resources, teaching methodologies, in-service teacher education, the influence of principal's supervision on teachers, summary of the reviewed literature, theoretical framework and conceptual framework.

The third chapter dealt with the research methodology and focused on introduction, research design, target population, sample size and sampling procedure, research instruments, instruments validity and reliability, data collection procedures, data analysis techniques and ethical considerations. The

fourth chapter dealt with data analysis and interpretations and discussions of the findings. The fifth chapter consisted of summary of the study, research findings, conclusions, recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter was intended to review related literature on the development of LSE and its implementation from the international, regional and national perspectives. The literature reviewed tackled the concept and meaning of LSE curriculum, implementation and also evaluation of the life skills curriculum, instructional materials and resources available for implementation of LSE curriculum, teaching methodologies, in service of teachers, the influence of principals' supervision on teachers on implementation of LSE curriculum, summary of literature review, theoretical framework underpinning the intended study and conceptual framework underpinning the intended study.

2.2 The concept of implementation of Life Skills Education

Life Skills comes from the 1986 Ottawa Charter of promotion of health which stated clearly under the title of personal skills that health promotion should support personal also and social development by offering information advantage for health and promoting LS. According to Kolosoa and Mukhakhane (2009), LSE is designed in a manner to facilitate the practice of psychosocial skills, promote both personal and social development, prevent health and social problems, and the protect human rights. The acquisition of psychosocial abilities

or skills is therefore an appropriate way of preparing the young people for the numerous and intricate challenges that are present in the world. Psycho skills are those skills that deal with the functions of the mind. Social skills are the skills that deal with a person's interaction with his/her culture and environment (UNESCO 2012). LS programs are therefore intended to promote positive behavior alongside a variety of psychosocial skills and change unacceptable behaviors and habits learned previously which might turn to dangerous behaviors later in life. Life skills in Kenya are classified into three categories. These are: skills for knowing and living with oneself that are aimed at enhancing understanding of oneself, interpersonal skills or skills for knowing how to live with others which are aimed at helping people maintain good relationship in the society and skills for making effective decisions which help us make healthy and informed choices (KICD 2008). The main aim of LSE in Kenya is promoting the ability of the young people to take responsibility to make healthy choices, avoiding behaviors that are risky and resisting negative peer pressure. LS enable students to deal with life challenges and make wise decisions that can have important effect on their health on their both present and future life. According to UNESCO (2012), LSE has become a contributor to quality education through approaches that lay emphasis on acquisition of competence, content relevant to daily life and use of teaching and learning methodologies to help acquisition of skills and promote co-operative learning. United Nations Children's Fund (UNICEF) whose headquarters are in

New York, Thailand and Uganda advocate LSE as an essential element of programming for both children and adolescents for development and promotion of health. Funds, training and resources are provided to support successful progression of life skills education. LSE has been included in global documents such as EFA which includes LS among important learning tools for existence, development and quality life and in multilateral agencies such as the WHO.

LSE was introduced in Kenyan school syllabus in 1999 when GoK declared HIV and AIDS a national disaster and LSE was taken as a measure to deal with the pandemic. LSE was infused in subjects like Religious Education and Social Studies to improve the ability of the young people to take personal obligation to make healthy choices and avoid dangerous behaviors (UNESCO, 2010). A group of MOEST officials from Kenya visited Zimbabwe and Malawi to acquaint themselves with the implementation strategies of LSE. They learnt that in Zimbabwe, LSE is taught as a stand-alone subject while in Malawi, teachers begin by in -service training through a cascade model and adequate resources are provided. They then recommended that LSE be taught as a stand-alone or independent subject (KICD, 2008). KIE developed the LSC and resource materials like real objects, audio-visual materials, print media, and resource persons and oriented several trainers of trainees. A cascade model of training was adopted (MOEST, 2009). The LSE curriculum was rolled-out in 2008. The LSC focused mostly on personal skills, interpersonal skills and skills for making

healthy and effective decisions (UNICEF, 2012). LSE was substituted for one P.E. lesson weekly for all classes at all levels.

Curriculum implementation entails the interaction of students, teachers and education program to produce the desired results (KICD, 2016). In the context of LS, implementation means incorporating LSE as an integral part of the school curriculum at all levels and all stages (KIE, 2008). Curriculum implementation therefore refers to how the planned and formally designed LSE courses are translated by teachers to syllabus, scheme of work and lesson plans to be delivered to students so as to achieve the desired goal. An effective education system is guided by a set of clear goals and objectives. The teachers should therefore be given guidance on what to do and how to do it. According to Shiundu and Omulando (1992), teachers, principals, education administrators and the general public need to be persuaded to accept the new curriculum not only because change can be destabilizing and uncomfortable but also because curriculum implementation is a team effort involving many people. According to KIE (2016), effective implementation of LSE depends on how well the teachers are trained, availability of adequate resource materials, facilities and equipments, appropriate teaching methods, positive teacher-pupil attitude, proper supervision and adequate teaching time. For effective evaluation of life skills programme, there should be a clear programme design. One must know the measurable goals to be achieved and the desired outcomes in terms of advancement in skills,

attitudes and behaviors. Coverage and quality are aspects of measuring the degree to which a LS program reaches the targeted people and how the program being is implemented according to quality standards respectively. Both process and outcome indicators are necessary and should be considered at different levels. The outcome indicators chosen for a programme analyses examines changes in behavior, attitudes and skills level. Such changes can be both self-assessed and assessed by the providers of a programme, parents and mentors. According to Gresham and Elliot (2012), the social skills rating are one of the rating systems that have been used to assess student's social skill such as, cooperation school performance and school attendance.

2.3 Teaching and learning resources and implementation of life skills

Resources refer to materials and any other references that assist a teacher to prepare and present LS activities in an effective way (KICD, 2014). The resource materials may be human or non-human, tangible like books or intangible like human skills, energy and knowledge. According to KIE (2008), resource materials include audio-visual materials, resource persons, print media and real objects. Real objects are regarded as the best because they appeal to more senses, capture students' attention, retain students' concentration, clarify concepts and make it easy for students to understand abstract ideas. According to KICD (2014), teaching/learning resources make the facilitator prepare adequately, make LS real, interesting, enjoyable and enhance students participation, understanding and

utilization of many senses. Resource materials make students to acquire skills and concepts with ease which help them to relate to the world around them.

Njuguna (2013) states that resources can positively or negatively influence the process of LS implementation. According to UNESCO (2006), the availability of a range of teaching and related equipment supplies, furniture and various forms of printed media for teachers and students is critical in facilitating the teaching and learning process worldwide. The choice of any resource material depends on the specific objective to be met and specific skills to be acquired, content to be covered, availability and ease of usage of the resource material, class size, maturity level of the students, physical requirements and the effectiveness of the resource material to communicate the desired information (MoE, 2008). The education sector is constrained in terms of resource materials and curriculum time. The constraints are a limiting factor to successful implementation of LS curriculum. A study carried out by Mwangi (2015) in Murang'a East Sub-County reveals that resources have been scarce and sometimes expensive to get therefore there is a lot of reliance on teachers' notes got from textbooks such as the teachers' handbook produced by KIE. Teachers felt that other than textbooks, they required resource persons, charts and video facilities. The reports revealed lack of relevant resources which consequently hinder successful implementation of LSE.

2.4 Teaching methodologies and implementation of life skills curriculum

According to KICD (2013), LSE is a value-laden subject designed to motivate students and involve them in thinking creatively and critically about themselves, others and the world at large in ways that are relevant to them. LSC discusses sensitive issues related to sexuality, culture, values, beliefs, violence and people personal outlook of life therefore teachers should use appropriate methods and activities which enable students to participate effectively. The MoE (2008) advocates for social and participatory teaching and learning approaches where students find out their own challenges, discuss possible solutions, plan and execute effective programs for action. KICD (2013) identifies the participatory methods for teaching and learning of life skills such as field visits, projects, games, songs, storytelling, discussions, role playing and question and answer techniques because such methods not only make students own the programme and develop positive attitude towards it but also make classroom life intellectually stimulating, engaging and enjoyable for both the teachers and students. Role plays are short dramas. Role plays make a participant experience the feelings of a person feels in a real life situation that is similar. Role plays are used because they make the subject easy to understand as teachers and students are able to relate to real life experiences (KICD, 2013). Discussion on the other hand is an activity in which students, under the direction of the teacher, freely exchange ideas, information and opinions in order to arrive at a collective/common decision or

conclusion. Songs on the other hand are musical compositions based on topical issues or themes. Songs are not only interesting but also appealing. Songs have an instant impact on the listeners which is long-term and unforgettable (KICD, 2013). According to United Nations Children Fund (2006), facilitators in Uganda and Swaziland were not self-confident to use experiential learning activities and therefore reverted to more conventional learning methods. Teachers need to be trained to use methodologies that will place them at the same level with students so as to make learning both productive and interesting (WHO, 1997). A study carried out by Njuguna (2013) in Kigumo District, Muranga County reveals that facilitators are knowledgeable in the content of LSC but are not adequately trained in teaching methodologies. The researcher therefore intended to analyze the teaching approaches applied in teaching of life skills and their effectiveness in implementing life skills curriculum in Athi River Sub-County.

