

**DETERMINANTS OF MAINSTREAMING LIFE SKILLS
EDUCATION CURRICULUM IN SECONDARY SCHOOLS IN
THARAKA SOUTH DISTRICT, KENYA**

Mugao Veronica Kajira

**A Project Report Submitted in Partial Fulfillment of the
Requirements for the Award of Master of Education Degree in
Curriculum Studies**

University of Nairobi

2013

DECLARATION

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

Mugao Veronica Kajira

E55/72716/08

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

Dr Grace Nyagah

Senior Lecturer and Chairman

Department of Educational Administration and Planning,

University of Nairobi

Mrs. Lucy W. Njagi

Lecturer

Department of Educational Administration and Planning,

University of Nairobi

DEDICATION

I dedicate this work to my husband Mburugu Joseph, my children Winrose Ngina, Shepherd Muthomi and Collins Muguna.

ACKNOWLEDGEMENTS

I profoundly acknowledge the assistance given to me by my supervisors; Dr. Grace M. Nyaga and Lucy W. Njagi whose guidance and encouragement made me complete this course successfully.

I acknowledge my fellow classmates for the continuous encouragement throughout this course.

I also acknowledge students and teachers in secondary schools in Tharaka South district who were my respondents for providing information through filling of the questionnaires. Their cooperation made me complete this project report.

I would also like to acknowledge George Wamwea for general support in writing this project report. I sincerely acknowledge my brother in-law Isaac Kimathi and family, my brothers Victor Nthiga, Emmanuel Njeru and Nyaga Kibunja for the financial support they offered me throughout this course.

TABLE OF CONTENTS

Content	page
Title page	i
Declaration	ii
Dedication	iii
Acknowledgements	iv
Table of contents	v
List of tables	viii
List of abbreviations and acronyms	x
Abstract	xi

CHAPTER ONE

INTRODUCTION

1.1	Background to the study	1
1.2	Statement to the problem	4
1.3	Purpose of the study	6
1.4	Objective of the study	6
1.5	Research questions	6
5.1	Significance of the study	7
5.2	Limitations of the study	8
5.3	Delimitations of the study	8
5.4	Assumption of the study	9
5.5	Definition of significant terms	9
5.6	Organization of the study	10

CHAPTER TWO

LITERATURE REVIEW

2.1	Introduction	12
2.2	World view on significance of life skills education	12

2.3	In service training of teachers on life skills education.....	19
2.4	Teaching approaches used in teaching and learning of LSE	21
2.5	Life skills education teaching and learning resources	23
2.6	Attitudes of learners towards learning of LSE.....	25
2.7	Life skills education learning resources.....	27
2.8	Co-curricular activities and life skills education	28
2.9	Theoretical framework.....	29
2.10	The conceptual framework	30

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction.....	32
3.2	Research design	32
3.3	Study population	32
3.4	Sample size and sampling techniques.....	33
3.5	Research instruments	34
3.5.1	Teachers' questionnaire	34
3.5.2	Students' questionnaire.....	35
3.6	Data collection procedures.....	35
3.7	Data analysis techniques	36

CHAPTER FOUR

DATA ANALYSIS, DISCUSSIONS AND INTERPRETATION

4.1	Introduction.....	37
4.2	Instrument return rate.....	37
4.3	Demographic information of the respondents.....	37
4.4	Approaches used in teaching and learning of Life Skills Education	45
4.5	In service training of Teachers' on life skills education	52
4.6	Learners' attitudes towards LSE.....	55

4.7	Teaching and learning resources in LSE	60
4.8	LSE and co-curricular activities.....	63
4.9	Summary of the chapter	67

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction.....	69
5.2	Summary of the study	69
5.3	Conclusions of the study.....	72
5.4	Recommendations.....	73
5.5	Suggestions for further research	74
	REFERENCES	76

APPENDICES

	Appendix A: Letter of Introduction	85
	Appendix B: Teachers' questionnaire.....	86
	Appendix C: Students questionnaire.....	90
	Appendix D: Authorization letter	94
	Appendix E: Research permit	95

LIST OF TABLES

Table	Page
Table 4.1_Distribution of students by school category	39
Table 4.2_Distribution of teachers by age	40
Table 4.3_Distribution of students by age	41
Table 4.4_Academic qualifications of teachers	42
Table 4.5_Distribution of teachers by teaching experience.....	43
Table 4.6_Cross tabulation of teachers' age and teaching experience	44
Table 4.7_Distribution of teachers by length of stay at current station.....	45
Table 4.8_Mode of teaching LSE in schools	47
Table 4.9_Teachers' and students' responses on teaching approaches in LSE.....	50
Table 4:10_Teachers' and students' response on assessment of LSE	52
Table 4.11_Teaching responsibility of LSE	53
Table 4.12_Students' responses on their attitudes towards LSE	56
Table 4.13_Teachers' responses on their views on LSE	58
Table 4.14_Students response on the sources of their LSE	59
Table 4.15_Adequacy of LSE teaching and learning resources	61
Table 4.16_Teachers' overall rating of the teaching and learning of LSE	65

LIST OF FIGURES

Figure	Page
Figure 2.1 relationships of variables related to the mainstreaming of LSE.....	30
Figure 4.1_Distribution of teachers by gender	38
Figure 4.2Distribution of students by gender	39
Figure 4.3: Teaching of LSE in schools in the district	46
Figure 4.4_LSE allocation in the timetable	48
Figure 4.5_Proportion of teachers trained on LSE	54
Figure 4.6_Students responses on co-curricular activities in LSE	63

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
DDO	District Development Officer
DEO	District Education Officer
DQASO	District Quality and Standard Officer
ECDE	Early Childhood Department Education
ESARO	Eastern and Southern Africa Region Organization
HIV	Human Immunodeficiency Virus
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
LSE	Life Skills Education
MoE	Ministry of Education
NCST	National Council of Science and Technology
PDE	Provincial Director of Education
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency

ABSTRACT

The purpose of the study was to investigate the mainstreaming of Life Skills Education curriculum in secondary schools in Tharaka South District. Specifically, the study sought to establish the approaches used in teaching LSE and how they influence mainstreaming of Life Skills Education (LSE); assess the attitudes of secondary school learners towards mainstreaming of LSE, and there by determine whether in-service training equips teachers with knowledge necessary for mainstreaming LSE. It further assessed availability and adequacy of teaching and learning resources and their influence on mainstreaming of LSE; and established whether co-curricular activities in secondary schools influence mainstreaming of LSE in the district.

The study was guided by the Social Learning Theory as postulated by Albert Bandura. Descriptive survey research design was adopted for the study. A sample of 50 teachers and 150 students was selected from a population of 114 teachers and 1,413 students using proportional, simple random sampling technique. Questionnaires were used to collect data from teachers and students. Statistical package for sciences (SPSS) was used to analyze quantitative data.

The study established that LSE had not been adequately mainstreamed in schools across the district, and that half of the students did not have access to LSE. There was no common methodology on teaching of LSE. The subject mostly went un-assessed. LSE was allocated to teachers at random irrespective of whether they had prior training. It was found out that teaching and learning approaches such as: discussion on relevant topic, having debates on relevant topics, having story telling sessions on different topics, use of case studies on how to solve particular social problems, use of invited resource persons with required life skill, having sessions for question and answers and the use of songs and dances on relevant themes were inadequately used in teaching and learning of life skills education. It was also found out that most teachers had not been trained on life skills education as indicated by 93% of teachers' response. It was also found out that students had positive attitude to the learning of life skills education. Regarding the level of availability and adequacy of teaching and learning resources, such as; text books, magazines and newspapers, charts, posters video tapes and audio tapes on life skills education were available but inadequate in most secondary schools.

The study established that students participated in co-curricular activities in secondary schools which included: debating clubs, family clubs, peer counseling club, journalism clubs, Debating club, Football competitions, Health clubs and Peer counseling club which they responded that they helped them to develop positive behavior, communicate effectively, build health relationship among their peers and be assertive. In view of the findings it was recommended that the funds should be availed by the Ministry of Education to procure specifically life skills teaching and learning resources, teachers to use variety of instructional

participatory approaches and learners to be involved in wider learning activities. Ministry of education was also recommended to review current assessment approach of LSE and enhance effective mainstreaming of LSE through monitoring.

The study concluded that most secondary schools were inadequately equipped with instructional materials for mainstreaming LSE curriculum, there was no common instructional approaches (methodology) mostly used by teachers to teach LSE, most activities students engaged in mainstreaming LSE and learning process were too narrow; and that LSE was not allocated in the time table in most of the schools. The subject mostly went un-assessed.

The finding of the study may be significant to Kenya institute of education to inform them on the need to revise training of curriculum to incorporate life skills. From the findings it was recommended that the teachers should be trained on life skills to enhance effective mainstreaming of life skills education curriculum in secondary schools. In view of delimitations of the study, it was suggested that further research be conducted covering the entire Tharaka south district. Similar research should also be conducted in private schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a fundamental human right (Wolfenson, 2000). It is the means by which individuals are equipped with knowledge, skills and values that enable them to become productive citizens (KIE, 2008). Ages 0-19 are critical formative years for the development of values and skills in an individual. During this period, learners in pre-school, primary and secondary schools, including those with special needs in learning, face varied challenges, which need to be addressed (KIE, 2008).

Challenges include among others, negative peer pressure, gender bias, violence, early marriages, teenage pregnancies, indiscipline, career choices, early sexual onset, drug and substance abuse, rape, incest, and Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) pandemic (KIE, 2005). A combination of these challenges renders the youth vulnerable to social and health risks (UNICEF, 2012). These challenges facing the youth raise concerns to international organizations like Convention on the Right of the Child (CRC), the International Conference on Population and Development (IPDE) which emphasizes on the introduction of Life Skills Education (Aggleton & Boler, 2004).

Life skills are abilities for adaptive and positive behavior that enable individual to deal effectively with demands and challenges of everyday life, (UNICEF, 2005). They help an individual to be successful in living a productive and satisfying life. In response to this call from international organizations, some countries mainstreamed life skills education into their curriculum. Mainstreaming is to make a particular idea or opinion acceptable by most people (KIE, 2008).

Different countries have mainstreamed LSE in their curriculum for a variety of reasons. For instance, in Zimbabwe and Thailand life skills education was initiated to prevent HIV and AIDS while in Mexico, it is aimed at creating awareness to young girls in order to curb adolescent pregnancy. According to International Center for Alcohol Policies (2000), in the United Kingdom, an important life skills initiative was set up to contribute to child abuse prevention while in the United State of America (USA), there are numerous life skills programmes for the prevention of substance abuse and violence (World Health Organization, 1999).

In South Africa, an important stimulus for life skills education has been the desire to create a curriculum for education for life, called “Life Orientation” education (Republic of South Africa,1997), while in Colombia it is referred to as the “Integral Education”(WHO,1999). Gachuhi (1999) explains that in Malawi, life skills education is believed to help the youth deal with aspects of their sexuality more effectively.

There are many initiatives of this nature in which, in addition to primary prevention objectives, life skills education has been developed to promote positive socialization of children (WHO, 1999). However, there is no provision made to support learners use their new life skills outside of classroom, within their families and in their community. This is contributed by inadequate teacher preparation, lack of confidence with content and teaching methods as well as strongly held views of students as passive recipients of information (UNICEF, 2005). Studies from various countries like Malawi, South Africa and Rwanda among others have attributed the success of mainstreaming LSE to some determinants like; adequate training of teachers on LSE teaching approaches, adequate learning resources, adequate assessment and evaluation of LSE and social and cultural influences that support practicing of life skills among others (Tiendrebeogo, 2003).

In Kenya, life skills education is taught to equip the youth with knowledge, skills, attitudes, and values that empower them to deal with challenges of life (Wood, 2004). Though LSE is relatively a new innovation in Kenya's education system, it needs to be mainstreamed effectively. Considering the current situation, many young people are getting involved in drug and substance abuse. This is evidenced by a situational assessment done in Kenya in 2011 by National campaign against drugs abuse (2011) to 25 districts across the country where 1,483 respondents were interviewed. According to the assessment, the youth between ages 15-24 yrs are the highest drug, alcohol and substance users with form four students being

reported high rates of alcohol consumption at 32%, compared to form one at 9.8%, form two at 17% and form three at 25% (NACADA, 2011). Godlad (1970) explained that the success of an education program depends on several factors like social attitude towards education, adequacy of facilities, sufficiency of materials, qualification of teachers, method of instruction and appropriateness of subject matter. Each aspect is on its own way critical to learning process. In reference to that several questions are to be addressed adequately if formal education has to be an effective tool in instilling life skills in young people. These include the following: are social and cultural influences supportive? And what qualifications should the educator have? And what are the appropriate teaching approaches of LSE, and how often should it be assessed? And do the learners possess right attitude towards LSE. As educators struggle to find appropriate responses to these questions, they are expected to urgently intervene in addressing determinants that influence effective mainstreaming of LSE curriculum.

1.2 Statement to the problem

Life skills education was introduced in Kenyan schools in 1999 through infusion and integration into various subjects like Biology and Christian Religious Education (CRE) (UNICEF, 2012). In 2008, it was mainstreamed as a stand-alone subject taking one Physical Education lesson per week in all levels of learning in secondary schools (UNICEF, 2012). Its main purpose was to act as an

intervention measure in responding to socio-cultural problems like: HIV and AIDS, drugs and substance abuse, school unrests among others (KIE, 2011).

