

**K SCHOOL FACTORS INFLUENCING THE IMPLEMENTATION OF
LIFE SKILLS EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
ATHI-RIVER DISTRICT, KENYA ^**

Mutegi Linda Kawira

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

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DECLARATION

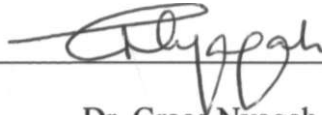
This research project is my original work and has not been presented for a degree in any other University.

^

Mutegi Linda Kawira

E55/60904/2010

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 Njagi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this project to my loving husband; Crispus Mwenda and adorable children; Tsekey Makena and Sean Ellis Mawira for their support and encouragement in my academic journey.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immuno-Deficiency Syndrome
CRC	Convention on the Rights of the Child
EFA	Education For All
ESAR	Eastern and South Africa Region
HIV	Human Immunodeficiency Virus
ICPD	International Conference on Population and Development
KIE	Kenya Institute of Education
KNUT	Kenya National Union of Teachers
LOC	Leadership Obstacle Course
LS/SRH	Life Skills and Sexual & Reproductive Health
LSE	Life Skills Education
MoE	Ministry of Education
NGO	Non Governmental Organization
STI	Sexually Transmitted Infection
UNESCO	United Nations Educational Scientific and Cultural Organization
UNGASS	United Nations General Assembly Special Session
UNICEF	United Nations Children's Fund
WHO	World Health Organization

ABSTRACT

The purpose of the study was to investigate the school factors influencing the implementation of life skills education (LSE) in public primary schools in Athi River district, Kenya. Five research objectives were set to guide the study. They aimed at; establishing the adequacy of time allocated to LSE, analyzing teachers' perceptions on their preparedness to implement LSE, assessing the availability and adequacy of the learning and teaching resources for implementation of LSE, analyzing the appropriateness of the teaching methodologies in the implementation of LSE and analyzing learners' attitudes towards the implementation of LSE. The study adopted the descriptive survey design to find out school factors influencing the implementation of life skills education. The sample size comprised of 93 teachers and 336 pupils. Data were collected by use of questionnaires for both the life skills education teachers and the students. The reliability of the research instruments was ascertained by a test and a re-test exercise on the pilot study sample. The findings indicated that there was consistency ($r = 0.84$) signifying that the instruments were reliable. Findings revealed that time allocated to LSE affected the implementation of life skills education. For example, teachers stated that LSE was allocated 1 lesson per week on the time table while the maximum required number of lessons allocated were 3 per week. Inadequate time allocation led to inadequate content coverage hence affecting the implementation of the LSE curriculum. Findings on the effects of teachers' perceptions as to their preparedness to implement life skills education revealed that teachers' perceptions had a positive effect on LSE curriculum implementation. Findings on the effect of availability and adequacy of learning and teaching resources on the implementation of life skills education revealed that resources for teaching LSE were not adequate which negatively impacted upon the implementation of LSE. The research findings also showed that teaching methodologies influenced the implementation of life skills education. Demonstration and question and answer methods were preferred by a majority. Findings on the influence of learners' attitudes to life skills education on the implementation of life skills education revealed that learners had a positive attitude. Based on the findings, the study revealed that time allocated to LSE affected the implementation of life skills education. Teachers indicated that time allocated for teaching LSE was inadequate which resulted in inadequate content coverage hence negatively affecting the implementation of the LSE curriculum. Based on the findings it was recommended that headteachers should take a leading role in ensuring that time allocated to LSE in their schools is in accordance with the guidelines provided by the Kenya Institute of Education. The study further recommended that the government through the Ministry of Education (MoE) should have in-service courses for teachers since training is an important component of curriculum implementation. Based on the findings of the study, it was suggested that an investigation on the influence on the gender of the teacher on LSE implementation should be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The world is facing rapid social, economic and political changes as a result of globalization of which Kenya is no exception. At the same time, Kenya is a signatory to most world conventions touching on education. Some of these conferences are; the convention on the Rights of the Child (CRC), the International Conference on Population and Development (ICPD) and Education For All [EFA] (UNESCO, 2004). These conferences advocate for Education For All without discrimination. One such convention is the United Nations General Assembly Special Session (UNGASS) which indicates that by the year 2005, both young men and women will have access to information, education, including peer education and youth specific Human Immunodeficiency Virus (HIV) education and services necessary to develop life skills required to reduce their vulnerability to HIV infection (UNESCO, 2004).