2.5 Professional in-service of teachers and the implementation of life skills

Education changes are rapid. The speed at which change and explosion of knowledge takes place requires people to keep learning afresh and at intervals throughout their lives. Sessional Paper No. 1 (2005) recognizes teachers as the most vital resource in the process of teaching and learning because they are the implementers of an innovation, in this case LSE. The success of an innovation can only happen if in service training (INSET) is adequate and regular. INSET is the formal means through which teachers are upgraded constantly with new findings

in the field in order to enable them perform specific tasks, grow in their profession, reflect on their competencies, boost their morale, maintain them up-to-date and develop them further (Okumbe, 2010). Quoting Chirwa (2009), Shunza (2014) states that in South Africa, the teachers are given a school based INSET through a pyramid approach where the teachers attend a training workshop on LSC for three days and the trainer visits the schools to offer support. In 2008, KIE conducted training workshops where teachers and education officers were in-serviced in order to equip them with communication skills and methods of handling LSE. In Kenya, a cascade model of training came to a stall and less than half the numbers of teachers were trained (Global Evaluation, 2012). LS is not taught in TTCs and in universities and this makes it hard for teachers to teach it in their respective schools as they are not versed with the method used, for example student centered, gender sensitive, youth friendly and participatory methods which utilizes knowledge, experiences and opinions such as brainstorming (UNICEF, 2012).It is through training that teachers can raise concerns about the contents and methods of teaching and learning. A study carried out by Shunza (2014) reveals that there is need for INSET because LSE is crucial in character building and training equips teachers with skills on how to handle LS.

2.6 Supervision by principals and implementation of Life skills curriculum

Curriculum implementation must be monitored and supervised. Chikumbu and Mukamure (2000) state that the principal performs the supervising function

by deploying staff, providing the necessary resource materials, allocating time for LS on the block timetable and ensuring that the right content is taught and at the right time .The principals should provide direction and guidance and ensure that teachers have the necessary documents such as the syllabus, schemes of work and lesson plan before they embark on teaching. According to WHO (1997), regular supervision of LSE should be carried out in order to make improvements where necessary and to keep and stay in touch with changing priorities. Supervision ought to be done through formal assessments that are moderated for the purpose of quality assurance. A good supervisor is one who keeps communication channels open, encourages teamwork, allows constructive criticism, listens to complains and responds accordingly. According to Global Evaluation (2012), head teachers and principals in many countries have not received training or guidance to aid in supervision of LS in their respective schools. A study carried out by Mwangi (2015) reveals that principals do not pay attention to LSE and do not make follow-up because LSE is simple and is not examinable.

2.7 Summary of literature review

Life Skills Education is important because it brings education, health, social, cultural and economic benefits to the individual and the society at large. Different scholars have different perceptions on the implementation of Life Skills Curriculum in Secondary school. For instance, Kolosoa and Mukhakhane (2009); and UNESCO (2012) argue that LSE is designed in a manner to facilitate the

acquisition and practice of psychosocial skills, promote both personal and social development, prevent health and social problems, and protect human rights. According to UNESCO (2012), LSE has become a contributor to quality education through approaches that lay emphasis on acquisition of competence, content relevant to daily life and use of teaching and learning methodologies to help acquisition of skills and promote co-operative learning

Shiundu and Omulando (1992); KIE (2016); KICD (2014) and Gresham and Elliot (2012), attribute curriculum implementation as a team effort depending on how well the teachers are trained, availability of adequate resource materials, facilities and equipment, appropriate teaching methods, positive teacher-pupil attitude, proper supervision and adequate teaching time. Teaching/learning resources make the facilitator prepare adequately, make LS real, interesting, enjoyable and enhance students participation, understanding and utilization of many senses. Resource materials enable students acquire concepts and vital skills that enable them to relate easily with the world around.

According to Njuguna (2013), UNESCO (2006), MoE, (2008); and Mwangi (2015) the availability of a range of teaching and related equipment supplies, furniture and various forms of printed media for teachers and students is critical in facilitating the teaching and learning process worldwide. The choice of a resource material depends on the specific objective to be met and specific skills

to be acquired, content to be covered, availability and ease of usage of the resource material, class size, maturity level of the students, physical requirements and the effectiveness of the resource material to communicate the desired information.

This reviewed literature have also revealed that several studies have been done on life skills implementation and various challenges that hinder effective implementation have been outlined such as inadequate time, limited resources, poor teaching methods, lack of teachers' in-service training and lack of internal supervision and guidance by principals. This study therefore was intended to establish whether the factors highlighted as independent variables influence implementation of LSE in secondary schools in Athi- River Sub-County, Kenya.

2.8 Theoretical framework

An important body of theory and research provided rationale for the benefits and uses of skills based education. This study was guided by the diffusion of innovation theory propounded by Rogers (2003). According to Roger (2003), diffusion is the process through which an innovation is communicated through use of certain channels over a period of time among the social system. Diffusion of innovation is the basis of LS implementation. According to diffusion theory, the spread of a new idea is influenced by four elements namely innovation, communication channel, time and good social system which relies heavily on

human capital. There are five stages to the process of adopting an innovation namely knowledge, persuasion, decision, implementation and confirmation. Teachers need to be in-serviced so that they get relevant knowledge on how to implement the innovation well. Principals need in-service training so that they can be able to provide direction and guidance.

Teachers, school administrators, education officers, parents and the general public need to be persuaded to accept the new innovation and the benefits it brings forth. Lack of persuasion may lead to rejection of the innovation. Right decisions to disseminate the innovation have to be made. Sufficient time and adequate resources should be allocated. Communication channels should be kept open and the facilitators should be trained and offered support. The intended outcome of the innovation, in this case LSC, was a youth that was able to deal with challenging situations in life. This study therefore used the diffusion of an innovation theory to highlight the factors influencing the implementation of LSC in secondary schools in Athi River Sub-County.

2.9 Conceptual framework

Orodho (2009) defines a conceptual framework as a model that employs the use of diagrams to explain the relationship between variables. A conceptual framework helps a researcher to develop cognizance and comprehend the situation under investigation.

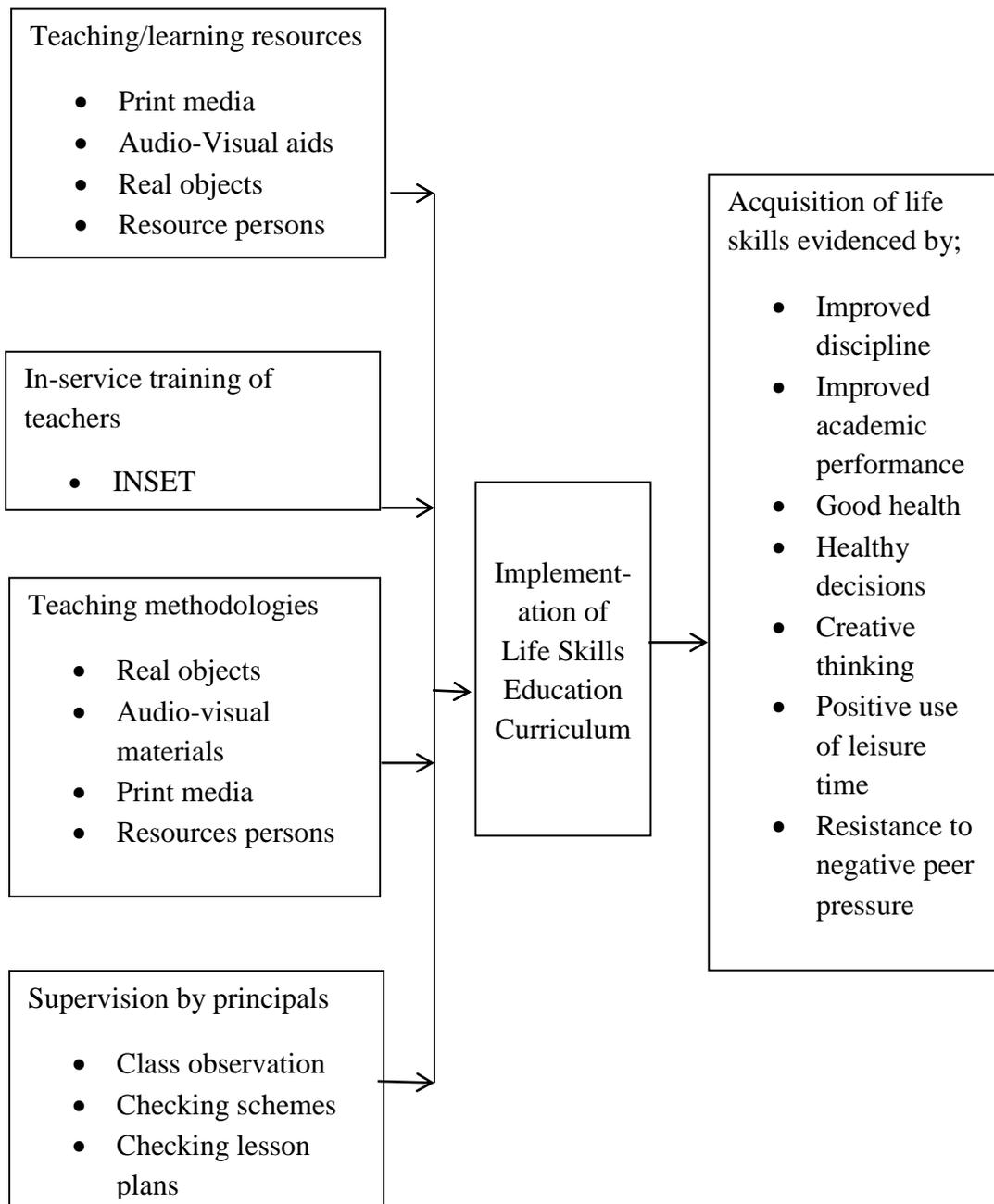


Figure 2.1. Conceptual framework on the relationship between independent and dependent variables