Lately, drug and substance abuse which cut across youth of all social class are increasing at an alarming rate in Kenya (NACADA, 2011). Early marriages and teenage pregnancies also leading to drop out rate continue to crave in schools especially in Tharaka south district (DEO report, 2012). There is also increase of school unrests characterized by sporadic waves of strikes. In the year 2012 alone, twelve schools out of 23 schools in Tharaka South District went on strike. The strikes were associated with drug and substance abuse and lack of effective communication by students on their needs (DEB minutes, 2012) yet, LSE is supposed to enable youth attain skills to make rational decisions to effectively manage daily challenges and avoid risky behaviour. This leaves a question on whether LSE has been effectively mainstreamed.

According to Aggleton & Boler, (2004), there has not been a substantive study to show that LSE has been effectively mainstreamed in schools. Studies of such nature in Tharaka South District are nonexistent. This study therefore sought to assess the extent to which some determinants like learning resources, teaching approaches, in service training and attitudes of learners influences effective mainstreaming of LSE in schools.

1.3 Purpose of the study

The purpose of the study was to investigate the determinants that influence mainstreaming of LSE curriculum in secondary schools in Tharaka South district.

1.4 Objective of the study

The study was guided by the following research objectives;

1. To establish the approaches used in teaching LSE and how they influence mainstreaming of LSE in public secondary schools in Tharaka south district
2. To establish whether teachers have been in-serviced to mainstream LSE in secondary schools in Tharaka south district
3. To assess the attitudes of secondary school learners towards mainstreaming of life skills education in secondary schools in Tharaka district
4. To assess availability and adequacy of teaching and learning resources and their influence on mainstreaming of life skills education in secondary schools.
5. To establish whether co-curricular activities in secondary schools influence mainstreaming of LSE in Tharaka south district.

1.5 Research questions

This study was guided by the following research questions:

- 1 To what extent do teaching approaches influence mainstreaming of LSE curriculum in secondary schools in Tharaka south district?

- 2 Have teachers in Tharaka south district been in-serviced to mainstream LSE in secondary schools
- 3 To what extent do attitudes of learners towards LSE influence its mainstreaming in secondary school in Tharaka south?
- 4 How does availability of learning resources influence mainstreaming of life skills education curriculum in secondary schools in Tharaka south district?
- 5 To what extent does co-curricular activities influence mainstreaming of LSE curriculum in secondary schools in Tharaka south district?

5.1 Significance of the study

The study attempted to establish determinants that influence mainstreaming of LSE in secondary schools, therefore, this study could be used by various educational stakeholders. First, it could be beneficial to the school management that organizes, coordinates and monitors all educational activities like providing teaching and learning resources for mainstreaming LSE and allocation of teaching load to enable them provide appropriate learning resources in the school for learning of LSE. It could also provide information to Kenya Institute of Education and Kenya Education Management Institute on training needs of the teachers on life skills education so that they could offer required training to teacher on LSE. The study would stand the test of time in providing future scholars with the information on life skills and why it is a necessity to be studied by young people in any education system.

5.2 Limitations of the study

The study was carried out in Tharaka South district. Considering that the district is categorized as Arid and Semi-Arid Lands (ASAL) area, the schools are sparsely distributed. Teachers viewed research questions as those of witch hunting them therefore; they showed reluctance, unwillingness and suspicion on the research. The researcher was forced to have lengthy discussions on the research with respondents. This helped get out fears among respondents through reassurance, negotiation and explanation to them that research is solely for academic purpose and the outcome were to be treated with confidence. Life skills education is relatively new innovation especially when taught as stand- alone subject. Many teachers had not interacted with it fully to know what it entails. Only teachers and students gave the information sought. Other stakeholders like parents, members of B.O.G among others were not included.

5.3 Delimitations of the study

The study was carried out in Tharaka South district on public secondary schools, leaving out private secondary schools because not all private secondary schools are under the 8-4-4 system so they had not adhered to government directive of mainstreaming LSE in various levels of education. The tools for research were administered to teachers of LSE, Form 3 and 4 students since they had stayed in the schools long enough to adequately inform the study on the various aspects of LSE in their respective schools that the study enquired.

5.4 Assumption of the study

The study made use of the of the following assumptions;

- i) All public secondary adhered to the government directive of mainstreaming life skills education as stand-alone subject.
- ii) Respondents would provide accurate and truthful responses to the questions of study.

5.5 Definition of significant terms

This section gives definitions of key terms as used in the study

Attitude refers to negative or positive views of person towards life skills subject

Curriculum refers to a plan for action or written document which includes strategies for achieving desired goals in secondary schools

Determinants refers to factors that dictate how the life skill education is implemented in schools

Infusion means teaching of life skills at appropriate points (plug in points when the main subjects are being taught (KIE, 1997b).

Integration refers to inclusion of life skills into co curricular and any other activities in and out of school.

Life skills education refers to the study of abilities for adaptive and positive behavior that enables the individual to deal effectively with the demands and challenges of everyday in life.

Mainstreaming refers to making conscious and deliberate efforts to identify appropriate opportunities where life skills can be transmitted through existing curriculum.

Teaching and learning materials refers to a spectrum of education materials used to support learning objectives as set out in lesson plans.

Teaching strategies refers to deliberate planning and organization of teaching and learning experiences with view of achieving goals.

Training refers to process of teaching a person a certain skill

5.6 Organization of the study

This study is organized into five chapters. Chapter one comprises of background to the study, statement of the problem, purpose and objectives of the study, research questions, significance, delimitations, basic assumption and definition of terms. Chapter two deals with literature review on the determinants of mainstreaming life skills in secondary schools in Kenya focusing on: the world view on significance of LSE, mainstreaming of life skills education in Kenya and other countries, in-service training of teachers on LSE, teaching approaches of LSE, attitude of learners towards LSE, life skills education learning resources,

Life skills education and co-curricular activities, theoretical framework and conceptual framework.

Chapter three consists of research methodology focusing on research design, target population, sample and sampling techniques, research instrument, validity and reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four constitutes data analysis and discussion of findings while chapter five deals with the summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on review of literature pertaining to determinants influencing mainstreaming of LSE in public secondary schools. The literature focuses on: world views on significance of LSE, mainstreaming life skill education in secondary school curriculum in Kenya and other countries, teaching and learning resources in LSE, in-service training of teachers on LSE, attitude of learners on LSE, teaching and learning approaches of LSE and Life skills education and co-curricular activities, theoretical framework and conceptual framework.

2.2 World view on significance of life skills education

Woods (2004) argues that life skills education when well implemented can facilitate more rewarding growing process for the youth he further acknowledges that knowledge of life skills is very important and necessary for bringing about behavior changes in learners, teachers and other stakeholders.

Gachuhi (1999) explains that life skills programmes are aimed at fostering positive behavior across a range of psychosocial skills, changing unacceptable behavior learned early; which may translate into appropriate and risky behavior at a later stage of life. Life skills programmes are one way of helping children and youth and their teachers to respond to situations requiring decisions which may affect their lives. Such skills are best learned through experiential activities which

are learner centered and designed to help young people gain information, examine attitudes and practice skills. Therefore life skills education programmes promote positive health choices, taking informed decisions, practicing healthy behaviors and recognizing and avoiding risky situations and behavior. The youth need life skills to enable them make wise decisions like keeping off from drugs and abstaining from premature sex.

Ministry of education (2008) observes that where it is practiced, it enhances the well being of a society and promotes positive outlook and healthy behavior. In particular, it enables the individual to translate knowledge, attitude, skills and values into action, behave responsibly and develop positive attitude towards themselves and others; develop full potential promote risk free behavior; communicate effectively and develop negotiation skills; and improve self perception by building self confidence, building self esteem and self worth.

Life skills education empowers children with appropriate information and skills to deal with social and health problems (Chirwa, 2004). Ministry of education (2008) explains that life skills education has long term benefits to the society. These include educational, social, health, culture and economic benefits. Educational benefits consequently strengthen teacher-student relationship; leads to desirable behavior change; improves discipline in schools; reduces learner problems like truancy, absenteeism, drug and substance abuse and teenage pregnancies; and helps learners improve their performance. Social benefits, as a

result, improves the socialization process among learners such as relating to others in a friendly way; enables learners to choose good and reliable friends; helps learners to use their leisure time properly; assists learners to avoid risky situations; bring about meaningful interaction among learners, teachers and the school community and helps in character building. Health benefits, leads to prevention and control of diseases such as sexually transmitted infections (STI), HIV AND AIDS; contributes to a person's general wellbeing (physical, mental, emotional and social); leads to less strain on health facilities; helps people to be responsible for their own and other people's health.

Cultural benefits enable people to adopt and maintain meaningful cultural practices and a voiding practices that may put self and others at risk, promotes harmonious interaction between people of different cultures; helps in clarification of values in the society. Economic benefits are contained in high productivity due to motivated strong and energetic labour force; increased savings as money used on issues such as management and control of HIV and AIDS, rehabilitation of drug and substance abusers and repair of damaged property can be invested elsewhere. Resources such as time and money are saved as learners acquire skills to manage themselves and their environment.

2.3 Mainstreaming life skills education in secondary schools in Kenya and other countries

Over the past decades life skills education has come to be seen as important for the people to negotiate and mediate challenges and risks and enable productive participation in society. Therefore, life skills education has been mainstreamed in different ways in formal schools; as a new subject or integrated to various degrees within the teaching practice and content of other subjects. In some cases it is offered as an extra or co-curricular provision (UNICEF, 2012). This has been evident in Kenya and other countries: In Kenya, introduction of life skills education dates back in 1999 when the Kenyan government declared HIV and AIDS a national disaster. Apart of the measures to tackle the pandemic, LSE elements were introduced into the school syllabus and further infused into other subjects, such as religious education, social studies and biology over the subsequent years (UNICEF, 2012). Ngugi (2006) in her study on teachers perception of the relationship between life skills, sexual reproductive and HIV and AIDS prevention among secondary school students, findings indicated that though teachers are experiencing difficulties mainstreaming life skills in teaching programmes life skills plays a vital role in promoting young people's sexual reproductive health.

A study carried out by Kenya institute of education (2006) and UNICEF evaluation report (2012) findings indicated that with infusion and integration approach teachers at times find it difficult to create linkage between subject content and life skills, and if not well planned they tend to deviate from the subject content. The report further indicated that teachers emphasize the academic

knowledge at the expense of psychosocial issues this is why in 2006 however, life skills stakeholders' forum reached a consensus on the need for LSE to be taught as a stand-alone subject in secondary schools across Kenya in response to increasing recognition that life skills education could bridge a gap between students knowledge and behavior regarding HIV prevention. The Kenya institute of education led a situational analysis that supported the importance of LSE and confirmed the consensus around the need for a consistency in life skills education teaching, which a stand-alone subject offered. With significance support and assistance from UNICEF, the KIE developed curricula and materials for the new subject that was to be taught in one session per week in both secondary and primary school. The LSE is a non-examinable subject and is substituted for one Physical education (PE) lesson per week at all class levels (UNICEF, 2012).

UNICEF evaluation report (2012) explains that the development of LSE in Malawi is supported by change of political system in the country from mid 1990s which led to recognition of the need to educate responsible young citizens able to participate in the social, economic and political spheres of the country; and, responding to HIV and AIDS pandemic in 1991. The report continues to show that HIV and AIDS materials were developed in early 1990s and in 1996-1997 a group of multi-stakeholders led by the ministry of education and Malawi institute of education agreed to revise the curriculum and the materials while moving from

a knowledge-based to life skills approach with the aim to influence behavior and attitudes. Although reform of the secondary education curriculum has not yet taken place, new textbooks were developed in 2007-2008 to respond to the need for greater secondary health reform. Chamba (2009) says that in Malawi life skills education was introduced as means of preventing HIV and AIDS among the school going youth. Life skills topics are integrated into subject like biology, home economics and social studies. The subject took integrated approach a cross core subjects taught by different teachers. In 2010 LSE became examinable subject, compulsory for the end of junior secondary exams and optional for senior secondary (UNICEF, 2012).

Between 2004 and 2010 UNICEF has contributed to textbook printing and distribution, training of teachers and awareness-raising. More recent interventions have included capacity development for better management of LSE and support to assessment and has made provision for LSE evaluations in 2006 and 2011. Over the period UNICEF has targeted young people mostly through school and out-of-school clubs, strengthening their management capacity and increasingly putting children at the centre of work, through exchange between clubs, the introduction of peer education and youth-led mobilization campaigns. The focus on secondary health reform has intensified as the focus on girls as a vulnerable group. Steps have been taken to provide life skills in youth centers as well as the focus on the first year students of higher education institutions and colleges.

Koloso and Makharkhane (2009) explains that in Lesotho, LSE syllabus is taught in lower levels of secondary school which is from form A to C as stand-alone subject and it is not examinable while in Zimbabwe, Life skills education is mainstreamed as a separate subject on time table. It is taught to forms 1-6 in secondary schools. Participatory methods and experiential learning process are used to teach LSE to enable learners have informed decision – making them to avoid risky behavior. In Uganda, LSE is infused in health and science as the carrier subject (Tendrebeogo, 1998). Life skills education in South Africa is incorporated in the school curriculum as stand-alone subject. In Botswana, LSE is infused across curriculum in secondary school in subject like developmental studies, biology, religious education, integrated science and social studies. It mainly focuses on the guidance and counseling program to work on skill development (Malobe and Salewski, 1999).