The conceptual framework in Fig 2.1 outlines the independent and dependent variables. The independent variables are those variables that cause changes on the dependent variable. They are the inputs and in this study they included the teaching and learning resources, teaching methodologies, teachers' in-service and in-school-supervision by principals. The dependent variable on the other hand is the one whose outcome depends on manipulation of the independent variables and in this study it was the process of implementing LSC in secondary schools. The outcome or output of this process will be holistic students who show good relations, have improved academically, can decide wisely, are sensitive to their own and other people's health and have gained life skills such as coping with stress, self-awareness, creative and also critical thinking.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research methodology employed in this study and focused on research design, target population, sample size and sampling procedure, research instruments, instrument's validity and reliability, data collection procedures, techniques for analyzing data and ethical considerations.

3.2 Research design

Research design is the blue print that helps the researcher to design a framework of planning and conducting research (Borg and Gall 1999). This research adopted descriptive survey design to investigate school-based factors influencing the implementation of LS curriculum in secondary schools in Athi River Sub-County. According to Orodho (2009), descriptive survey is a method of gathering information through interviewing and administering questionnaires to a sample of individuals. Descriptive survey design was relevant to this study because it was easy to collect large amounts of original data and describe a population that is too large to be observed directly. This approach was suitable because it allowed the researcher describe the situation, opinions, attitudes, perception and demographic information that was presently affecting instructors when implementing life skills curriculum in secondary schools. The descriptive

survey design allowed the researcher to examine many variables such as attitudes and motives and used multivariate statistics to analyze the data.

3.3 Target population

The target population comprises all the members or actual or hypothetical set of people, events or objects to which the researcher desires to generalize the results (Borg and Gall 1999). The target population for this study was both private and public secondary schools in Athi River Sub-County. According to the SCDE's office, Athi River Sub-County had a total of 35 registered secondary schools, 4030 secondary school students and 323 TSC teachers. The research targeted 35 secondary school principals because of their administrative and supervisory roles of LSC in their schools, LSE teachers because they were the key implementers of LSE at the classroom level and the students because they were the beneficiaries of Life Skills innovation.

3.4 Sample size and sampling procedure

According to Amin (2005), a sample is a portion of the population whose results can be generalized to the entire population. Sampling on the other hand is the deliberate methods of choosing subjects for observation to help the researcher infer conclusions about a population of interest from the characteristics of a fairly small number of cases (Amin, 2005). The correct sample size usually depends on the purpose of the study and the nature of the population being scrutinized (Cohen

and Manion, 1994). To select the schools, the researcher used simple random sampling technique where the schools' names were written in small pieces of papers. The papers were then folded and put in a container. The researcher mixed the folded papers and picked the required number of schools sample randomly. This technique of sampling provided an equal opportunity for every school in the Sub-County to be sampled.

Purposive sampling technique was used to select the study subjects that were principals, teachers and students, because they possessed important, special and unique information that the researcher felt that such information was a representation of that population (Mugenda &Mugenda, 2003). This sampling technique was necessary for the researcher to establish the differences in the implementation of LSC in different secondary schools. In carrying out the study, various factors such as age of students, qualification of teachers and level of training among teachers on LSC were considered. For the purposes of this study, the sample size was drawn from 10 secondary schools in Athi River Sub-County comprising of 10 principals, 30 teachers (3 from each school) and 400 students (10 students for each class in a school). This sample was in agreement with Gay (2006) recommendation of a sample of ten percent and above where the population is large.

3.5 Research Instruments

This study used questionnaires, interview schedules and observation checklists. The instruments were developed by the researcher and were based on the objectives of the study hence helped gather data on availability of resources for LSE implementation, methodologies used, in service of teachers and principal supervision. According to Amin (2005), a questionnaire is a form prepared by the researcher that solely consists of interrelated questions about the research problem based on objectives of the study. A questionnaire is a valuable tool for collecting data because of privacy of respondents and therefore encourages and inspires greater honesty and freedom of expression of opinion (Amin, 2005).

Questionnaires were used by the researcher because according to Orodho (2009), they are less expensive, they are easy to prepare and administer, they require less time, they cover a wide range of population and allow uniformity among all respondents because questions for each respondent are framed in similar manner. The respondents were also literate therefore familiar with the language used in the questionnaires. The questionnaires were filled by the sampled students and consisted of continuous open and close ended questions which elicited in-depth range of responses on implementation of life skills. An observation checklist consisted of a list of things that the researcher wanted to look at was used to observe and record the life kills resources.

An interview schedule was used to seek information from the school principals. This helped to standardize because the interviewer asked the same questions in the same manner (Mugenda and Mugenda, 2003). The principals are the key determinant for the success of implementation of life skills curriculum. It is the principal's role to decide on procurement of textbooks and teachers guides, he decides on staff establishment and he also solves school academic and administrative problems. An open ended interview guide was administered by the researcher to principals on challenges they face when teaching LSC, their opinions on content of LSC and what schools in Kenya should do so as to improve the teaching of life skills,

3.6 Instrument validity

According to Borg and Gall (1999), validity of an instrument is the degree to which a test measures what it is supposed to measure. Validity of instruments is enhanced through expert judgment. Content validity was attained by requesting the supervisors who are experts in the field to assess the validity of the instruments used and gave their feedback. The researcher also made sure that all items in the instrument related to the study and all the study objectives were covered. Mugenda and Mugenda (2003) suggested a 1% of population can be used for the pilot study so, the researcher then conducted a pilot study in two secondary schools which were randomly selected not only to determine if the

instruments elicited the correct responses but also to determine whether they were any ensuing ambiguities and inconsistencies and correct them.

3.7 Instrument reliability

Reliability refers to the measure of the degree to which a research instrument produces consistent results or outcome after repeated results (Mugenda and Mugenda 2003). During the pilot study, the researcher employed the test-retest method in so as to establish the reliability of the instrument. The researcher administered questionnaires twice in a span of two weeks to the same respondents in the pilot schools. The researcher then correlated the scores using the Pearson Product Moment correlation coefficient (PPMC) formula. According to Orodho (2009), PPMC establishes the level or extent to which the contents of the instrument produce the same responses every time the instrument is administered.

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

Where r is the degree of reliability

X is the scores obtained during the first test

Y is the scores obtained during the second test

\sum is the summation sign

$\sum X^2$ is the sum of squared scores in the first test

$\sum Y^2$ is the sum of squared scores in the second test

N is the number of scores within each distribution.

The computed value obtained from the pilot tests was 0.86 for the principal's interview, 0.85 for the teachers' questionnaire and 0.87 for the students' questionnaire. The instruments for this study obtained a coefficient of 0.86 therefore the instruments were satisfactory for the study. According to Mugenda and Mugenda (2003), acceptable level of reliability (r) will be 0.85. The instrument is considered reliable when the correlation is found to be closer to 1.

3.8 Data collection procedure

The researcher obtained a permit to conduct research from NACOSTI-the National Commission for Science, Technology and Innovation, after being cleared by the Department of Educational Administration and Planning; University of Nairobi. The researcher then informed the Sub- County Director of Education in Athi-River about the intended study and then was given a research authority letter. The researcher then visited the participating schools to create rapport with the respondents and book appointments with the school principals. Later, the researcher visited the participating schools on the agreed date and administered the questionnaires in person and with the help of the school authority to principals, teachers and students so as to ensure that the sampled

respondents were the ones who supplied the data. The researcher gave the respondents sufficient time to respond to the questionnaires honestly without consulting each other and collected them after they had been duly filled.

3.9 Data analysis techniques

Data analysis refers to the process of systematically searching, arranging organizing and breaking data into manageable units, synthesizing and searching for patterns. The researcher checked the collected data to ensure accuracy, usefulness, uniformity and completeness. The data was fed into the computer for the analysis using the Statistical Package for Social Sciences (SPSS).

The gathered data was analyzed both qualitatively and quantitatively guided by the research objectives. Qualitative analysis was presented using narrative data where words were employed. This technique was flexible, naturalistic and only required a small sample of respondents. Participants' observation was involved as the technique is process-oriented. Quantitative analysis technique was used where numerical data had been collected. Quantitative analysis is specific, testable, controlled, outcome oriented and information is presented by use of charts, frequency tables and bar graphs (Mugenda and Mugenda, 2003). In this project, the researcher used frequency tables to analyze the collected data. Descriptive statistics enables a researcher to meaningfully describe a distribution of scores or measurements by use of only a

few indices or statistics (Mugenda and Mugenda, 2003). Inferential statistics were used to test for relationship between the independent variables (study objectives) and the dependent variable (implementation of Life Skill Education).

3.10 Ethical consideration

Ethics are concerned with the perspectives of rights and proper conduct. The researcher dealt with people while collecting data and therefore considered ethical issues associated with carrying out a research. The researcher first obtained a research authorization permit from NACOSTI and sought consent from the county commissioner, CDE, SCDE and principals. While collecting data, the researcher first sought consent of the respondents, ensured that they participated voluntarily and freely during the study and also treated their identities with utmost confidentiality. The researcher also ensured respondents' safety and security thus, protected them from physical and psychological harm, stress or any other form of danger.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter entails the presentation, the interpretation and discussion of the study findings based on the specific objectives. The study was to investigate school-based factors influencing implementation of life skill education in the secondary schools in Athi-River Sub-County, Kenya. The chapter dealt with instrument return rate, demographic information of the respondents (principals, teachers and students) and presentations and analysis of collected data based on the research questions. Items addressing the same questions were grouped and discussed together drawing conclusions on a particular research question. Tables were used to present the data while frequencies (numbers) were used to interpret the findings. The findings were analyzed to answer the research questions of the study that included the extent to which teaching and learning resources, teaching methods, in-service training of teachers and supervision of principals influence implementation of LSC in secondary schools in Athi River Sub-County.

4.2 Instrument return rate

After collection of the research instruments, completeness and accuracy of the research tools was assessed and the return rate presented in Table 4.1.

Table 4.1

Instrument response rate

Respondents' category	Target sample	Response frequency (f)	Percent (%)
Principals	10	10	100.0
Teachers	30	27	90.0
Students	400	372	93.0
Total	440	409	93.0

Table 4.1 showed that the study realized a total response rate at 93.0 percent. These findings indicated that the study realized satisfactory and sufficient instrument response rate. This response rates were representative and conformed to the argument from Mugenda and Mugenda (2008) that stipulated that response rates that were above 70 percent were excellent and representative for any social science research.

4.3 Demographic information

This study sought to establish the respondents' type of school, gender, age, level of education, students' class distribution and religious affiliation so as to establish an insight on the study respondents' characteristic. Table 4.2 presented the distribution of study respondents based on their school type as follows.

Table 4.2

Respondents' distribution by type of schools

Type of school	Principals		Teachers		Students	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Mixed schools	4	40.0	11	40.8	151	40.6
Girls' school	3	30.0	9	33.3	108	29.0
Boys' school	3	30.0	7	25.9	113	30.4
Total	10	100.0	27	100.0	372	100.0

The study findings presented in Table 4.2 showed that 40 percent of the principals were from mixed secondary schools and 30 percent were each from boys and girls secondary schools. Also, 40.8 percent of the teacher respondents were drawn from mixed secondary schools, 33.3 percent were from girls' secondary schools while 25.9 percent were from boys' secondary schools. From the student respondents, 40.6 were drawn from mixed secondary schools, 29.0 percent from girls secondary schools and 30.4 percent from boys secondary schools.

These study findings implied that the implementation of LSC was taking place in all school categories in the county and if well implemented, it would reach majority of the students. The findings also showed that more respondents were

gotten from mixed secondary schools than boys or girls' secondary schools due to their high number in the study area. This information was confirmed by the report obtained from the Sub-County Education office in Athi River Sub-county that showed that 48.5 percent of the public secondary schools in the area were mixed schools, while 22.9 and 28.6 percent were girls and boys schools respectively (Athi River SCDE, 2017). To establish an insight on the distribution of the respondents' gender, they were requested to indicate their gender orientation. The study findings were as presented in Table 4.3.

Table 4.3

Respondents' distribution by gender

Gender	Teachers		Students	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Male	10	37.0	178	47.8
Female	17	63.0	194	52.3
Total	27	100.0	372	100.0

Table 4.3 showed that 63 percent of the teacher respondents were female while 37 percent were male. This information showed that majority of teachers were female. These findings agree with Cubillo and Brown (2003) who note that the teaching profession is pre-dominated by women. Females are more represented in

the teaching career due to the limited strain associated with the profession unlike other strenuous profession like building and construction, joinery among others.

Students' representation by gender showed that female students were slightly higher than male students. These findings were an implication that due to the higher numbers of girls population than boys in the study area, the population of female students was slightly higher than that of their male counterparts. Students' gender determines whether LSE is taught to all students equally. Teachers were requested to indicate their age bracket distribution and the study findings presented in Table 4.4.

Table 4.4

Teachers' distribution by age bracket

Teachers' age	Frequency (f)	Percent (%)
20-29 years	3	11.1
30-39 years	7	25.9
40-49 years	13	48.2
Above 50 years	4	14.8
Total	27	100.0

From the study findings Table 4.4 indicated that 48.2 percent of the teachers were aged between 40 to 49 years old. These findings showed that most of the teachers were in their prime time in life thus effective in the implementation of Life Skills Education using personal life experiences and the government could arrange for their in-service courses because they have a number of years before they retire. Also, the students were requested to indicate their ages and their responses were presented as shown in Table 4.5.

Table 4.5

Students' age distribution

Students' age	Frequency (f)	Percent (%)
10-15 years	83	22.3
16-20 years	225	60.5
Above 20 years	64	17.2
Total	372	100.0

Information contained in Table 4.5 showed that 60.5 percent of the students were aged between 16 years and 20 years. The findings showed that most of the students were in the recommended study age to undertake their studies effectively. This data was consistent with the 2005 Ministry of Education sessional paper that stated that pupils were recommended to join primary

education from about the age of 7 to 14 years while the recommended secondary school ages was between ages 15 to 19 years (MoE, 2005). The findings further showed that the students were in their teenage stage (16-20 years) when they experience physical, social and emotional problems which influence them and ask for guidance from friends, teachers, parents, peers and relatives. LSE thus helps them to cope with the difficulties they experience at this stage. To establish whether religious affiliation influence implementation of life skills education respondents were asked to indicate their religious affiliates. Table 4.6 presented the study findings.

Table 4.6

Respondents' religious affiliation

Religious affiliation	Teachers		Students	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Christian	26	96.3	303	81.5
Muslim	1	3.7	57	15.3
Hinduism	0	0.0	12	3.2
Total	27	100.0	372	100.0

From the study findings, Table 4.6 showed that 96.3 percent of the teachers and 81.5 percent of the students indicated that they were Christians. The study

findings therefore showed that majority of the respondents in the study area were Christians. Further, the study showed students were from different religious affiliation allowing the students to increase the platform for effective implementation of life Skills education in schools thus religious studies helped in the implementation of LSE. The study findings concurred with Wanjama, Muraya and Gichaga (2010), who stated that the Kenya revised curriculum has infused LSE in subjects like English, Science and Religious Education. To establish whether the study sought on the implementation of LSE in all forms in secondary schools, the students indicated their classes as they had been requested. The study findings were as shown in Table 4.7.

Table 4.7

Students' class distribution

Students class	Frequency (f)	Percent (%)
Form 1	54	14.5
Form 2	61	16.4
Form 3	83	22.3
Form 4	174	46.8
Total	372	100.0

Data presented in Table 4.7 showed that 46.8 percent of the student respondents were in form four. This was an indication that the studies engaged more students from form four because they had been in the schools for the longest period and were in a position to give more credible information on the implementation of LSE in their respective schools. Moreover, other students from other classes were involved to get their views on the study subject. These data was consistent with Mugenda and Mugenda (2003) who stated that reliable study sample requires being the most appropriate sample to give generalizable data about the whole target population. Teachers were requested to indicate their highest academic qualification. Table 4.8 presents the study Findings

Table 4.8

Teachers' highest level of academic qualification

Teachers' academic qualification	Frequency (f)	Percent (%)
Diploma	2	7.4
Bachelors	17	63.0
Masters	8	29.6
Total	27	100.0

From the study findings, 63 percent of the teachers had attained bachelors' degree as their highest level of academic qualification. These findings were an implication that all teachers in the private and public secondary schools in Athi River Sub-County had attained different levels of education thus they were credible to facilitate their pedagogical role in schools effectively. Also the findings implied that they were in the capacity to implement Life Skills Education and have a positive impact on the student and the school as a whole. To establish teachers' professionalism in the career, they were requested to indicate their teaching experience in years. The findings were as presented in Table 4.9.

Table 4.9

Teachers' teaching experience in years

Teaching experience	Frequency (f)	Percent (%)
1-9 years	4	14.8
10-19 years	15	55.6
20-29 years	6	22.2
Over 30 years	2	7.4
Total	27	100.0

Table 4.9 shows that 55.6 percent of the teacher respondents had been in the teaching career for 10 to 19 years. These findings were an implication that most of the teachers had been in the teaching profession for long enough to give credible data concerning the trends of the implementation of Life Skills Education in both private and public secondary schools. The findings also showed that respondents who participated in the study were liable to give credible information on the study items to answer the research questions. This implied that teachers' experience was adequate to have hands-on skills to implement Life Skills education in schools.