In Mozambique, UNICEF (2012) conducted an global evaluation on life skills education and findings show that ministry of education of (MINED) in Mozambique has established HIV information and counseling corners in schools across the country where adolescents and youth attending schools can obtain information and counseling from peer educators on HIV prevention. Also under ministry of education's new sector strategic plan 2012-2016, there is a significant plan in place to enhance the formal integration of life skills into education system.

In Swaziland UNICEF, (2006) conducted a survey. Some of the findings about this programme were that, teachers were not confident to carry out experiential learning activities such as role plays and therefore reverted to more conventional teaching methods. The report further indicated that since LSE was not examinable subject and not in curriculum, it was not perceived to be important and the teachers said that they taught about 70% of the life skills lessons officially included on the time table, while the students claimed they only learnt 30% of lessons

2.3 In service training of teachers on life skills education

In service is a means of introducing new teaching methods or skills and incorporating these into classroom practice. The goal of in service training is behavioral that is teachers implement curriculum as it is intended. Kealy, Peterson, Gaul and Divoh (2000) argue that the objectives of in service training are; Motivate teachers to want to teach the syllabus., Communicate implementation responsibilities to teachers with all materials, Furnish teachers with all materials essential for successful of curriculum, and to Help teachers gain the information, skills and confidence needed to successfully implement the curriculum.

Teachers require a distinct type of training to teach life skills, yet pre-service and in service teacher training in many poor countries is vastly inadequate, producing a weak platform upon which to introduce specialist life skill training and support. Dembo (1977) explained that students continually react to the attitudes, values and personalities of their teachers. Imitation of teachers is a common method of learning. If students perceive discrepancies between what she practices; they will ignore the sermon and follow the practice.

To perform the three aforementioned roles effectively, the teacher need to be equipped with the necessary skills, knowledge and attitudes. This is presumably done through in-service and pre service teacher training. Bishop (1985) ascertains that the more convectional way of introducing teachers to new ideas and techniques or methodology is by courses raging from few days to several weeks, therefore training once may not be adequate to provide the intended skills to the teacher. This ill equips him hence becoming reluctant to expose himself to situations that are beyond his scope.

Hawes (1979) additionally recognizes the importance of pre service which he says, implementation of curriculum changes and continuation of the new approaches in schools depend not only on retraining of teachers, but also on knowledge, skills and attributes fostered during initial training. Indeed the relationship between training of teachers and curriculum development must be close and constant (p.131). Eshiwani (1993) further advised that, because the

improvement of education depends mainly on improvement of teacher competency, there is need for systemic upgrading and training programmes for primary, secondary and tertiary staff through in service. Woods (2004) says, teachers should be provided with adequate teacher in service programs under constrained budget, ministries should consider innovative ways of reaching teachers”. Evidently initial teacher training and in-service training are vital in the success of mainstreaming of any educational innovation.

2.4 Teaching approaches used in teaching and learning of life skills education

Wilkins (1975) has supported learning activities by acknowledging that appropriate choice of methods/approaches accompanied with relevant learning resources triggers the desired learning activities; that result in learning concepts in any other subject including life skills education; but teaching in most classrooms around the world tends to be non participatory and flexible (UNICEF, 2001). In contrast life skills education teaching method are intended to be learner centered, youth friendly, gender sensitive, interactive and participatory (KIE,2006), responsive, raising questions rather than providing clear cut answers. They should challenge young people and adults to find ways of relating to one another (Boler and Aggleton, 2004).

UNICEF (2001) explains that life skills are not a domain or subject, but cross-cutting applications of knowledge, values, attitudes and skills, which are

important in the process of individual development and lifelong learning. They are not just a set of skills nor are they equal to survival skills, livelihood skills or vocational skills but part of these. That is why life skills based education requires experiential participatory and activity based methods (UNICEF, 2005).

Kirby (1999) says, “Interactive and participatory teaching and learning methods should be central to effective skills-based health education. Such methods can have impact on reducing risks and promoting behavior that will lead to healthy development. Participatory methods allow participants to listen to and learn from each other”. Amollo (2005) highlights the varied use of instructional methods as a factor influencing learners’ interest and determining their achievement where the teacher uses various instructional styles, the delivery of lesson tends to be more interesting and stimulated learners participation. Interesting lessons captured the imagination of learners and realizes higher learners’ achievement. Use of varied instructional methods also resulted in higher skill acquisition than when limited instructional approaches are used. Therefore, for life skills programs to effectively impart knowledge, teachers must move beyond lecturing and rote learning and use variety of interactive methodologies, that include group work, discussion, storytelling, debate, peer supported learning, role playing and practical community development project (WHO, 1999).

World Health Organization (2007) explains that life skills learning cannot be facilitated on the bases of the information or discussion alone. Moreover, it is not

only an active learning process but also includes experiential learning that is, practical experience for each student in a supportive learning environment. Life skills education is not an examinable subject by the Kenya National Examination Council (KIE, 2008). Its main purpose is to enable acquisition of skills for individual behavior change. This objective may be constrained if appropriate teaching methodologies are not applied.

2.5 Life skills education teaching and learning resources

Teaching and learning resources are the materials used by teacher jointly or severally; to facilitate learning (Moya, 1988 &Wilkins, 1975). Resources are needed in any teaching environment for effective teaching. Sophia (2002) argues that availability of resources enhances learning whereas low level of availability leads to poor performance. Yara (2010) supports by explaining that teaching and learning resources enhances effectiveness of schools as these are basic things that can bring about good academic performance in the students'(PhD thesis).Availability of learning resources and effective use reflect on the quality of teaching of the subject. This is because most of the resources play an important role in understanding of concepts and imparting skills to the learner. Meaningful teaching and learning cannot take place without adequate resources; such resources may be tangible or intangible, human or non human. In life skills education tangible resources include materials, equipment, media and books

among others. Intangible resources include time, human skills, energy and knowledge.

Resources make it easy for learners to acquire concepts and skills which enable them to relate to the world around them (Gregory, S. knight, 2002 & KIE, 2002). To enhance life skills education variety of learning materials should be used but not only text books. This is because use of only text books does not give adequate learning since they are too inflexible to be used directly as instructional materials (Allwright, 1990). Ministry of education (2004) advises that good text books and learning materials are essential to good performance. They play a very important role in a child's learning. They ensure that learners receive a balanced and relevant curriculum, which they are entitled to. Teachers have to ensure that the textbooks and other learning materials are utilized properly to the benefit of the child. The availability of textbooks and learning materials in particular is associated with better students' outcomes. Nasibi (2005) noted that the classroom teacher needs to emphasize the use of both visual resources and words to achieve long lasting learning. He further adds that a careful selection and use of audio visual resources make it possible a successful combination in learning hence deeper understanding and greater permanency of what is learnt. Projectors like slide projectors, moving projectors like cinema, video and television can enhance teaching and learning process on life skills education influences creativity and problem solving which is part of elements of life skills education (Kitao & Kitao, 1997).

Littlejohn and Windeatt (1989) argues that; ‘materials have a hidden curriculum that includes; attitude towards teaching and learning, attitude towards role and relationship of the teacher and student, and values and attitude related to gender and society among others’. Education psychologists approve use of instructional materials maintaining that learning takes place through appeal to senses, and emphasize utilization of more than one sense. Realia are preferably the best resources of mainstreaming life skills education, because they appeal more to senses; make it possible to understand abstract ideas and clarify concepts and ideas; set a novelty mood in the lesson that ensure concentration; and provide stimulus variation in teaching and learning process (Gregory, S. knight, 2002, KIE, 2008).

Research by Bickerstaff (1972), Thompson, F.A, Bailey, P. & Howes, H. (1977) and Moya, (1988) content that resources should complement teaching and learning and not replace the teacher. Therefore, it is important to use varied learning resources to enhance acquisition of skills emphasized in life skills education, since learning resources often control the instruction; and teachers and learners tend to rely heavily on them.

2.6 Attitudes of learners towards learning of LSE

Attitudes are hypothetical construct that represent an individual’s degree of likes or dislike for something. They are negative or positive views of a person (Blekler & Wiggins, 1992). Attitude is generalized mental readiness to respond positively

or negatively to certain objects, events and conditions in the environment (Zaichkowsky, 1985).

Callan and Clarke (1983) point out that attitude exists with all persons in regard to every topic, object, concept or human being that a person evaluates. This means only an individual is able to selectively respond to an object either positively or negatively. It is important to note that sometimes behavior is not only determined by what people would like to do, but also by what they think they should do, that is social norms , their habits and by expected consequences of behavior(Dallard,1994). Many researchers (Anita,2006, Kisilu & Riny, 2008, Hawkins, 1995, Indanaasi,1997) have noticed that one of the factors related to great achievement in the classroom is attitude of those who participate in the process, they direct and influence the learning most considerable. This is because attitudes are linked to person's values and beliefs and reinforce or discourage the choices made in all realms of activity. The Students' attitude towards any subject has been considered an important factor in influencing participation and success in subjects. A student's attitude can be acquired from some source. Allan and Francis (1988) argue that attitudes and attitudinal changes and trends tend to cluster about members of a group. In the course of interacting with one another students may acquire attitudes which initially one never had.

Loewenstein (2007) explains that students' attitude and perspective not only informs teachers, parents, and administrators about students needs, but also serves

as a catalyst for reform in a subject education. There is research evidence showing that students' high performance and appreciation of the subject is positively associated with their attitudes towards that particular subject.

2.7 Life skills education learning resources

Learning resources refers to a spectrum of educational materials that teachers use in classroom to support learning objectives as set out in lesson plans (Kitao and Kitao, 1997). According to state department of education and children's services (2004), learning materials is an integral part of curriculum in schools. Students come into contact with a vast of print, visual and multimedia materials in their daily lives. Yara (2010) had this to say about learning resources; 'learning materials enhances effectiveness of schools as these are basic things that can bring about good academic performance in the students' (PhD thesis).

Learning materials become a determinant of mainstreaming LSE because materials should facilitate students to learn. (Kitao and Kitao, 1997) To enhance life skills education variety of learning materials should be used but not only text books. This is because use of only text books does not give adequate learning since they are too inflexible to be used directly as instructional materials (Allwright 1990). Use of materials like textbooks, video and audio tapes, computer software and visual aids influences creativity and problem solving which is part of elements of life skills education (Kitao & Kitao, 1997).

Littlejohn and Windeatt (1989) argue that; ‘materials have a hidden curriculum that includes; attitude towards teaching and learning, attitude towards role and relationship of the teacher and student, and values and attitude related to gender and society among others’. Therefore, it is important to use varied learning resources to enhance acquisition of skills emphasized in LSE, since resources often control the instruction; and teachers and learners tend to rely heavily on them.

2.8 Co-curricular activities and life skills education

Co-curricular activities are activities that complement but are not part of conventional academic curriculum (Aggarwal, 1994). Life skills are coping skills and the methods that are used to cope are based on the kind of values one believes in (Ramakrishnan, 2010). Such values cannot be instilled through learning because it is theoretical (Ahmad and Scholer, 2011) but through co-curricular activities. Ahmad and scholar (2011) explains that co-curricular activities impart practical knowledge and values such as psychological needs of students thus express personal behaviour and provide vehicle for creative thinking. Other values include social values among others where students participate in group activities thus they learn good manners and develop a sense of cooperation.

2.9 Theoretical framework

This study is anchored on social learning theory by Albert Bandura (1977b). The theory postulate that children learn to behave through both instruction (that is, how parents, teachers, and other authorities and role models tell them to behave) as well as observation (that is, how they see adults and peers behaving). The children behaviour is reinforced, or modified, by the consequences of their actions and the responses of others to the way they behave. Similarly, children should be taught skills through a process of instruction, rehearsal, and feedback, rather than just instruction.

Bandura also stressed that self-efficacy, defined as confidence in one's abilities to perform appropriate behaviours, is important to learning and maintaining behaviours, especially in the face of social pressure to behave differently. Thus, skills development not only becomes a question of outward behaviour, but of internal qualities (such as self efficacy) that support those behaviors (Bandura, 1977a). What is learned in class about certain subject should be applicable to the student's developmental tasks outside the school.

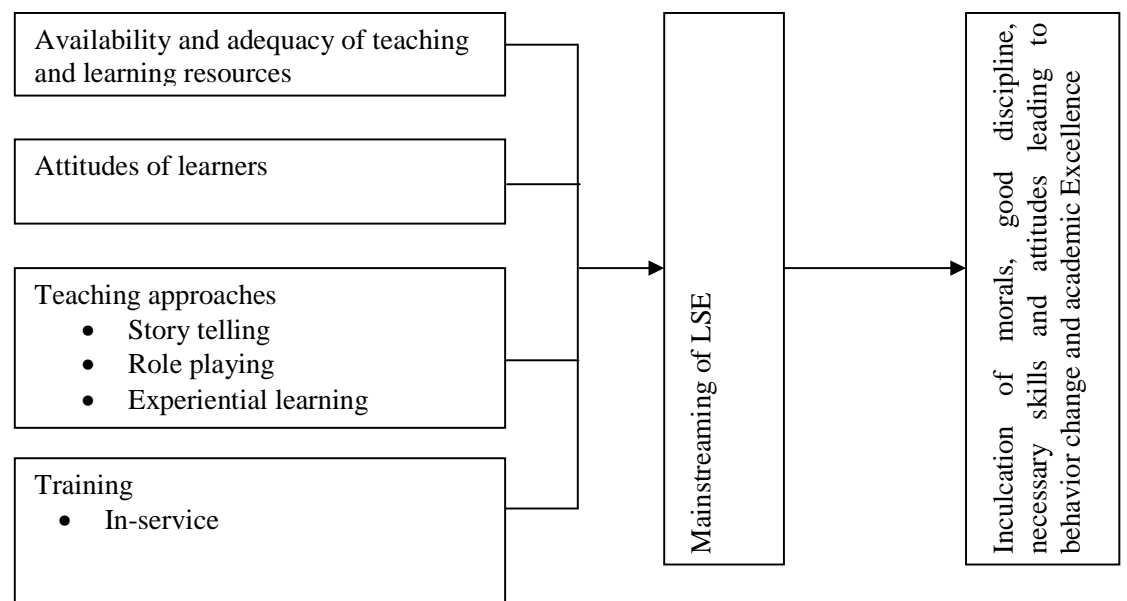
Teaching functional life skills in classroom is a process that leads to internalization of knowledge, attitudes and values which learners translate into healthy behavior, thus are able to plan ahead, have good career choices, decision-making and maintaining positive relationships. This prepares them to be successful in the world of work. This theory suits this study because it

emphasizes on children learning through instructions in class and observations from the environment. For the children to grow as responsible citizens they ought to be taught life skills in schools as well as learning them from the environment through observation

2.10 The conceptual framework

In the proposed study the independent variables are teaching resources, teaching approaches, in-service training of teachers in life skill education and learners' attitudes. The dependent variable is teaching and learning of LSE and the outputs includes inculcation of good morals and necessary skills leading to behavior change and attitudes and academic excellence. See figure 2.1 below.