A third of the teachers, 22.2 percent had served for over twenty years. The longer the experience teachers had, the more, better and well equipped are presumed to be in delivery of content. The study findings therefore showed that the teachers had served long enough and their experiences would make them aware of the need to implement LSE in their schools. This attributes to effective implementation of LSE in mainstream learning.

This study further sought to determine whether Life skills Education was being implemented in the secondary schools in Athi-River Sub-County. Therefore, students were issued with different statements to show whether Life Skills were implemented in their schools. Table 4.10 presents the study findings.

Table 4.10

Students' response on implementation of LSE in secondary schools

Statement	Yes		No	
	f	%	f	%
Are you taught life skills in schools	213	57.3	159	42.7
Is life skills allocated a lesson on the school timetable	156	41.9	216	58.1
Does your teacher teach all the life skills lessons	74	19.9	298	80.1
Does your teacher give you assignments on life skills education	170	38.4	202	61.6
Are they assignments marked	71	19.1	301	80.9
Does the teacher give you feedback after marking	131	35.2	241	64.8

From the study findings, majority (64.7%) of the issues received different reactions from the student respondents on the statements showing implementation of LSE in their schools. For instance, 57.3 percent of the students agreed that life skills are taught in their schools. This showed that majority of the schools taught LSE. Hence, most of the schools were following the ministry's guideline on implementation of LSE in schools. However, 58.1 percent of the students indicated that LSE is not allocated a lesson on the school timetable, indication that showed that though life skills were taught in secondary schools, the life skills were not taught as independent lessons. This implies that though Life Skills

Education was taught in schools it was not given adequate attention to enable effective implementation.

Only 19.9 percent of the students indicated that teachers in their schools teach all the allocated lessons. The finding showed that implementation of Life Skills Education is not given the necessary emphasis in majority of the secondary schools in Athi River Sub-County, hindering the success of the programme. Consequently, 61.6 percent of the students indicated that they were not given any assignment on Life Skills Education. The findings showed that implementation and evaluation of life skills education was not fully effected in majority of the secondary schools in Athi River Sub-County. The findings disagree with KICD, (2016) on the recommendation that curriculum implementation entails the interaction of students, teachers and education program to produce the desired results. The findings were also in contrast with KIE (2008) that implementation means incorporating LSE as an integral part of the school curriculum at all levels and all stages.

Consequently, teacher respondents were issued with statements on the implementation of Life Skills Education syllabus in secondary schools. The level of their agreement or disagreement was represented using the likert scale SD = Strongly Disagree, D = Disagree, A = Agree and SA = Strongly Agree. Table 4.11 presents the study findings.

Table 4.11

Teachers' responses on implementation of Life Skill Education

Statements	SD		D		A		SA	
	f	%	f	%	f	%	f	%
Life Skills is taught in my school	0	0.0	3	11.1	5	18.5	19	70.4
Life skills is timetabled and allocated one lesson per week in every class.	21	77.8	3	11.1	2	7.4	1	3.7
Life skills is taught as a stand-alone subject	5	18.5	17	63.0	4	14.8	1	3.7
Teachers teach other examinable subjects during life skills time	15	55.6	5	18.5	4	14.8	3	11.1

The study showed that 70.4 percent of the teachers concurred with the majority of the students by indicating that Life Skills is taught in their schools. It was evident that most of the schools exposed their students to life skills knowhow as recommended by the ministry to implement Life Skills Education. While, 77.8 percent of them strongly disagreed with the statement that life skills is timetabled and allocated one lesson per week in every class. This implies that Life Skill Education was not given the necessary priority as of other subjects. Alternatively, the notion that Life skills was taught as a stand-alone subject received 63 percent

disagreement from the teachers. This showed that LSE was substituted with other examinable subjects limiting the extent of its implementation. Though, 55.6 percent of the teachers strongly disagreed that teachers teach other examinable subjects during life skills time. These findings showed that most of the teachers indicated that though LSE was taught in their school, it was not effectively implemented due to the limited time allocated to its teaching. It was also hindered due to the fact that it was not taught as a stand-alone or an independent subject. To establish the personnel used by secondary schools to implement Life Skill Education, the student respondents were requested to indicate who facilitated the learning of life skills in their schools. The responses were as shown in Table 4.12.

Table 4.12

Students' responses on LSE facilitators

LSE facilitators	Frequency (f)	Percent (%)
Teachers	168	45.2
Resource Persons	45	12.1
Not applicable	159	42.7
Total	372	100.0

From the study findings, most (42.5%) of the student respondents indicated teachers were LSE facilitators while only a few cases of resource persons were reported. The findings were an indication that along with the mainstream workload, teachers were also given the responsibility of implementing Life Skills Education in most of the public schools. This attributed to neglecting LSE to teach examinable subjects due to the heavy workload teachers have. Students were requested to indicate whether or no teachers taught other lessons during LSE lessons. The study findings were presented in Table 4.13.

Table 4.13

Students' responses on substitution of LSE lesson with other subjects

Students response	Frequency (f)	Percent (%)
Yes	345	92.7
No	27	7.3
Total	372	100.0

Table 4.13 showed that 92.7 percent of the students agreed that teachers in their schools taught other examinable lessons during the LSE lesson. The findings were an indication that majority of the secondary schools teachers did not lay much emphasis on LSE thus substituted its allocated time with other subjects.

4.4 Teaching and learning resources and implementation of life skills

Provision of teaching and learning resources enhances effective implementation of various programmes in schools like LSE. The first objective of this study sought to determine the influence of teaching and learning resources on the implementation of LSC in Secondary schools in Athi-River Sub-County, Kenya. The study sought to establish the availability and adequacy of teaching and learning resource materials for implementing life skills in secondary schools. The findings of the study were as shown in Table 4.14.

Table 4.14

Availability and adequacy of teaching and learning resources for the implementation of LSE

Instructional Resource	Available and adequate		Teachers				Available and adequate		Students Available but inadequate		Unavailable	
	f	%	f	%	f	%	f	%	f	%	f	%
Life skills syllabus	2	7.4	9	33.3	16	59.3	19	55.1	67	18.0	286	76.9
Students textbooks	0	0.0	1	3.7	26	96.3	0	0.0	33	8.9	339	91.1
Teachers handbooks	3	11.1	19	70.4	5	18.5	0	0.0	156	41.9	216	58.1
Real objects	0	0.0	7	25.9	20	74.1	0	0.0	79	21.2	293	78.8
Audio-Visual tapes	0	0.0	3	11.1	19	70.4	0	0.0	65	17.5	307	82.5
Resource Persons	0	0.0	1	3.7	26	96.3	0	0.0	95	25.5	277	74.5

Table 4.14 showed responses concerning the availability and adequacy of teaching and learning resource materials. Teachers' responses on availability of teaching and learning resources on the implementation of LSE indicated that teachers used some of resources and not others. For instance, 13 teachers out of 27 cited availability but inadequacy of teachers handbook; a notion that was confirmed by 8 out of 10 principals that teacher in their schools used KIE Syllabuses/publications always. This implies that unavailability and inadequacy of teaching and learning resources used for LSE implementation hinder its effectiveness. 5 teachers used KIE syllabuses/publication only sometimes. This shows that most of the teachers don't use recommended resources to effectively implement Life Skills Education.

Majority of the teachers, 70.4 percent, indicated unavailability of other instructional resources like students' textbooks, real objects (74.1%), audio-visual tapes (70.4%) and 96.3 percent of teachers cited unavailability of resource persons. This implies that lack of enough teaching and learning resources hinder the ease to implement LSE in schools. The findings were in agreement with MoE (2008) report that stated that resource materials enable students to gain concepts and skills with ease which assist them to relate to the world around. Research further conforms to KICD (2014), who contend that resources ought to be used in the utmost natural and logical manner known to reinforce a particular intended

learning activity. They further suggest that resource materials ought to complement teaching and learning but not make the teacher be replaced. From the data collected, majority of the teachers stated the teaching/learning resources are not adequate hence this could impact negatively on the implementation of LSE.

4.5 Teaching methodologies and implementation of life skills curriculum

The second study objective sought to establish whether teaching methodologies influence implementation of LSC in secondary schools in Athi River Sub-County. First, the study sought to establish whether the appropriateness of the pedagogical skills adopted by teachers influence the implementation of Life Skills Education. Table 4.15 presents the study findings.