Figure 2.1 A schematic representation of relationships among variables related to the mainstreaming process of LSE.



As observed in the above diagram (Figure 2.1), presence of independent variables, affect the mainstreaming process. When the instructional materials are adequate, instructional approaches used are interactive, teachers possess necessary skills, students possess positive attitudes, and teachers are in serviced on use of appropriate approaches, then mainstreaming process will be smooth leading to inculcation of morals, good discipline, necessary skills and attitudes which results to behavior change and academic excellence.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methods that were used in carrying out the study. It discusses the research design, target population, sample size and sampling techniques. The research instruments, data collection procedures and data analysis techniques are also discussed in this chapter.

3.2 Research design

The research design for the study was descriptive survey and utilized questionnaire to collect data from participants about their opinions. Descriptive survey is a process of collecting data from members of a population to determine current status of that population with respect to one or more variables (Mugenda & Mugenda, 1999). The survey method was appropriate because it gathers data from a large sample of respondents within a short period of time. Information was gathered from teachers and learners on mainstreaming of LSE in public secondary schools.

3.3 Study population

Tharaka south district has 23 secondary schools out of which, 13 of them were newly constructed schools and were in existence for less than three years. As such they only had form one and two classes at most. The study was conducted on

those schools that had all the streams from form one to form four as they were deemed to have established systems. As such, only 10 schools met this criterion and were therefore selected for the study. The key respondents were identified as teachers and students who were comprised of 88 teachers and 1413 form three and four students.

3.4 Sample size and sampling techniques

A sample size is a subset of the population to which research intends to generalize the results (Wiersman, 1986).. Simple random sampling techniques were used to select a sample size of 50% of the schools out of the eligible 10 public secondary schools in the district the sampling translates to five schools. According to Mugenda and Mugenda (2003) a sample size of between 10 and 30 percent is sufficient for a study in social sciences. The 10 secondary schools in the district were coded. The codes were written on pieces of paper which were then folded into balls and put in a closed container. The container was shaken vigorously before picking one at a time and noting the code and the school it represents. Picking the pieces of papers was done without replacement each time. The process was repeated until the five schools realized. Ten teachers and 30 students in each of the sampled schools were selected as the respondents to the study. This translated to a sample of 50 teachers and 150 students.

3.5 Research instruments

Questionnaire tools were developed from literature review related to the topic for the two categories of respondents. The questionnaires had 21 items and 16 items for teachers and students respectively, which comprised of structured (open ended) questions to elicit objective responses and unstructured (closed ended) for subjective responses. Subjective responses were used to enhance useful recommendations to the study. The questions were distributed to 200 subjects. The questionnaire sought information as below:

3.5.1 Teachers' questionnaire

Teachers' questionnaire sought information on their bio- data, availability of teaching and learning resources, in service training and teaching and learning approaches. Teachers' were not to disclose their identity on the questionnaire for confidentiality. To answer they were either to tick in boxes or complete statement as per directions given. To determine reliability and validity of questionnaire, pre-testing was done. This helped to reveal weaknesses before actual study was carried out. Information collected was used to improve on the precision of the investigations and enhance the reliability of the measures. To do this, a sample of ten (10) teachers was selected to fill in the questionnaires. They were requested to make comments on any unclear questions and statements in the questionnaires. These teachers were not later included in the final sample population for the study purpose. The corrections from the exercise were incorporated in final

questionnaires to improve it. Validity was enhanced by the researcher contacting experts in the area of content.

3.5.2 Students' questionnaire

Sixteen (16) items in the questionnaire were developed by the researcher to seek responses on bio- data of students, attitudes on LSE curriculum, teaching and learning resources, learning activities and co-curricular activities. Students were not to write their names for confidentiality. Their response were either by writing figures or completing statements or using four point scales ranging from strongly disagree, disagree, agree and strongly agree. Reliability of the questionnaire was determined by pre-testing. Twenty (20) students were randomly selected to fill in the questionnaire. The questions that were unclear were either re-written or discarded. These students were not later included in final study population.

3.6 Data collection procedures

The researcher obtained research permit from the National Council for Science and Technology (NCST). The permit was used to contact District Commissioner (DC) and District Education Officer (DEO) so as to obtain introduction letters to schools where research was conducted. The principals of the schools where researcher was conducted were contacted before proceeding to schools to administer research instruments. The researcher personally administered the questionnaire to respondents. This provided the opportunity for the researcher to

explain the purpose of the study and the meaning of the items of questionnaire that were not clear.

3.7 Data analysis techniques

The data obtained from the field was edited, coded and interpreted according to themes which emanated from the research objectives and questions. Descriptive statistical techniques were utilized in data analysis. Mugenda O and Mugenda A (1999) say that such data must be cleansed, coded, keypunched into a computer and analyzed. Both qualitative and quantitative approaches of data analysis were used for the study. Quantitative data was tabulated and analyzed through descriptive statistics by use of Statistics Package for Social Sciences (SPSS) computer software to generate frequencies and percentages to answer the objectives. These were used for report writing. Quantitative approach of data analysis was to the open ended questions where data was organized into themes corresponding to study objectives and then analyzed.

CHAPTER FOUR

DATA ANALYSIS, DISCUSSIONS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the study findings according to the data collected from the field. It provides general information on determination of mainstreaming life skills education in secondary schools in Tharaka South District, Kenya. It begins with instrument return rate, demographic data of the respondents, while the other sections are based on the research objectives of the study.

4.2 Instrument return rate

Two questionnaires were used to collect data among 50 teachers and 150 Form three students. The response rate was 100 percent since all the questionnaires issued were returned. In support of such rate of return Hertman and Hedbord (1979) state that 50% is adequate, 60% is good and 70% or more is very good. The respondents were quite cooperative and the data collected were taken to be a true representation of the respondents' views due to the independence of the questionnaire method of data collection.

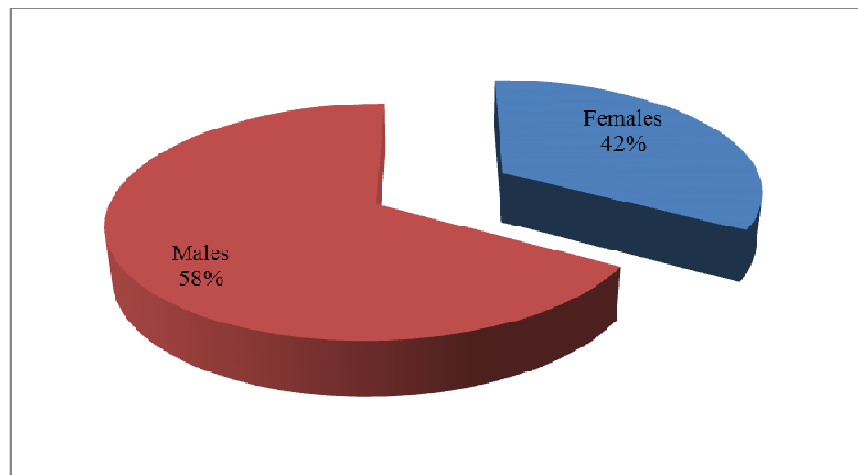
4.3 Demographic information of the respondents

The study sought to find out the demographic information of the students on gender, age and school category and of the teachers on their gender, academic and professional qualifications, administrative and teaching experience. The purpose

of this information was to find out if mainstreaming life skills education was in any way affected by these factors.

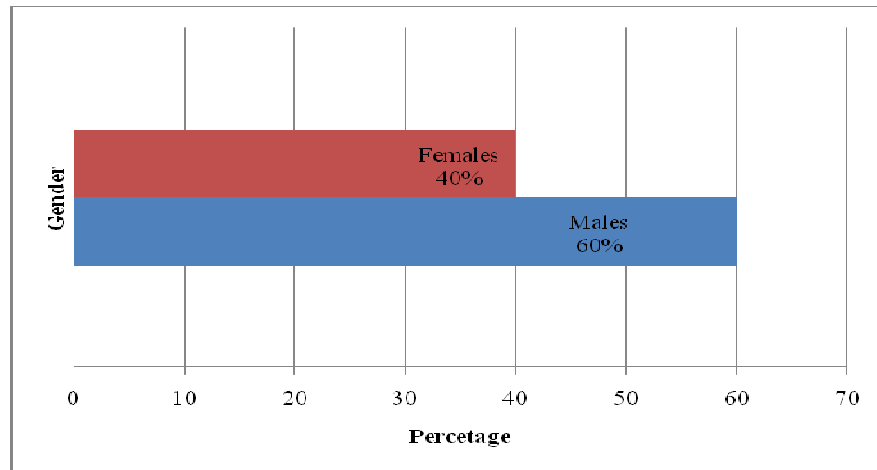
To determine the distribution of the teachers and students by gender, the respondents were asked to indicate their gender. Their responses were as shown in Figure 4.1 and 4.2.

Figure 4.1
Distribution of teachers by gender



As shown in Figure 4.1, it was found out that 58 percent of the teachers were males while 42 percent were females. This suggests that teaching positions in secondary schools within the district are dominated by males. However, it was noted that the government policy on gender mainstreaming has been implemented in the district and as a result the female gender representation has already met the required basic minimum of 30 percent. The distribution of the students by gender is as shown in Figure 4.2.

Figure 4.2:
Distribution of students by gender



Data in Figure 4.2 revealed that 60 percent of the students were males with a 40 percent female representation. This could be an indication that both boys and girls in the district have access to education, thus working towards realization of Millennium Development Goal on universal education for all. To clarify this aspect, the students were asked to indicate the category of their schools in respect to enrollment. The results were as shown in Table 4.1

Table 4.1
Distribution of students by school category

School enrollment category	Frequency	Percent
Girls' only	36	24.0
Boys' only	52	35.0
Mixed (Boys and Girls)	57	38.0
Non response	5	3.0
Total	150	100.0

As shown in Table 4.1 the responses cut across both single sex schools and mixed schools. This was a positive attribute of the study as it made it possible to get a balanced opinion from the students on mainstreaming of life skills in the district. Further analysis indicated that 41 percent of the responses were in day schools while 59 percent were in boarding school environment.

The study sought information about the age distribution of the teachers and the students. The purpose of this information was to interrogate whether there were any age barriers that existed as impediments to life skills mainstreaming in the district. The age distribution of the teachers was as shown in Table 4.2.

Table 4.2:
Distribution of teachers by age

Age bracket	Frequency	Percent
Below 30	9	18.0
31-35	2	4.0
36 -40	7	14.0
41 -45	17	34.0
46 -50	11	22.0
51 -55	1	2.0
over 55	2	4.0
Non response	1	2.0
Total	50	100.0

Study findings show that majority 28 (56%) of the teachers in the schools within the district were aged between 41 and 50 years of age suggesting that most of the teachers had gone through numerous life experiences and therefore were able to positively engage students by encouraging and counseling them on a various issues in life thus encouraging positive thinking. The finding also implied that most of the teachers were already in the profession when LSE was rolled out as a subject in schools and could not have been trained on disseminating it.

Students' response on their age distribution is as shown in Table 4.3.

Table 4.3:
Distribution of students by age

Age in years	Frequency	Percent
15 -16	40	27.0
17 - 18	91	61.0
Over 18	13	9.0
Non response	6	4.0
Total	150	100.0

Study findings show that majority of the students 131 (89%) were aged between 15 and 18 years of age, a few 13 (9%) were aged between over 18 years and small number 6 (4%) decided not to respond to the question .This finding confirms that majority of the students were dealing with adolescence and therefore seemed to be most vulnerable to behavior related health problems. The group therefore is

deemed to be in need of guidance and counseling on life matters through life skills education.

The respondents were asked to give their highest academic qualification. The purpose of this information was to find out if teachers in the district had attained the academic levels expected to equip them with adequate knowledge on students and life skills matters. The findings were as shown in Table 4.4.

Table 4.4
Academic qualifications of teachers

Qualification	Frequency	Percent
Diploma in Education	5	10.0
Bachelor's Degree in Education	37	74.0
Post graduate diploma in education	6	12.0
Master Degree in Education	1	2.0
Non response	1	2.0
Total	50	100.0

Data in Table 4.4 revealed that majority of the teachers 37(74%) had attained at least a Bachelor's degree in education and only 1(2%) had masters in education. 5(10%) had diploma in education and 1(2%) did not respond to the question. This implied that most of the teachers were well equipped to handle educational matters in their respective institutions. These findings indicate a positive attribute of the study in the district because a teacher's academic and professional qualifications have significant influence on students' achievement (Heyneman, 1976). The study also sought to find out the teaching experience of the

respondents. The results were as shown in Table 4.5. The aim of seeking this information was to find out if teachers in the district were exposed to life skills mainstreaming, to assess if they would be in a position to give more factual information.

Table 4.5
Distribution of teachers by teaching experience

Teaching experience	Frequency	Percent
1-5 years	28	56.0
6-10 years	4	8.0
11-15 years	6	12.0
16-19 years	3	6.0
20 years and over	8	16.0
Non response	1	2.0
Total	50	100.0

Table 4.5 shows that 28 (56%) of the teachers had taught for less than 5 years. Thus confirms that most of the teachers were still adapting to the profession. The remaining proportion of 22 (44%) of the teachers had varied experiences of over five years confirming that they had adequate experience that would enable them to carry on the teaching roles effectively.

To establish the age of the teachers' versus their teaching experience, a cross tabulation between the age and teaching experience of the teachers was done and the results were as shown in Table 4.6.

Table 4.6**Cross tabulation of teachers' age and teaching experience**

Age	Duration in teaching profession in years					Total
	1-5	6-10	11-15	16-19	Over 20	
Below 30	9	0	0	0	0	9
31-35	1	1	0	0	0	2
36 -40	4	0	2	0	0	6
41 -45	7	3	4	3	0	17
46 -50	6	0	0	0	5	11
51 -55	0	0	0	0	1	1
over 55	0	0	0	0	2	2
Total	27	4	6	3	8	48

Finding in Table 4.5 presents distribution of teachers by age and experience. It was observed that half of the teachers had less than 5 years of experience but had varied ages with most of them being less than 30 years age. This presents the group of recently graduated teachers who joined the profession within the past five years. A sizeable proportion was also aged between 41 and 50 years suggesting that they joined the profession having taken sometimes elsewhere and only joining the profession having advanced in years.

The blend of the young and older teachers presents a wide range of knowledge attitudes and values which when translated to actual abilities can correct students' misconceptions on life issues.

Data on the duration teachers had stayed at their current station was as shown in Table 4.7.

Table 4.7

Distribution of teachers by length of stay at current station

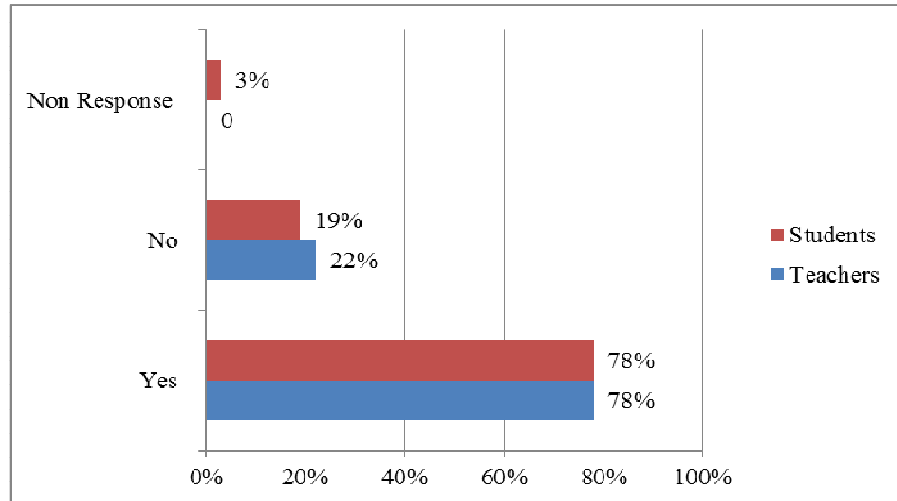
Duration of stay	Frequency	Percent
1-5 years	38	76.0
6-10 years	7	14.0
over 10 years	5	10.0
Total	50	100.0

As it is seen from Table 4.7,38 (76%) of the teachers had stayed at the current station for less than five years, with 7(14%) having stayed for between six and ten years. Only 5(10%) of the teachers had stayed for more than ten years. This finding implied that the teachers had a wide range of skills and capabilities to deal with the various aspects of life issues that could be affecting the students.

4.4 Approaches used in teaching and learning of Life Skills Education

The first objective of the study was to establish the approaches used in teaching LSE and how the teaching approaches influence mainstreaming of LSE in public secondary schools in the district. The teachers and students were therefore required to indicate whether LSE was taught in their respective schools and the approaches that were often used. Their responses were as shown in Figure 4.3

Figure 4.3: Teaching of LSE in schools in the district



As shown in Figure 4.3, findings show that LSE was only taught in 78 percent of the secondary schools in the district as was confirmed by both teachers and students. As such, only 78 percent of the students in the district had access to LSE. In the event, 22 percent of the students in the district did not have access to LSE. This finding implied that in as much as the Ministry of Education had issued circulars and guidelines on incorporation of LSE within the syllabus some schools were yet to implement.

The respondents were further required to respond on the mode of teaching the subject and the responses were as shown in Table 4.8

Table 4.8
Mode of teaching LSE in schools

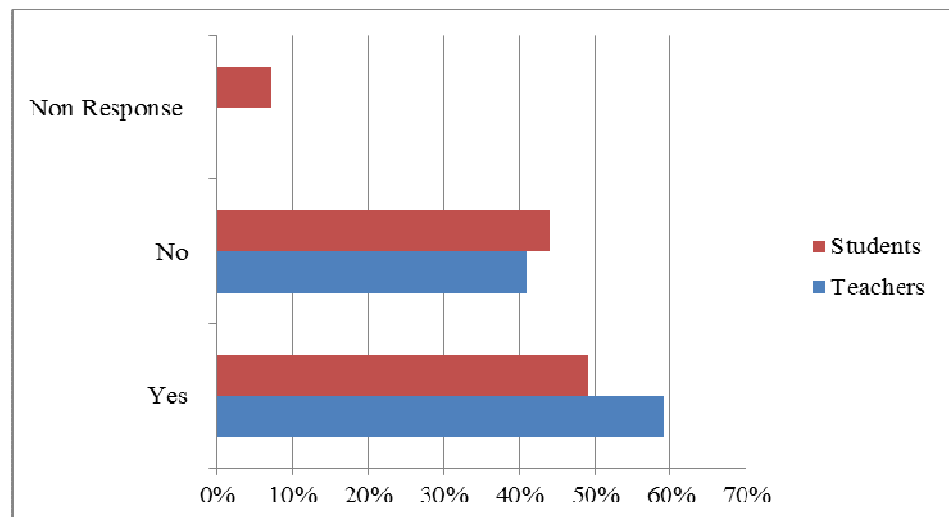
Mode of teaching	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Stand-alone subject	21	42.0	70	46.7
Integrated with another subject	20	40.0	51	34.0
Non response	9	18.0	29	19.3
Total	50	100.0	50	100.0

As seen from Table 4.8, only 21 (42%) of the teachers and 70 (47%) of the students indicated that LSE was taught as a stand-alone subject in their respective schools confirming that some schools chose either to integrate it with other subjects or not to teach it at all. A substantial proportion of the students 51 (34%) indicated having LSE subject integrated with other subjects. The students indicated that LSE was taught alongside biology, business studies, religious education, physical education, mathematics, history and geography, suggesting that LSE was integrated as the respective teacher wished. This was a clear indicator that LSE was not viewed as an important subject in schools within the district. This finding can be explained by a study carried out by KIE (2006) which indicated that with infusion and integration approach teachers at times find it difficult to create linkage between subject content and life skills and if not well planned they tend to deviate from the subject content; thus teachers emphasize the academic knowledge at the expense of psychosocial issues. The fact that 9(18%)

of teachers and 29(19%) of the students chose not to respond was an indicator that some schools chose not to teach it at all.

Information was sought on whether LSE was allocated slots in the time table and the results were as shown in Figure 4.4.

Figure 4.4
LSE allocation in the timetable



As shown in Figure 4.4, 59 percent of the schools had allocated LSE in the time table with 49 percent of the students confirming that indeed it had been allocated a slot in the time table. Earlier responses (Table 4.9) indicated only 42 percent of the schools taught LSE as a standalone subject. These disparities were a result of reallocation of the LSE slot by the teachers to other subjects either permanently or temporarily which is an indicator of confusion or lack of a common approach to mainstreaming LSE within the schools in the district. Further analysis shows that the 56 percent of the schools allocated only one lesson in the timetable in every

week. This finding implied that LSE was not seen as a priority subject to be taught in schools.

Information was sought on the approaches used to teach LSE. Various approaches and methodologies were presented to the teachers who were to indicate the frequency of the usage in their respective LSE lessons. They were to rank the approaches as either 'mostly used', 'used once in a while' or 'not used at all' where 'mostly used' was coded as 1, 'used once in a while' was coded as 2 and 'not used at all' was coded as 3. The results were as shown in table 4.9.

Table 4.9
Teachers' and students' responses on teaching approaches employed in LSE

Teaching approaches	Students										Teachers									
	Mostly used		Once in a while		Not used at all		Non response		Total		Mostly used		Once in a while		Not used at all		Non response		Total	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Lectures	55	36.7	8	5.3	62	41.3	25	16.7	150	100	17	34.3	3	6.5	27	54.2	3	5	50	100
Question and Answer sessions	48	32.7	23	15.3	56	7.3	23	44.7	150	100	16	32.4	29	57.4	4	8.7	1	1.5	50	100
Story telling	45	30.0	57	38.0	33	22.0	15	10	150	100	17	34.2	21	42	10	19.9	2	3.9	50	100
Class Discussions	51	34.0	36	24.0	48	32.0	15	10	150	100	20	39	16	32	14	27	1	2	50	100
Invited guests speakers	11	7.3	80	53.4	37	24.7	22	14.6	150	100	2	4.2	34	67.2	12	24.7	2	3.9	50	100
Demonstration	13	8.7	37	7.0	78	52	22	32.3	150	100	3	6.3	4	7.2	24	47	20	39.5	50	100
Case studies	10	6.2	8	5.3	91	60.7	41	27.8	150	100	3	5.6	4	8.3	30	60.7	13	25.4	50	100

As shown in Table 4.9, seven approaches were used by the teachers in varied intensities. Teachers employed Lectures (34.3%), Question and Answer sessions (32.4%), Storytelling (32.2%), Class Discussions (39%) more frequently over other approaches. Students also confirmed that the most commonly used approaches included Lectures (36.7%), Question and Answer sessions (32.7%), Storytelling (30%), and Class Discussions (34%). These were more frequently used over the other approaches.

The KIE syllabus on LSE recommends on a combination of all of these approaches except lecture methods. This finding confirms that whereas a small proportion of teachers (30% to 34%) had appreciated the correct approaches of teaching LSE as recommended by KIE, the majorities 42(84%) were not sure about the approaches and therefore ended not using them at all thus they did not respond. This finding implied that there was no common methodology used in the teaching of LSE in schools in the district. The teachers adopted the methodologies randomly and as it deemed convenient to them. This finding demonstrates lack of clear information to teachers on the teaching methodologies of LSE in the district. The circular of the Ministry of Education indicates that experiential and learner centeredness methods should be used in the teaching of LSE in schools (KIE, 2008) but according to the findings this is not the case, this could be attributed to inadequate information to the teachers on recommended methods of instructing LSE. The teachers therefore used their discretion in disseminating it to the students. This could be the result of lack of in-service training on teaching of LSE

approaches. When the teachers were asked to indicate whether the subject was assessed or otherwise, the results were as shown in Table 4.10

Table 4:10
Teachers’ and students’ response on assessment of LSE

Assessment of LSE	Teachers		Students	
	F	%	F	%
Yes	7	14.0	24	16.0
No	43	82.0	96	64.0
Non -response	2	4.0	30	20.0
Total	50	100.0	150	100.0

Findings from Table 4.10 indicate that the subject mostly went un-assessed as reported by 43(82%) of the teachers and 96 (64%) of the students. For the schools that assessed the subject, the mode of assessment was oral questions which mostly went unrecorded as the marks for the subject was not examinable and therefore did not contribute in determining students’ performance either in the school exams, mocks or national exams.