Table 4.15

Appropriateness of teaching methodologies used to implement life skill curriculum

Teaching methodology	Teachers						Students					
	Inappropriate		Appropriate		Most Appropriate		Inappropriate		Appropriate		Most Appropriate	
	f	%	f	%	F	%	f	%	f	%	f	%
Role plays	2	7.4	13	48.2	12	44.4	63	16.9	210	56.5	99	26.6
Story Telling	1	3.7	5	18.5	21	77.8	0	0.0	132	35.5	240	64.5
Group Discussion	0	0.0	3	11.1	24	88.9	0	0.0	141	27.9	231	62.1
Question and Answer	3	11.1	11	40.7	13	48.2	156	41.9	128	34.4	88	23.7
Songs	5	18.5	10	35.1	12	44.4	18	4.8	77	20.7	277	74.5

Data presented in Table 4.15 showed that 88.9 percent and 77.8 percent of teachers indicated that group discussion and storytelling respectively were the most appropriate teaching methods adopted by teachers during a LSE learning process. It was observed that majority of the teachers use interactive methods to implement LSE. On the other hand, 64.5 percent and 74.5 percent of the students cited storytelling and songs to be the most appropriate teaching methodology. This confirmed that teachers implemented LSE through interactive methods that are easier to acquire. Other teaching methodologies like role playing received

more than half appropriateness 56.5% while question and answer technique received less than half appropriateness. The findings were an indication that majority of the secondary school teachers adopted group discussions and storytelling techniques to ensure effective implementation of life skills to their students. These findings concurred with arguments from KICD (2013) that LSE is value-laden and designed to motivate students and involve them in thinking creatively and critically about themselves, others and the world at large in ways that are relevant to them. LSC discusses sensitive issues related to sexuality, values, beliefs and people personal outlook of life therefore teachers should use appropriate social and participatory teaching and learning approaches such as field visits, projects, games, songs, storytelling, discussions, role playing and question and answer techniques where students identify their own challenges and discuss possible solutions (MoE, 2008).The implication is that the teachers need to be well trained on how to apply these methods.

4.6 Professional in-service of teachers and the implementation of life skills

The third study objective sought to determine influence of professional in-service training of teachers on the implementation of LSE- Life Skills Education. In-servicing of teachers need to have been given priority and if they trained further in LSE, the teachers would be more efficient in the implementation of LSE. For effective implementation of life skills curriculum, the teacher respondents were requested to give their opinion on whether or not in-service training was

necessary for effective and efficient implementation of life skills curriculum in their respective schools. Table 4.16 presented the study findings.

Table 4.16

In-service was necessary to teach life skills curriculum effectively as perceived by teachers

Teachers response	Frequency (f)	Percent (%)
Yes	24	88.9
No	3	11.1
Total	27	100.0

Data showed that 88.9 percent of teachers indicated that in-service training was necessary for effective implementation of life skills curriculum in all secondary schools. The findings therefore were an implication that many teachers' perceived that their in-service training on LSE was crucial for effectiveness on implementation of Life Skills Education. Teachers were asked whether the teaching of life skills education required a different approach from that applied in teaching of other subjects, the majority indicated there was need for resource person(s) since life skills deals with personal and individual matters. Some teachers suggested that it should be made examinable in order for it to be given much attention. They further suggested that since it deals with real life

experiences, it should be more practical and be taught on its own. The use of learning activities in a lesson has won support from Wilkins (1975) who acknowledged that appropriate choice of methods accompanied with relevant learning resources trigger the desired learning activities, which result in learning concepts in any subject including LSE. Also, the teachers were requested to indicate whether they had been given any INSET on Life Skills Education. The teachers' responses were as presented in Table 4.17.

Table 4.17

Teachers' responses on whether they have received any training in life skills education

Teachers' response	Frequency (f)	Percent (%)
Yes	6	22.2
No	21	77.8
Total	27	100.0

From the study findings only 22.2 percent of the teachers indicated that they had received training on LSE showing that less than half the number of the teachers sampled had trained in life skills education. This attributes to ineffectiveness in implementation of Life skills Education in schools. However, a considerable

number of teachers, more than half, had not trained in LSE. Teachers who had not attended the course were asked to give their views on LSE. They indicated that they needed to attend LSE courses. Others suggested that the government should organize LSE seminars so that they get skills on how to handle the subject. Some teachers indicated that the subject was crucial but challenging therefore difficult to handle hence the Ministry of Education Science and Technology (MOEST) together with Kenya Institute of Curriculum Development (KICD) should organize LSE courses for teachers to effectively implement the programme. The teachers who indicated that they had been trained on LSE were requested to indicate the organizers of the training. Table 4.18 presents the study findings

Table 4.18

In-service training organizers

In-service training organizer	Frequency (f)	Percent (%)
USAID	1	3.7
World Vision	2	7.4
Lions Club	3	11.1
Not applicable	21	77.8
Total	27	100.0

Teachers who had attended courses on LSE indicated that the courses were organized by different bodies and organizations such as USAID, World Vision and Lions Club. The findings imply that the help from other Non-state actors elevated LSE implementation in schools in the study area. Asked how the courses that they had attended had assisted them in teaching LSE, they indicated it had enabled them to guide and council students cope with emotions and stress and they were able to mould the students and teach them negotiation skills. They said that they were able to achieve related objectives. The courses had helped them teach intended topics since they now understood life skills from grass root. The courses had enabled them improve teaching skills (International Centre for Alcohol Policies, 2000).

Further, the study sought to establish opinions of teachers on the kinds of INSET necessary for effective implementation of life skills curriculum. The study findings were as shown in Table 4.19.

Table 4.19

Kinds of in-service training necessary for effective implementation of life skills curriculum

Kinds of in-service training	Frequency (f)	Percent (%)
Seminars and workshops	14	51.9
Resource persons’ demonstration	13	48.1
Total	27	100.0

According to Table 4.19, slightly more than half of the respondents suggested that the use of seminars and workshops was necessary to offer training platform for teachers to effectively implement life skills curriculum. Also teachers indicated that resource persons were necessary. This showed that there was room for improvement to ensure teachers were equipped with necessary skills to effectively implement the life skills curriculum.

4.7 Supervision by principals and implementation of Life skills curriculum

Objective four sought to study the influence of supervision of principals on the implementation of Life Skills Education in both private and public secondary schools. First, the students were requested to state whether the principals

observe/supervise life skill teaching in their schools through class visitation. The study findings was as presented in Table 4.20

Table 4.20

Students' responses on whether principals observe/supervise life skill teaching

Students response	Frequency (f)	Percent (%)
Yes	98	26.3
No	274	73.7
Total	372	100.0

Table 4.20 showed that 73.7 percent of the student respondents indicated that principals do not supervise life skill teaching. The findings were an indication that majority of the principals don't take part in the effective implementation of LSE in the respective secondary schools they head. Then, the students were requested to indicate the frequency of the principals observing /supervising life skill teaching in class. Their responses were as shown in Table 4.21.

Table 4.21

Principals' frequency of observing/supervising life skill teaching as perceived by students

Frequency of supervision	Frequency (f)	Percent (%)
Monthly	25	6.7
Termly	42	11.3
Yearly	31	8.3
Never	274	73.7
Total	372	100.0

Most of the students indicated that principals observed life skill teaching termly. This was an indication that though principals supervised teaching of life skills in their schools it was not done often enough. Further, the students were asked to indicate whether or not principals collect, check and rubberstamp their life skill exercise books to show their clinical supervision on the teaching and learning process in LSE. Table 4.22 presents the study findings.

Table 4.22

Students' responses on whether principals collect check and rubberstamp life skill exercise books

Students response	Frequency (f)	Percent (%)
Yes	84	22.6
No	288	77.4
Total	372	100.0

Information contained in Table 4.22 showed that most of the students (77.4%) indicated that principals do not collect, check and rubberstamp their life skill exercise books. The findings were an indication that majority of the principals in the secondary schools in Athi River Sub-County do not carry out their supervision process during teaching and learning of Life Skills Education to ensure effective implementation of LSC by teachers. The findings showed that most of the principals neglect their crucial responsibility in supervising students' exercise books to ensure up-to-date following of the LS curriculum as one of the elements that ensure effective implementation of the programme. The students were to indicate how often the principals collected, checked and rubberstamped their life skill exercise books their responses were then presented in Table 4.23.

Table 4.23

Frequency of principals collecting, checking and rubberstamping life skill exercise books as perceived by students

Type of school	Frequency (f)	Percent (%)
Monthly	0	0.0
Termly	23	6.2
Yearly	61	16.4
Never	288	77.4
Total	372	100.0

According to Table 4.23, majority of the principals (77.4%) never collect, check and rubberstamp their exercise books to supervise implementation of life skills curriculum while the few (16.4%) who carry out this supervision practice only do so yearly. The findings showed that the frequency of principals' checking students' books was very low to impact their role on implementation of LSE. The study findings were in line with arguments from Global Evaluation (2012), report which states that head teachers and principals in many countries not been trained or given guidance for supervision of LS in their schools. The findings are also in agreement with Mwangi (2015) who reveals that principals do not pay attention to LSE and do not make follow-up because LSE is simple and is not examinable. To

establish teachers perception on the influence of principals' supervision on implementation of Life Skills Education, they were issued with different statements to show the same and provided with a likert scale SD = Strongly Disagree, D = Disagree, A = Agree, and SA Strongly Agree. Their responses were as presented in Table 4.24.

Table 4.24

Teachers' responses on principals' supervision on implementation of Life Skill Education

Statement	SD		D		A		SA	
	f	%	f	%	f	%	f	%
The school has an operational life skills timetable	15	55.6	5	18.5	4	14.8	3	11.1
Teachers follow the prescribed life skills syllabus	21	77.8	3	11.1	3	11.1	0	0.0
Teachers prepare schemes of work for life skills	27	100.0	0	0.0	0	0.0	0	0.0
Teachers prepare lesson plan for life skills lesson	26	96.3	1	3.7	0	0.0	0	0.0
The principal supervises the teaching life skills	19	70.4	3	11.1	5	18.5	0	0.0
The principal gives feedback and guidance	21	77.8	3	11.1	3	11.1	0	0.0

The teachers' responses differed with the students' responses on the role played by the principals to enhance implementation of LS curriculum. The respondents

were requested to indicate the challenges hindering effective implementation of Life Skills Education. Table 4.25 presented the study findings.

Table 4.25

Challenges hindering effective implementation of life skills

Type of school	Teachers		Students	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Negative attitude	10	37.0	274	73.7
Inadequate resources	17	63.0	98	26.3
Total	27	100.0	372	100.0

Data revealed 63 percent of teachers were dissatisfied with teaching/learning resources indicating that they were not adequate. Almost half of the teachers used LSE lessons to teach examinable subjects and a few teachers had a negative attitude towards LSE. This could affect negatively implementation of life skills education. These challenges are similar to those established by Mwangi (2015), in her study on challenges facing the implementation of LSE in public schools which included LSE lessons being used to teach other examinable subjects, negative attitude by some teachers and lack of adequate teaching resources.

Also, students' attitudes towards LSE are positive since it helps them develop good behavior and help them cope with challenges at home and in schools.

Nevertheless, the study revealed that the teaching/learning resources were inadequate thus impacting negatively on the implementation of LSE. Therefore, the Ministry of Education (MoE) in conjunction with Kenya Institute of Curriculum Development (KICD) should ensure that schools are provided with adequate teaching/learning resources to enhance the implementation of LSE. In conclusion, the study established the following school based factors as influencing the implementation of LSE; availability and adequacy of teaching/learning resource materials in implementation of LSC, appropriateness of methodologies used by teachers in implementation of life skills curriculum, in-service training of teachers and the supervision by principals on the implementation of LSE.

Finally, the respondents were requested to suggest strategies to improve effective implementation of LSE in public and private secondary schools, and their responses were presented as shown in Table 4.26.

Table 4.26

Strategies to improve effective implementation of life skills education

Responses	Teachers		Students	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Regular teachers in- service training	11	40.7	31	8.3
Make LSE examinable	16	59.3	341	91.7
Total	27	100.0	372	100.0

Teachers were asked to provide suggestions for handling the situation in their schools. They provided suggestions which included; teachers to be in-serviced, the government to reinforce teaching of LSE by providing radios and video tapes. The teachers were for the opinion that more resource persons to be availed in schools for LSE and more lessons to be allocated for life skills education. Majority of the teachers proposed that the subject be made examinable in order for it to be given more attention. Data showed that almost half of the teachers had not trained in LSE hence most teachers indicated that courses in LSE were crucial for teachers to be sensitized on importance of life skills education. Also, almost all the students indicated that LSE should be made examinable.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the study summary of the study findings, makes a conclusion and recommendations of the study in line with the study objectives.

5.2 Summary of the study

The purpose of this study was to investigate school based factors influencing the implementation of life skills education curriculum in secondary schools in Athi River Sub-County, Kenya. Four research objectives were established to guide the study. Research objective was aimed at assessing the availability and adequacy of teaching and learning resources in implementation of life skills in secondary schools; research objective two aimed to analyze the appropriateness of methodologies used in the implementation of LSE in secondary schools; research objective three aimed at establishing the influence of professional in-service training for teachers on the implementation life skills education in secondary schools whereas research objective four sought to analyze the supervision of principals on implementation of life skills education in secondary schools.

The study adopted the descriptive research design to find out school based factors influencing the implementation of life skills education curriculum. Simple random sampling was used to sample 10 principals, 30 teachers and 400 students. The

study used questionnaires and interview schedules for data collection. The instruments' validity was ensured through the test-retest method and the assistance of the supervisors. Research permit was received from NACOSTI. The researcher visited the selected schools and with the help of the school authority gave out the questionnaires to the students and teachers and interviewed the principal. The respondents were assured of confidentiality. The researcher then collected the questionnaires after they were filled because they were filled as the researcher waited. The collected data was then examined thoroughly and checked for completeness and comprehensibility. The data collected was analyzed quantitatively and qualitatively. The study realized 93 percent response rate that was deemed very satisfactory for the purpose of the study.

5.3 Summary of the study findings

Findings on the effect of availability of learning resource materials on the implementation of LSE revealed that majority of the teachers used Kenya Institute of Curriculum Development (K.I.C.D) syllabus/publications. More than half of the teachers 26 (96.3%) did not use resource persons to facilitate LSE. More than half of the teachers 20 (74.1%) indicated that real objects were unavailable. Audi-visual tapes were used only sometimes by a considerable number of teachers 3 (11.1%). Almost three quarters of the teachers 19 (70.4%) indicated that teachers' handbooks were available but inadequate while a few teachers 5 (18.5%) stated

that they were unavailable. Majority of the teachers 26 (96.3%) and students 339 (91.1%) indicated that students' textbooks were unavailable and this hindered LSC implementation. Findings also revealed that resources for teaching LSE were not adequate which affected the implementation of LSE.

The research findings also showed that teaching methodologies influenced the implementation of life skills education curriculum. Discussions and storytelling were preferred by majority of the teacher respondents who stated them as most appropriate with a percentage of 88.9% and 77.8% respectively. Songs and question and answer were also preferred by less than half of the teachers 12 (44.4%) and 13 (48.2%) respectively. Data collected revealed that role plays and question and answer were the only methods not preferred by teachers and students. More than half of the teachers 17 (63.0%) taught LSE as a stand-alone subject while 21 (77.8%) strongly disagreed that LS is time-tabled. This may affect the implementation of LSC as it deals with real life experiences and should be given sufficient time

The research findings revealed that students were taught LSE by teachers 168 (45.2%). The teachers indicated they were inadequately prepared to teach LSC because 77.8 percent had not received any training and this impact negatively on the overall implementation. The majority of the teachers 24 (88.9%) indicated that

there was need for teacher in-service training for the subject was very crucial in character building for the students and the training could equip the teachers with skills on how to handle the subject. On the same note, the teachers were of the opinion that the subject be made examinable in order for it to be given the seriousness it deserves. Findings further indicated that less than half of the respondents 3 (11.1%) derived their lesson objectives from the appropriate source (the syllabus). A significant number of the respondents 21 (77.8%) did not derive their objectives from appropriate source (syllabus) which affected negatively implementation of LSE.

Findings on supervision of principals revealed that class and school supervision wasn't adequately done in most schools. Three quarters of the students 274 (73.7%) and teachers 19 (70.4%) indicated that the principals did not supervise life skills teaching. 288 (77.4%) of students stated that the principal never collected, checked and rubberstamped their books. All teachers indicated that they did not prepare schemes of work or lesson plans therefore lack of supervision impacted negatively on LSC implementation.

5.4 Conclusions of the study

The following conclusions were drawn from the research findings of the study;

- i. The study concluded that availability and adequacy of teaching and learning resource materials affected the effective implementation of LSC. This conclusion was drawn on the fact that teachers used K.I.E publications (syllabus and students textbooks) always and were unavailable.
- ii. Majority of the secondary schools used teachers to teach LSE. The teachers are inadequately prepared and this impacts on the overall implementation of LSC. Only a considerable number rarely used resource persons to facilitate LSE.
- iii. Lack of trained teachers in LSE emerged to be one of the major challenges which undermined implementation of LSE programme in schools.
- iv. The study further concluded that methodologies influence the implementation of life skills education. Discussions and storytelling were preferred by almost all the respondents. Question and answer role plays were preferred by the majority of the respondents.
- v. Regarding the role played by the principals on supervision of LSE implementation, the study established that class and school supervision was not adequately done in most schools. Although the principals ensured that LSE was allocated time on the timetable, the resource materials were unavailable, teachers did not adequate and relevant training in that field and did not prepare schemes of work and lesson plans time for LSE. Time

for LSE was used to teach examinable subjects and the principals did not give guidance on LSC implementation. This shows that principals were not fully engaged in the supervision of LSE in their schools and this impacted negatively on LSC implementation.

5.5 Recommendations of the study

In view of the findings and conclusions of the study, the researcher would make the following recommendations in order to improve and strengthen the implementation of life skills education curriculum in primary schools;

- i. The findings revealed that teaching/learning resources were inadequate hence hampering the implementation of LSE. The study recommends that the Ministry of Education (MoE) in conjunction with Kenya Institute of Curriculum Development (KICD) should ensure adequate supply of teaching/learning resources of LSE in schools. The school principals should also ensure that enough learning resources are made available to teachers.
- ii. TSC in conjunction with the school principals should ensure that teachers already in the field attend in-service training to improve their knowledge and skills towards LSE, attitude and also their level of commitment. TSC should also employ more teachers trained in life skills education in all schools so as to reduce workload of the teachers.

- iii. The study recommends that the Ministry of Education (MoE) and Kenya institute of curriculum Development (KICD) consider more teachers for life skills education courses to enhance and sharpen teachers' pedagogical skills which will translate to effective implementation of life skills education curriculum.
- iv. The study recommends that principals should ensure that LSE is fully implemented in their respective schools to help in behavioral change and to reduce psychosocial problems among the students. Closer supervision should be done to give proper advice and guidance to teachers and to ensure syllabus standards are fully met.
- v. The study observed that majority of the teachers used LSE lessons to teach examinable subjects since LSE is not examinable. The study recommends that the MOE consider making LSE an examinable subject so that it is accorded the seriousness and commitment it deserves like other examinable subjects.