4.5 In service training of Teachers’ on life skills education

The second objective of the study was to determine whether teachers have been in-serviced to mainstream LSE. Several questions were posed to both teachers and students on the teaching responsibility of LSE. When the students were required to indicate who was assigned to teach LSE in their respective schools. The results were as shown in Table 4.11

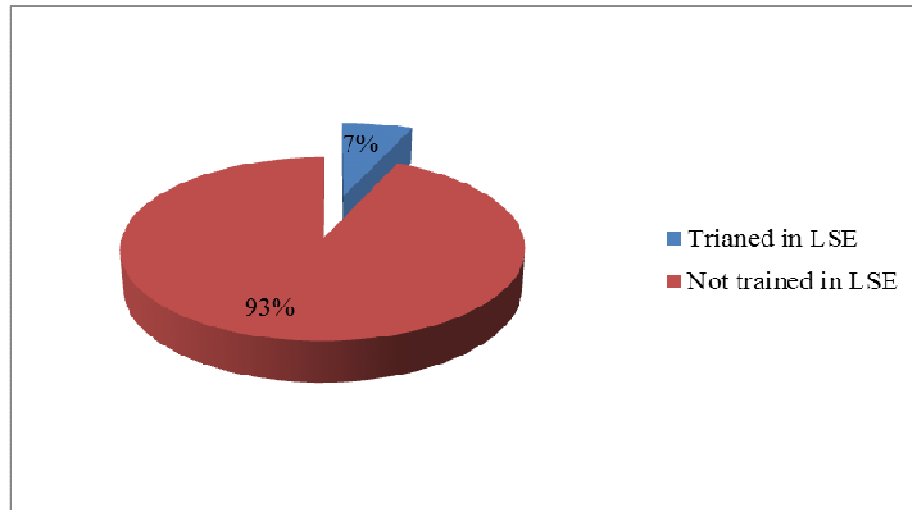
Table 4.11
Teaching responsibility of LSE

Teaching responsibility	Frequency	Percent
Class teacher handles LSE all through the term	7	14.0
Specific LSE teachers	2	4.0
Teachers are allocated LSE classes at random	22	44.0
Non response	19	38.0
Total	50	100.0

As it is seen from Table 4.11, 22 (44%) of the teachers indicated that the subject was allocated at random while 19(38%) did not respond only 2 (4%) percent of the teachers indicated that the subject was allocated to specific LSE teachers. This finding implied that LSE was allocated to teachers at random irrespective of whether they had training on the approaches of teaching the subject. This further implied that there was need for training all the teachers in the district on the content and the methodology of teaching LSE in secondary schools.

To establish the proportion of LSE trained teachers, the teachers were required to indicate the proportion of teachers in their respective schools who had attended in-service courses on LSE. The results were as shown in Figure 4.3.

Figure 4.5
Proportion of teachers trained on LSE



Findings show that only 7% of the teachers in secondary schools in the district had attended training on approaches to LSE; yet woods (2004) advises that adaptation of participatory teaching methods by teachers will require ongoing encouragement and reinforcement. Such support may include peer coaching and in service professional development. Teachers should be provided with adequate teacher in service programmes under constrained budget. He continues to emphasize that ministries should consider innovative ways of reaching teachers. The teachers who attended the training indicated that the seminars were organized by Ministry of education and a Non-Governmental Organization. This finding confirms that majority of teachers (93%) in the district had not been in-serviced on the approaches of teaching LSE .Therefore for the life skills to be effectively mainstreamed Eshiwani (1993) advises that because improvement of education

depends mainly on teachers competency, there is need for upgrading and training programs for primary, secondary and tertiary staff through in-service.

4.6 Learners' attitudes towards LSE

The third objective was to assess the attitudes of the learners towards mainstreaming of life skills education in secondary schools in the district. Several statements were posed to the teachers and students who were supposed to indicate the extent to which they agreed or disagreed with them. The statements explored the teachers' views and the students' attitudes towards LSE. The responses on the views of teachers were as summarized in Table 4.12.

Table 4.12
Students' responses on their attitudes towards LSE

Statement	SA		A		D		SD		Mean	S.Dev
	F	%	F	%	F	%	F	%		
I enjoy learning Life skill education	9	6	102	68	30	20	6	4	1.24	0.668
I would rather learn examinable subject instead of life skill education	0	0	21	14	99	66	15	10	2.78	0.432
Time allocated to Life skill Education is adequate	6	4	23	15	99	66	23	15	3.52	0.541
All life skills education lessons on the time table are attended by our teachers	6	4	24	16	81	54	39	26	3.51	0.682
Life skills education helps me develop good behavior	18	12	102	68	27	18	3	2	2.01	0.489
Learning of Life skills education is a waste of my valuable time.	0	0	21	14	99	66	15	10	3.66	0.573
Life skills education helps me cope with my every day challenges at home and school	18	12	102	68	27	18	3	2	2.02	0.641
Everybody knows about skills of living so it is a waste of time learning LSE	0	0	3	2	99	60	57	38	3.56	0.499

N=150

KEY: SA- Strongly Agree, A-Agree, D - Disagree, SD - Strongly Disagree, S. Dev - Standard Deviation

Findings on Table 4.12 show that students in the district enjoyed learning LSE as was reported by 68 percent of the students who agreed and 6 percent who strongly agreed that learning LSE was enjoyable. This was a positive attitude of the learner towards LSE. The position was strongly supported by the fact that 76 percent of the students disagreed that they would rather learn examinable subject instead of life skill education. Only 19 % indicated that time allocated to Life skill Education was adequate. To 80% of the students, LSE helps them develop good behavior which helps them cope with their everyday challenges at home and school.

It was the opinion of the students that Time allocated to Life skill Education was not adequate since 81 percent of the students disagreed that the subject was allocated adequate time. To 80 percent of the students, not all LSE lessons on the time table were attended by their teachers.

To 76 percent of the students, Learning of Life skills education was not a waste of my valuable time and to 98 percent of the students not every student knows about skills of living and is therefore not a waste of time learning LSE.

When the teachers were asked to indicate their views on LSE, the results were as summarized in Table 4.13.

Table 4.13
Teachers' responses on their views on LSE

Statement	SA		A		D		SD		Mean	S.Dev
	F	%	F	%	F	%	F	%		
LSE should be made examinable to be taught effectively	4	8	35	70	10	20	1	2	1.46	0.788
LSE has helped students develop adaptive and positive behavior change	3	6	33	66	9	18	5	10	1.76	0.476
I would teach LSE if it is examinable	10	20	26	51	11	21	4	8	1.78	0.941
Time allocated to teach LSE is not adequate	10	20	29	58	8	16	3	6	1.94	0.682
I would rather teach an examinable subject during LSE	3	6	15	30	28	56	4	8	2.88	0.689
Life skills education does not change students behavior	-	-	9	18	30	60	11	22	3.06	0.586
No one in our school has ever taught LSE since it is unnecessary to teach it	-	-	-	-	39	78	11	22	3.32	0.663
Everybody knows about skills of living so it is a waste of time teaching LSE	-	-	-	-	42	84	8	16	3.42	0.499

N=50

KEY: SA- Strongly Agree, A-Agree, D- Disagree, SD- strongly disagree, S.Dev- Standard Deviation

As shown Table 4.13, 78 percent of the teachers agreed and strongly agreed that LSE should be made examinable for it to be taught effectively as such, the time currently allocated to teach LSE is not adequate. To 72 percent of the teachers, LSE has helped students develop adaptive and positive behavior change, and it is therefore not a waste of time teaching LSE.

When the students were asked to indicate where they learnt most of the life skills they had acquired as at the time of the study and the results were as shown in Table 4.14.

Table 4.14
Students response on the sources of their LSE

Source of skills	Frequency	Percent
Parents	64	42.7
Teachers in class	55	36.7
Fellow students in class	5	3.3
Did not respond	26	17.3
Total	150	100.0

Findings show that 64 (42.7%) of the students acquired their life skills from their parents with another 55 (36.7%) acquiring it from the teachers. This implied that parents played a major role in mentoring the students. Those who acquired it from the teachers in class mostly did so because LSE had been introduced in their schools. On the other hand, those who learnt from parents did not have the benefit of having LSE lessons at their schools. Most of the students get to secondary

schools at the onset of the adolescence stage of life end it is therefore important for teachers in schools to supplement the parents' efforts with teaching of life skills since the major interaction agent in a school setting is the teacher.

4.7 Teaching and learning resources in LSE

To assess availability and adequacy of teaching and learning resources and their influence on mainstreaming of LSE in secondary schools in the district, several questions were posed to the teachers on the availability and usage of the teaching and learning resources. The teachers were required to indicate the adequacy of materials availed to them for the purpose of teaching LSE. The results were as shown in Table 4.15.

Table 4.15**Adequacy of LSE teaching and learning resources**

Resource	Rating																
	Teachers								Students								
	V.A		A		I		Total		V.A		A		I		NR		Total
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F
Text Books	1	2%	16	32.0%	33	66.0%	50	100%	13	8.7%	45	30.0%	57	38%	93	62%	150
Magazines	0	0%	13	26.0%	37	74.0%	50	100%	4	2.7%	61	40.7%	47	31.3%	103	68.7%	150
Charts	1	2%	11	22.0%	38	76.0%	50	100%	0	0%	0	0%	39	26%	111	74%	150
Posters	1	2%	2	4.0%	47	94.0%	50	100%	0	0%	0	0%	115	76.7%	35	23.3%	150
Video tapes on LSE	0	0%	1	2.0%	49	98.0%	50	100%	0	0%	0	0%	112	74.7%	38	25.3%	150
Audio Tapes on LSE	0	0%	1	2.0%	49	98.0%	50	100%	0	0%	0	0%	113	75.3%	37	24.7%	150
Films and slides	0	0%	2	4.0%	48	96.0%	50	100%	0	0%	0	0%	114	76%	36	24%	150

KEY: VA- Very Adequate,

A-Adequate,

I -Inadequate,

NR-Non Response

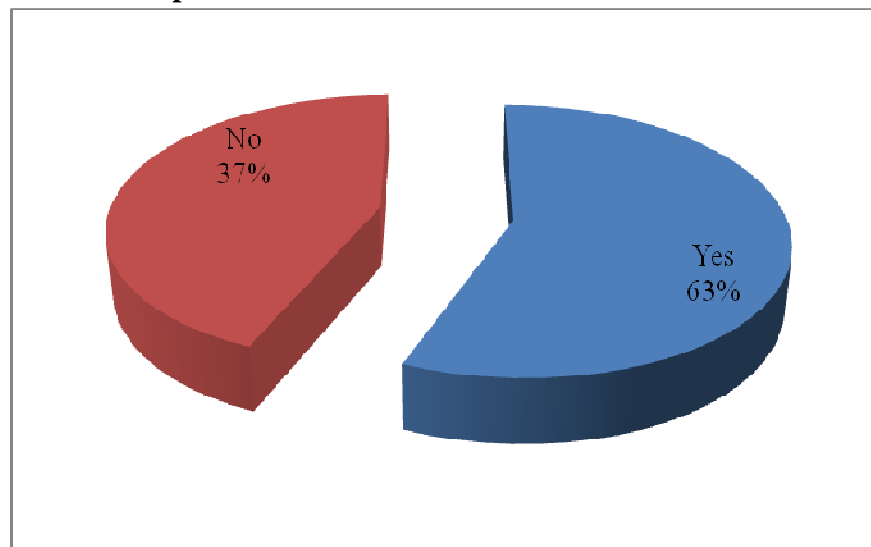
As shown in Table 4.15, text books very adequate by 2 percent of the teachers and 9 percent of the students with a further 32 percent of teachers and 30 percent of students rating them as adequate. On the other hand, 66 percent of the teachers and 38 percent of the students rated the textbooks as in adequate. It is the responsibility of the respective schools to buy the relevant text books to be used in their schools. This finding therefore implies that teaching of LSE was only emphasized in few of the schools.

Magazines were rated adequate by 26 percent of the teachers and 40.7percent of the students. The researcher established that there was a Non-Governmental organization in the area working on a comprehensive health programme called “Aphia Plus Kamili” which was funded by USAID. In the course of their activities, the NGO provided literature related to health and life skills to some schools in the area of their programme. As such, magazines, Charts, Posters, Video tapes on LSE, Audio Tapes on LSE and Films and slides were rated as adequate by some of the teachers and students while others indicated lack of it. Sophia (2002) argues that high availability of resources enhances learning whereas low level of availability leads to poor performance. Findings of Table 4.16 point at unavailability of most of the teaching and learning resources pertaining to LSE and as such learning of LSE in the district is compromised.

4.8 LSE and co-curricular activities

To establish whether co-curricular activities in secondary schools influence mainstreaming of LSE in the district, a number of questions were posed to both teachers and students on co-curricular activities. The students were to indicate whether co-curricular activities existed in their respective schools. The results were as shown in Figure 4.4.

Figure 4.6
Students responses on co-curricular activities in LSE



As shown in figure 4.4, 63 percent of the students indicated existence of co-curricular activities in their respective schools. The activities included, group discussions (68%), research projects (49%), essay writing (58%), card games(15%), brainstorming sessions (74%), clubs (94%), role play(56%), silent listening (36%) and oral responses (54%).

In confirmation, the teachers indicated that the co-curricular activities available students included; group discussions (72%), research projects (44%), essay writing (62%), card games (14%), brainstorming sessions (82%), clubs (100%), role play (64%), silent listening (36%) and oral responses (54%).

When the students were asked whether there was any co-curricular activity used to teach LSE in their schools, 92 percent of them indicated that clubs were the main activity associated with LSE. They argued that clubs like debating club, family club and peer counseling club helped them to develop self esteem, journalism clubs helped them to be creative, debating club helped them to be assertive and to communicate effectively, football enhanced friendship with other students in schools when the game proceeds after classes, health clubs helped them avoid HIV and AIDS and to keep their bodies clean while Peer counseling clubs helped them develop positive behavior. This finding is in line with Ahmad & Scholer (2011) who established that LSE impacted practical knowledge and values such as psychological needs of the student, thus express personal behavior and provide vehicle for creative thinking.