5.6 Suggestion for further research

Having explored on the school-based factors influencing implementation of Life Skill Education in secondary schools in Athi River Sub-County, the study proposed the following areas for future research;

- i. A similar study to be done in other sub-counties in the country so as to assess and compare the findings for generalization of the study findings.
- ii. A study to be conducted on the influence of gender of teachers on the implementation of life skills education curriculum in their schools.
- iii. An investigation on the attitudes of teachers/students and its effect on LSE curriculum in schools.
- iv. A study to be done on social-cultural factors influencing implementation of life skills education in Athi River Sub-County.
- v. The impact of the implementation of LSE in secondary schools on career choice of students in secondary schools.

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APPENDICES

Appendix 1: Letter of introduction

Mukeku Ruth Loko,
University of Nairobi,
Department of Educational Administration and Planning,
P.O. Box 30197-000100
Nairobi.
The Principal,
_____ school,

Dear sir/madam,

RE: Permission to conduct Research

I am a post graduate student at the University of Nairobi pursuing masters degree in curriculum studies and wish to undertake a research in your institution on school-based factors influencing implementation of life skill education in Secondary schools in Athi River Sub-County. The information collected will be only be used for the purpose of this study and will be treated with great confidentiality. Your compliance will be of great pleasure. Thank you in advance.

Yours sincerely,

Mukeku Ruth Loko

APPENDIX 2: Interview Guide for Principals

Research on the factors influencing the implementation of life skills curriculum in secondary school in Athi River Sub-County, Kenya

1. What major life skills does your school promote among students?
2. Do you have a life skills curriculum?
3. How often is life skills taught in your school?
4. Do all classes have teachers for life skills education?
5. How is life skills education taught in your school?
6. What teaching and learning resources are available in your school for teaching life skills?
7. Are the resources approved by the MOEST or KICD?
8. In your opinion, are the resources adequate? Explain your answer
9. Which methods are used to teach life skills in your school?
10. Have you received any training on Life Skills Education?
11. How many teachers in your school have been in-serviced in life skills implementation?
12. When was the training and who had organized it?
13. Has the INSET helped them to implement life skills curriculum?
14. In your opinion what kind of INSET do teachers need in order to teach life skills effectively?

15. What supervision strategies do you employ to ensure that Life Skills

Education is taught as required in your school?

16. What are the challenges hindering effective implementation of life skills in

your school?

17. What strategies can be put in place to improve implementation of life

skills curriculum?

Thank you for your participation.

Appendix 3: Questionnaire for Teachers

This questionnaire is designed to collect information based on your opinion on school-based factors influencing implementation of Life Skills Education in secondary schools in Athi-River sub-County. Please, respond to all items by either putting a tick (✓) or filling the blank spaces next to the items as indicated. Please, do not write your name or TSC number anywhere in this questionnaire.

Section A: Demographic Information

Please tick [✓] or fill in the spaces provided.

1. Please indicate your gender. Male [] Female []
2. Your school is Mixed [] Boys [] Girls []
3. Please indicate your age bracket.
20-29 years [] 30-39 years [] 40-49 years [] Above 50 years []
4. Please indicate your highest level of academic qualification.
Masters [] Degree [] Diploma [] Specify any other_____
5. Please indicate your teaching experience.
1-9 years [] 10-19 years [] 20-29 years [] Over 30 years []

6. Please, indicate by use of a tick [√] your level of agreement in relation to each of the items given on a five-point likert scale. Use the key below.

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

Statements	SD	D	A	SA
Life Skills is taught in my school				
Life skills is timetabled and allocated one lesson per week in every class.				
Life skills is taught as a stand-alone subject				
Teachers teach other examinable subjects during life skills time				

Section B: Teaching/ Learning Resources for implementation of life skills

7. Please, indicate by use of a tick [√] your level of agreement in relation to the availability of teaching and learning materials in your school.

Instructional Resource	Available and adequate	Available but inadequate	Unavailable
Life skills syllabus			
Students textbooks			
Teachers handbooks			
Real objects			
Audio-Visual tapes			
Resource Persons			

Section C: Teaching methods used in implementation of life skills

8. Please, indicate by use of a tick [√] your level of agreement in relation to the appropriateness to each of the following teaching methodologies.

Teaching methodology	Inappropriate	Appropriate	Most Appropriate
Role plays			
Story Telling			
Group Discussion			
Question and Answer			
Songs			

Section D: In-service of teachers

Please, respond to the following questions by putting a tick [] or filling in the spaces provided.

9. Is in-service training necessary for effective implementation of life skills curriculum? Yes [] No []

10. Have you received any training in life skills education? Yes [] No []

If yes, who organized the training? _____

11. In your opinion, what kind of in-service do you need in order to teach life skills curriculum effectively? _____

12. What are the challenges hindering effective implementation of life skills in your school? _____

13. Please, suggest two strategies that can be employed to improve effective implementation of life skills education.

a) _____

b) _____

Section E: Supervision of principals

14. Please indicate by use of a tick [] your level of agreement in relation to each of the items given below. Use the key below.

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

SA=Strongly Agree

Statement	SD	D	A	SA
The school has an operational life skills timetable				
Teachers follow the prescribed life skills syllabus				
Teachers prepare schemes of work for life skills				
Teachers prepare lesson plan for life skills lesson				
The principal supervises the teaching life skills				
The principal gives feedback and guidance				

Thank you for your participation.

Appendix 4: Questionnaire for Students

This questionnaire is for gathering information on school-based factors influencing the implementation of Life Skills Education in secondary schools in Athi-River sub-County. Please, respond to the questions and statements as honestly as possible and as per the instructions provided. Please, do not write your name or your admission number anywhere in this questionnaire.

Section A: Demographic Information

Please tick [] or fill in the spaces provided.

1. Please indicate your gender. Male [] Female []
2. Your school is Mixed [] Boys [] Girls []
3. How old are you? 10-15 years [] 16-20 years [] Above 20 years []
4. What is your religion? Christian [] Muslim [] Hinduism []
5. In which Form are you? Form 1 [] Form 2 [] Form 3 [] Form 4 []
6. Are you taught life skills in schools? Yes [] No []
If yes, by who? Teachers [] Resource Persons []
7. Is life skills allocated a lesson on the school timetable? Yes [] No []
8. Does your teacher teach all the life skills lessons? Yes [] No []
If no, what does the teacher teach instead of life skills? _____
9. Does your teacher give you assignments on life skills education? Yes []
No [] If yes, are they assignments marked? Yes [] No []

10. Does the teacher give you feedback after marking?

Yes [] No []

Section B: Teaching/ Learning Resources for life skills

11. Please, give your honest response relation to the availability of teaching and learning materials in your school.

Instructional Resource	Available and adequate	Available but inadequate	Unavailable
Life skills syllabus			
Students textbooks			
Teachers handbooks			
Real objects			
Audio-Visual tapes			
Resource Persons			

Section C: Teaching methods used in implementation of life skills

12. Please, indicate by use of a tick [√] your level of agreement in relation to the appropriateness to each of the method used to teach life skills.

Teaching methodology	Inappropriate	Appropriate	Most Appropriate
Role plays			
Story Telling			
Group Discussion			
Question and Answer			
Songs			
Games			

Section D: Supervision of principal

13. Does your school principal observe/ supervise you when you are being taught life skills in class? Yes [] No []

If yes, how often? Monthly [] Termly [] Yearly []

14. Does the school principal collect, check and rubberstamp your life skills education exercise books? Yes [] No []

If yes, how often? Monthly [] Termly [] Yearly []

15. What challenges do you experience when learning life skills?

16. What measures that can be put in place to improve teaching of life skills in your school. _____

Thank you for your participation.

Appendix 5: 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/17/98610/17428**

Date: **13th June, 2017**

Ruth Loko Mukeku
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“School - based factors influencing implementation of life skills education in secondary schools in Athi - River Sub - County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **13th June, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Machakos 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.

A handwritten signature in black ink, appearing to read 'G. Kalerwa'.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

Appendix 6: Research permit

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/17/98610/17428**

MISS. RUTH LOKO MUKEKU **Date Of Issue : 13th June, 2017**

of UNIVERSITY OF NAIROBI, 114-204 **Fee Received :Ksh 1000**

ATHI - RIVER, has been permitted to

conduct research in Machakos County

on the topic: SCHOOL - BASED FACTORS

INFLUENCING IMPLEMENTATION OF LIFE

SKILLS EDUCATION IN SECONDARY

SCHOOLS IN ATHI - RIVER SUB

COUNTY, KENYA

for the period ending:

13th June, 2018

Applicant's

Signature



Director General

National Commission for Science,

Technology & Innovation

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 Officer 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

RESEARCH CLEARANCE

PERMIT

Serial No. A14320

CONDITIONS: see back page



REPUBLIC OF KENYA



NACOSTI

National Commission for Science,

Technology and Innovation