When the students were asked to make suggestions on the teaching of LSE, they indicated that all students in all schools in the district should be taught LSE (98%). Further, they indicated that LSE lessons be held frequently (96%) and that learning materials be made available for teachers and students in the schools (94%). They also indicated that LSE Teachers & Counselors should be made

available to schools because the lesson was very important to them (76%). This finding is in line with ministry of education (2008) who observed that the youth need life skills to enable them make wise decisions like keeping off from drugs and premature sex. They continue to explain that where it is well practiced, it enhances the well being of society and promotes positive outlook and healthy behavior. In particular it enables the individual to translate knowledge, attitude, skills and values into action behave responsibly and this leads to healthy living, develop positive attitude towards themselves and others; develop full potential; promote risk free behavior; communicate effectively and develop negotiation skill; and improve self perception by building self esteem and self worth.

When the teachers were asked to rate the teaching of LSE, the results were as shown in Table 4.16

Table 4.16
Teachers' overall rating of the teaching and learning of LSE in schools

Rating	Frequency	Percent
Very adequate	1	2.0
Adequate	13	26.0
Inadequate	34	68.0
Non response	2	4.0
Total	50	100.0

As seen from Table 4.17, only 2 percent of the teachers believed that LSE was very adequately taught with another 26% indicating that it was adequately taught.

Majority of the teachers (68%) believed that LSE was not being taught adequately implying that there were areas of concern that needed to be ironed out for the subject to be fully mainstreamed in the district.

The teachers suggested that first and foremost the subject should be made mandatory for teaching across the whole district (70%). This suggestion is in line with the earlier findings in this study that some schools did not teach LSE at all. The teachers further indicated that assessment of the LSE should be considered as a way of ensuring that the subject was taught across the board (68%). To some (48%), LSE should be included in the curriculum and be examinable by KNEC for both KCPE and KCSE. They also suggested that LSE should be allocated slot(s) in the timetable to be taught as standalone since it was a good subject (56%).

The teachers further suggested that teachers should be in serviced to enable them become more effective in the subject (84%). This suggestion was also in line with earlier findings in this study that only a fraction of 7 percent (refer figure 4.3) of the teachers in the district had been trained on LSE methodologies. Alternatively, the teachers argued that a workshop on LSE should be organized to sensitize and educate teachers on the teaching of LSE (76%). The teachers also suggested that Teaching and learning resources should be made available in school for proper and effective way of teaching the LSE (86%). This would motivate and effectively equip the teachers on taking up the teaching of the subject. This

findings can be associated with the findings of Hawes (1979) who recognizes the importance of pre-service in which he argues that implementation of curriculum changes and continuation of the new approaches in schools depend not only on retraining of teacher, but also on knowledge skills and attribute fostered during the initial training.

4.9 Summary of the chapter

The chapter sought to establish determinants of mainstreaming life skills education and their influence on mainstreaming process. Students and teachers in Tharaka South secondary schools were supplied with questionnaires and the response achieved for the two sets of questionnaire yielded 100% response rate which was considered adequate in providing valid and reliable presentation of targeted population. This was attributed to the fact that the researcher administered questionnaires personally.

Demographic information revealed that majority of both teachers and students were male at 58% and 60% respectively. The teachers' respondents had age between 41-50 years at 56% while majority of students' respondents were aged between 15-18 years at 89%. Majority of teachers had attained degree in education.

It emerged that there was no clear way of mainstreaming life skills education as respondents said; this was evidenced by 46% and 42% of students and teachers respectively who said that it was mainstreamed as stand-alone subject and 34%

and 40% of students and teachers respectively who said that it was mainstreamed integrated in other subjects. The respondents were not sure of the approaches of teaching life skills education that is why less than half of teachers (30-34%) had appreciated use of correct approaches. The teachers adopted teaching approaches randomly as it deemed convenient to them.

The finding revealed that life skills education was not assessed as reported by 82% teachers and 64% students. Teachers required to be trained on life skills because only 7% had received training and 93% had not been trained. Students' attitude towards life skills education was positive because majority of them agreed that life skills help learners develop adaptive and positive behavior change. The study revealed that resources for teaching and learning life skills education were not adequate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and recommendations of the study. The general objective of the study was to investigate the mainstreaming life skills education in secondary schools in Tharaka South District, Kenya

5.2 Summary of the study

The purpose of this study was to examine the extent to which teaching and learning approaches, in service training, attitude of learners, teaching and learning resources and co-curricular activities influence mainstreaming of life skills education in secondary schools in Tharaka South District. The researcher developed five research objectives from which research questions were drawn to be answered by the study.

The first objective was to establish the approaches used in teaching LSE and how they influence mainstreaming of LSE while the second was to establish if teachers have been in serviced to mainstream life skills education in schools, the third objective was to assess the attitudes of secondary school learners towards mainstreaming of LSE. The fourth was to assess availability and adequacy of teaching and learning resources and their influence on mainstreaming of LSE. The fifth objective was to establish whether co-curricular activities in secondary schools influence mainstreaming of LSE.

Related literature to mainstreaming life skills education was reviewed. Bandura social learning theory which explains that a child learns through instructions in class and observations from environment was used. A theoretical and conceptual framework was provided.

Descriptive survey research design was adopted for the study and all the 10 public secondary schools in the district with a population of 1413 students in form 3 and 4 level of secondary education were considered. The study employed simple random sampling method to get 50 teachers and 150 students as the representative sample of the entire population. Questionnaires were used as they were able to be administered to a large sample simultaneously. Two questionnaires were developed and used to collect the required information. The total number of questionnaires issued was 200 and the return rate was 100% since all the questionnaires issued were returned. Both qualitative and quantitative approaches of data analysis were used for the study.

Quantitative data was tabulated and analyzed through descriptive statistics. Quantitative approach of data analysis was to the open ended questions where data was organized into themes corresponding to study objectives. Data were analyzed using the Statistical Package for Social Sciences (SPSS) to process the frequencies and percentages and descriptive statistics which were used to discuss the findings.

The first objective of the study was to establish the approaches used in teaching and learning of LSE and how they influence mainstreaming of LSE in public secondary schools in the district. In the study it was found that LSE was only taught in 78 percent of the secondary schools in the district confirming that LSE had not been mainstreamed in all the schools. As a result only 78 percent of the students in the district had access to LSE concluding that in as much as The Ministry of Education had issued circulars and guidelines on incorporation of LSE within the school system curriculum, some schools were yet to mainstream it. In most of the schools LSE was either integrated with other subjects in no particular pattern or not taught at all.

There was no common methodology of teaching LSE in the district. Lectures from teachers, question and answer sessions in class, storytelling, class discussions, demonstration and invited guests speakers were all used once in a while and as it pleased the teachers. The second objective was to determine whether in-service training equipped teachers with skills necessary for mainstreaming LSE in secondary schools in the district. The study established that LSE was allocated to teachers at random irrespective of whether they were trained on the methodologies of teaching the subject. Majority of the schools in the district did not have teachers who attended in-service courses on LSE. Only 7 percent of the teachers in the district had attended such training.

The third objective was to assess the attitudes of the learners on life skills education in secondary schools in the district. Teachers were in agreement that a positive attitude of the students towards LSE was revealed among the students because they participated in LSE activities presented by their teachers willingly and effectively. Majority of the students indicated that LSE was just like any other subject. Majority of the students favored the retention of LSE within the school curriculum because it was relevant for most of the students. LSE helped students develop adaptive and positive behavior change.

Additionally, most of the schools in the district had inadequate materials for the teaching of LSE because LSE had not been effectively mainstreamed. The fourth objective was on whether co-curricular activities in secondary schools had influence on mainstreaming of LSE in the district, the study found out that debating clubs, family clubs and peer counseling clubs helped students develop self-esteem, journalism clubs helped students to be creative, Debating clubs helped students to be assertive and to communicate effectively, while football enhanced them to create friendships with other schools during competitions. Health clubs helped them to be tidy and to avoid contracting HIV/AIDS while Peer counseling clubs helped them develop positive behavior.

5.3 Conclusions of the study

From the foregoing findings it can be concluded that most secondary schools were inadequately equipped with instructional materials for mainstreaming LSE

curriculum. It can further be concluded that there was no common instructional approaches (methodology) mostly used by teachers to teach LSE and activities most students engaged in mainstreaming LSE and learning process were too narrow; another finding is that LSE was not allocated in the time table in most of the schools. The subject mostly went un-assessed.

The study also established that LSE was allocated to teachers at random irrespective of whether they had training on the methodologies of teaching the subject. Only 7 percent of the teachers in the district had attended LSE training. This shown that most teachers were hardly prepared to teach the subject effectively. Co-curricular activities in secondary schools influenced mainstreaming of LSE in the district, including debating clubs, family clubs, peer counseling club, journalism clubs, Debating club, Football competitions, Health clubs and Peer counseling clubs. Students had positive attitudes towards LSE as they participated in LSE activities willingly and effectively. From the study it can be concluded that inadequate teaching and learning resources, inadequate training of teachers and inadequate use of interactive approaches poses a hindrance for effective mainstreaming of LSE in secondary schools as a result quite a proportion of the students did not have access to LSE.

5.4 Recommendations

Based on the findings of this study, the following recommendations are made:-

- i. Funds to be availed by the Ministry of Education to specifically procure teaching and learning materials since schools in the district had inadequate materials for teaching LSE with immediate effect so as to avoid defying the intentions of life skills education. This would motivate teachers to take up the subject.
- ii. Teachers to use variety of instructional approaches and learners to be involved in wider learning activities because this will stimulate the learners and keep them alert throughout the learning process thus will understand the concepts of life skills better.
- iii. That there should be adequate in servicing of Teachers by teachers service commission with immediate effect for effective teaching of LSE since only 7% of the teachers in the district had training on LSE.
- iv. That the Ministry of Education should monitor mainstreaming of LSE through assessment of the subject.

5.5 Suggestions for further research

Based on the findings of this study, the following suggestions are made for further research.

- i. Given that this study was conducted in public secondary schools a similar study should be conducted in private schools in the district.

- ii. A nationwide study on LSE mainstreaming would be useful comparing the findings in various regions in the country.
- iii. It is also recommended that a national survey be conducted to establish the extent of LSE mainstreaming in primary schools.
- iv. The study investigated a limited number of determinants that would influence mainstreaming of LSE curriculum that is; teaching materials, teaching methodologies and in service training. There are however several other determinants that may influence mainstreaming of LSE including school administration support, time allocation for the subject, and assessment method, quality of teachers and the school and home environment. It would be useful therefore to explore the extent to which these determinants would influence mainstreaming of the LSE curriculum.

REFERENCES

- Aggarwal, J. C. (1994). *Educational Administration, and Management, Principles and Practices*, New Delhi.
- Aggleton, P., & Boler, T. (2004). *HIV AIDS & Education. Life Skills Based Education for HIV Prevention: A Critical Analysis and Research: Issue 3*. Unpublished.
- Ahmad, S. & Scholer, M .P. (2011). *Importance and scope co-curricular activities*. Singapore: Unpublished report.
- Allwright, R. L. (1990). *What do we want teaching materials for?* in R. Rossner and Bolitho,(Eds), *currents in language teaching*, Oxford: Oxford university pres.
- Amollo, P. O. (2005). *The impact of instructional methods of learners' achievement in business studies in Kenya's secondary schools*. Phd Thesis, university of Nairobi: Unpublished.
- Anita, E. (2006). *Education psychology*, (6th edition). Engman International Coral Gables.
- Ashton, C. (2001). *Life skills project implementation in Armenian education system*. A project sponsored by UNICEF and ministry of Education and science. Yerevan: Evaluation report unpublished..
- Badura, A. (1977). *Theory and models of man*, American psychology. New york: Herper And Row
- Best, J. W. (1970). *Research in education*.USA:Prentice –Hall inc. Engle Wood Cliffs. New Jersey.

- Bickerstaffe, D. (1972). *A general methods course*. London: Evans Brothers limited.
- Bishop, G. (1985). *Curriculum Development, a Textbook for Students*. HongKong:Macmillan Education Limited.
- Borg, W. & Gall, M. (1989). *Educational Research. An Introduction* (5thed). Newyork: Longman.
- Breckler, S. J, & Wiggins, E. C. (1992). *On Defining Attitude and Attitude Theory: Once More With Feeling*. In A.R Pratkanis, S. J. Brekler & A.C. Greenwald (Eds.), *Attitude structure and function*. Hillsdale. NJ: Erlbaum.
- Callan, F. & Clarke, H. (1983). *Foundations of education*. Newyork: Macmillam publishers.
- Chamba, M.V. (2009). *Evaluation study on the implementation of life skills programme in public secondary schools in Malawi South Eastern education division. Malawi: Masters of public health dissertation University of Malawi. Unpublished.*
- Chendi, H. (1998). *Lifeskills Programmes in Malawi*. Concept paper:Unpublished.
- Chendi, H. (1999). *Lifeskills Programmes in Lesotho*. Concept paper.:Unpublished.
- Cheworei, P. P. (2010). *Effects of Pedagogy and Resources on Implementation of Life Skills Education Curriculum in Public Secondary Schools in Mt. Elgon District, Kenya*. A Master's Thesis for University of Nairobi: Unpublished

- Chirwa, G. W. (2004). *A Case Study of Challenges Facing the Implementation of Life skills Education in Primary Schools in Zomba District*, Malawi; Unpublished report
- Dallard, J. (1994). *Rethinking the Study of Fear Appeals: An Emotional Perspective*. Communication theory.
- DDO. (2008). *Tharaka District Development Plan for 2008-2012*. Unpublished report
- Dembo, M.H. (1977). *Teaching for Learning: Applying Educational Psychology in the Classroom*, Santa Monica: Good Year Publishing Company Inc.
- DEO. (2011). *The Progress of Education in Tharaka South District Year 2011*. Unpublished Appraisal day report.
- DEO. (2012). *Summary Report on Enrolment and Teacher Establishment in Secondary Schools in Tharaka South District*. Unpublished report.
- Eshiwani, G. S. (1993). *Education in Kenya Since Independence*. Nairobi: East African Publishers.
- Gachuhi, D.(1999). *The impact of HIV and AIDS on Education systems in Eastern and Southern Africa Region and response of education systems to HIV and AIDS: Life skills programmes*. Unpublished report prepared for UNICEF ESARO.
- Gachui, D. (1999). *The impact of HIV/AIDS on education systems in the Eastern and South African region and the response of education system to HIV/AIDS*.

- Goodlad, J. (1970). *Implications of current curricular changes*. In Ohles, F.J. (ed.) (1970). *Principles and practice of teaching: Selected Readings*, New York: Random House.
- Gregory, S. Knight. et al. (2002). *New trends in the education of hearing and impaired*. London: David Fluton Publishing Limited.
- Hawkins, B. (1995). *Input In Second Language Acquisition*. Newbury House: Rowly mass.
- Hertman, J.J. & Hedboin, J. H. (1979). *Preparation data for analysis*. London: Greenland press.
- Heyneman, S. P. (1976). *Influences on academic achievement: A comparison of results from Uganda and more industrialized societies*. *Sociology of Education*, 49(3), 200-211.
- Indanaasi, L. (1997). *Literature and the teaching of English*. Nairobi: British council.
- Kasomo, A. (2007). *Research methods in humanities and education*. Eldoret: Zapf Chancery.
- Kealy, K. A., Peterson, A. V., Gaul, M. A. & Divoh, K. J. (2000). *Teacher training as behavior change process principles and results from longitudinal study*. *Health and behavior journal*, 27, 64-81.
- Kenya Institute of Education. (2002). *Life skills education for the youth: AIDS education project*. Kenya Institute of education publisher Nairobi. Kenya
- Kenya Institute of Education. (2002). *Life skills education for the youth*. Nairobi: KIE.

- Kenya Institute of Education. (2004). *Developing policies and practices for mainstreaming HIV Aids in institutions of higher education: Workshop held at KIE on Nov 22 to 24, 2004.* Kenya.
- Kenya Institute of Education. (2005). *Learn to say NO to Drugs abuse. LS activity book for ages 15-25 years old.* Kenya: published by KIE. Nairobi; Kenya
- Kenya Institute of Education. (2008). *Importance of Life skills-Based Education.* Kenya: Unpublished report.
- Kenya Institute of Education.(2011). *Introduction To Life Skills.* Kenya: Unpublished report.
- Kenya Institute of Education.(2006). *Say NO to Drugs Abuse an information Handbook on Drug and substance Abuse.* Kenya: published by KIE, Nairobi. Kenya
- Kenya Institute of Education. (2008). *Primary life skills teachers handbook.* Nairobi: KIE.
- Kirby, D. (2012). *Looking for reasons why: The antecedents of sexual risk taking pregnancy and child rearing.* Journal, 2.
- Kisilu, A. & Rinny, L. (2008). *PTE revision series English for primary teacher education.* Nairobi: East African Education publishers.
- Kitao, K., & Kitao, S. (1982). *College reading textbooks do not meet needs.* The Daily Yomiuri p.7
- Koloso, L. C. & Makharkhare, B. (2009). *Life skills for National development in Lesotho:* Unpublished report.

- Littlejohn, A. & Wineatt, S. (1989). *Beyond language learning: perspective on materials design in R. K. Johnson (Ed.), The second language curriculum.* Cambridge. Cambridge University press.
- Loewenstein, G. (2007). *Affect regulation and affective forecasting:* In Gross, J. J. (Ed.) *Handbook of emotion regulation.* Newyork: Guilford.
- Malobe, Ennie and Salewski, Tanya. (1999). “ *Education and citizenship:Lifeskills in the Botswana classroom.*” Paper presented at the BOLESWA symposium.
- Ministry of Education. (2008). *Primary life skills education teachers’ handbook.* Nairobi: KIE.
- Moya, D. (1988). *Subject methods: Methods of teaching History.* Nairobi: Nairobi university press.
- Mugenda, A.,&Mugenda,O. (1999).*Research methods quantitative and qualitative approaches.* Kenya: African centre for technology studies press. Nairobi Kenya
- NACADA, (2011). *Promotion of evidence-based campaign.* Research workshop report.
- Nasibi, M.(2005). *Early childhood education teaching at school.* Nairobi: Rehema publishers
- Ngugi, G. (2006). *Teachers perception of the relationship between life skills education, sexual reproductive health and HIV prevention among secondary schools.* Nairobi: MED thesis unpublished.

- Ngugi,G.(2006). Teachers' perception on the relationship between life skills education, reproductive health and HIV presentation among secondary students.Nairobi. Unpublished.
- Ojoo, A. (2002). Life skills education with focus on HIV and AIDS. UNICEF Eastern and Southern region office. Concept paper. Unpublished.
- Ongoto, J. (2004). *Astudy of the impact of inservice training on performance of public secondary schools in Bomet district*. Masters in education project report. University of Nairobi: Unpublished.
- Ramakrishnan,S. (2010). *Life skills education in our schools*. Hyderabad: Unpublished report.
- Sophia, J. A. (2002). *Factors Affecting Students Performance in Kenya Certificate of Secondary Education (KCSE) exams in public secondary schools in Maseno*. Nairobi: MED dissertation. Unpublished.
- State Department of Education. (2004). Choosing and using teaching learning materials. South Africa: Gillingham Printers.
- Tendrebeogo, G. (1999). Planning for school based sex education and HIV/AIDS Information in Senegal. Thesis Maastricht University.
- Thompson, F. A., Bailey, P. & Howes, H. (1977). *Social studies: A guide for primary school teachers in Africa*. London: Longman group limited.
- UNICEF. (2002). *The participation of rights of adolescents. A strategic Approach*. Final consensus draft Newyork: Unicef
- UNICEF. (2004). *Life skills –the case against Integration* .Unpublished report.

- UNICEF. (2004). *Quality analysis of a set of curricular and related materials on education for HIV and AIDS prevention in school settings*. Malawi: Unpublished background paper prepared for the education for all global monitoring report 2005 the Quality imperative.
- UNICEF. (2005). *Life skills Based Education in South Asia*. A regional overview prepared for the South Asia life skill – based Education forum: Unpublished.
- UNICEF. (2006). *Concept paper on establishment of life skills education as standalone subject in schools and teachers training college*. Nairobi: Unpublished.
- UNICEF. (2012). *Global life skills education evaluation*. Draft final report.
- Wilkins., E. (1975). *Education in practice*. London: Evans Brothers limited.
- Wolfenson, (2000) The role of parents in students academic performance Bondo Districts, unpublished M,Ed this is Egerton university Njoro, Kenya.
- Woods, J. (2004). *Education quality in the developed world*. USAID report. Unpublished.
- World Health Organization. (1999). *Broad definition and objectives of life skills education and strategies for its implementation*. Geneva: Unpublished inter-Agency meeting report.
- World Health Organization. (2001). *Overview of Life skills and Life skills-Based Education*. Geneva: Unpublished report.
- Yara, P. O. (2010). Teaching and learning resources and academic performance in secondary schools in Bondo District of Kenya. Unpublished PhD thesis. Kampala International University, Kampala . Uganda

Zaichkowsky, J. L. (1985). *Measuring the involvement construct*. The Journal of consumer research, 12(3).

APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI,
P.O. BOX 92,
KIKUYU.

To The Principal,
_____ Secondary School
P.O Box-----
THARAKA SOUTH.

Dear Sir/Madam,

Re: Request to carry out Research

I am a Master's student at University of Nairobi in the Department of Education Administration and Planning. I am carrying out the study on determinants of mainstreaming life skills education curriculum in public secondary schools in Tharaka South district.

The purpose of this letter is to request you to allow me to administer questionnaires to teachers and students. The information collected could be used for this study alone and utmost confidentiality could be observed.

Thank you in advance.

Yours sincerely,

Mugao Veronica Kajira

APPENDIX B: TEACHERS' QUESTIONNAIRE

This study is designed to assess determinants of mainstreaming life skills education in Tharaka South. I request your input through filling the questionnaire. Any additional information you may consider relevant for this research will be most welcome.

Part A: Background information

1. Please indicate the name of your school _____

2. Please tick your gender?

i). Male []

ii). Female []

3. Please indicate your age bracket

i). Below 30 years []

ii). 31 – 35 years []

iii). 36 – 40 years []

iv). 41-45 years []

v). 46-50 years []

vi). 51-55 []

vii). Over 55 []

4. Please indicate your education qualification. ?

i). Pl []

ii). Diploma in Education []

iii). Degree in Education []

iv). Post Graduate Diploma []

v). Master in Education []

vi).Others (Please specify)_____

5. For how long have you been in teaching profession?

i). 1- 5 years []

ii).6 – 10 years []

iii). 11 – 15 years []

iv).16– 19 years []

v). 20 years and over []

6. For how long have you been teaching in your current station?

i). 1-5 years []

ii). 6-10 years []

iii). Over 10years []

Part B: Approaches used in teaching LSE

7. Is life skills education taught in your school? Yes [] No []

8. If yes, how is life skills education taught in your school?

Stand alone subject [] Integrated with another subject []

ii). If integrated, which subject is it integrated with? _____

9. Is life skills allocated in the time table Yes [] No []

10. How many lessons are allocated to life skills education per week in your school? _____

11. The following are some of the teaching methodologies used in life skills education. Please tick the frequency of use in your school.

	Teaching methodologies	Mostly used	Used once in a while	Not used at all
i	Story telling			
ii	Class discussions			
iii	Case studies			
iv	Lectures from the teacher			
v	Demonstration			
vii	Question and Answer sessions in class			
viii	Invited guests speakers			

12. Are students in your school evaluated or assessed on their understanding of life skills? Yes [] No []

ii). If yes, what kind of evaluation or assessment is done _____

Part C: Attitudes of secondary school learners towards life skills education

13. Please indicate with a tick (√) if you agree or disagree with the views on the following statement about LSE.

	STATEMENT	SD	D	U	A	SA
i	Life skills education does not change students behavior					
ii	I would teach LSE if it is examinable					
iii	I would rather teach an examinable subject during LSE					
v	No one has ever taught LSE its unnecessary to teach it					
vi	Everybody knows about skills of living so it is a waste of time teaching LSE					
vii	LSE is good because it has helped students develop adaptive and positive behavior change					
viii	Time allocated to teach LSE is not adequate					
ix	LSE should be made examinable to be taught effectively					

Part D: Teacher training on LSE

13. Who teaches life skills at your school?

Class teacher handles LSE all through the term

Only specific teachers trained on LSE are assigned the classes to teach

All teachers are allocated LSE classes at random

14. What fraction of teachers in your school has undergone training on life skills education? _____ Out of _____

ii). Who organized it? TSC Ministry of education NGO
Church organization Others (specify) _____

Part E: teaching and learning resources

17. The following are the some of teaching and learning resources used in teaching of LSE.

Please tick (√) on their availability and adequacy in your school

	Resource	Very adequate	Adequate	Inadequate
i	Text books			
ii	Magazines			
iii	Charts			
iv	Posters			
v	Video tapes on LSE			
vi	Audio Tapes on LSE			
vii	Films and slides			

Part F: Co-curricular Activities

18. What co-curricular activities are available to students in your school?

Please list all _____

19. Is there any co-curricular activity that is used in the teaching of LSE in your School? Yes [] No []

(ii) if yes, please explain

20. In your opinion what is your overall rating in regard to teaching and learning of LSE in your school?

Very adequate [] adequate [] inadequate []

21. What suggestion would you make concerning the teaching of LSE in school in your district?

10. The following are some of the approaches or methodologies used in teaching life skills education. Please tick the frequency of use in your school.

	Teaching methodologies	Mostly used	Used once in a while	Not used at all
i	Story telling			
ii	Class Discussion			
iii	Case studies			
iv	Lectures from teachers			
v	Demonstration			
vi	Question and answer sessions in class			
vii	Invited guest speakers			

11. Are students in your school tested on their understanding of life skills education? Yes [] No []

ii) If yes, what kind of testing is done? _____

Part C: Attitudes of learners towards life skills education

12. The following are some statement on life skills education. Please tick the one that applies to you.

Statement	Strongly agree	agree	disagree	Strongly disagree
I enjoy learning Life skill education				
I would rather learn examinable subject instead of life skill education				

Time allocated to Life skill Education is adequate				
All life skills education lessons on the time table are attended by our teachers				
Life skills education helps me develop good behavior				
Learning of Life skills education is a waste of my valuable time.				
Life skills education helps me cope with my every day challenges at home and school				
Everybody knows about skills of living so it is a waste of time learning LSE				

Part D: Teaching and learning resources

13. The following are some of the teaching and learning resources used in teaching of LSE. Please tick (√) on their availability and adequacy in school

Resource	Very Adequate	Adequate	Inadequate
Text Books			
Magazines/Newspapers			
Charts			
Posters			
Video tapes on LSE			
Audio tapes on LSE			
Films and slides			

Part F: Co-curricular activities

14. What co- curricular activities are available to students in your school? Please list all_____

15. Is there any of the co-curricular activity that is used in the teaching of LSE in your school? Yes [] No []

ii) If yes, please explain_____

16. What suggestion would you make concerning the teaching of LSE in your school_____

APPENDIX D: AUTHORIZATION LETTER

APPENDIX E: RESEARCH PERMIT