At the World Conference on Education For All (EFA), Jomtien, 1990, the international society raised concerns about the relevance of education and particularly for the need to focus on appropriate life skills for all learners from all parts of the world. The international society underscored the importance of teaching skills that are relevant to life (UNESCO, 2004).

Ten years after the Jomtien Conference, the Dakar Framework for Action, adopted at the World Education Forum, gave new impetus to the promotion of quality education, recognizing that Education for All (EFA) can only be achieved if the education provided is improved in ways that ensure that the learning needs of all young people and adults are met. This is understood as ensuring equitable access to appropriate and high quality learning and life skills based education applied to various learning areas of domains. In addition, it means giving everyone the means to acquire recognized and measurable learning outcomes, especially in literacy, numeracy and essential life skills for teaching and learning domains. The main goals of life skills education is to enhance young people's ability to take responsibility for making choices, resisting negative pressure and avoiding risky behavior. (Republic of Kenya, 2008).

Life skills have been defined by the World Health Organization (WHO) as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life." The Ministry of Education (MoE) in conjunction with United Nations Children's Fund (UNICEF) on a National Forum on life skills report June 2004, defined life skills from a Kenyan perspective, as the quality in depth knowledge and psychosocial skills (application of the knowledge in real life issues) that are acquired by young people for their daily survival so that they can grow up healthy, happy and safe within a morally and socially acceptable context and based on positive personal values, including spirituality.

Thus life skills are much broader than HIV and AIDS education and refer to the psychosocial skills required in all aspects of young people's lives (UNICEF, 2004).

Action Aid International 2004 cites that, in the early 1990s, when it became apparent that many young people and adults were not going to change their sexual behavior merely because they were told that they should, the international development community - particularly (UNICEF) - rallied around the idea of teaching life skills as part of HIV and AIDS education. Not only would these life skills allow young people to act upon their knowledge, it was also an apparently innocuous intervention which did not explicitly discuss sex and sexuality directly, thereby reducing potential conflict from the sexually conservative factions which are prominent in many high prevalence countries.

Life skills education adopts a comprehensive behaviour change approach that focuses on the development of the whole individual. The life skills approach is an interactive, educational methodology that not only focuses on transmitting knowledge but also helps the youth to explore their attitudes, feelings, opinions and values thereby developing psychological competencies to face life's challenges effectively (Alison, 2006).

According to Kenya Institute of Education (2008), there are many challenges facing the youth in Kenya as a result of a fast changing world. These challenges may be psychological, social and economic among others. These challenges are compounded by various factors such as complex development changes during adolescence, lack of positive role models, negative mass media influence and inadequate, inaccurate and unreliable sources of information. When the psychological and social needs to the youth and children are not met, they become mal-adjusted and the resultant behavior could be drug abuse, early pregnancies, pre-marital sex, increase in crime, violence, riots, and general indiscipline. Life skills enable the youth manage their lives in a healthy and productive manner.

Life skills education is increasingly being recognized as a key strategy in the prevention and management of HIV and AIDS. In countries of Eastern and Southern Africa (ESAR), where the pandemic has reached dangerous levels, attempts have been to introduce LSE in the school curricula, and link it to HIV and AIDS prevention in the education sector (UNICEF, 2004). In Kenya, UNICEF has supported the Ministry of Education and the Kenya Institute of Education to develop and produce 40,000 copies of curriculum based life skills in the operations of youth groups and associations (UNICEF, 2004).

According to the Network of Adolescent and Youth of Africa [NAYA - Kenya] (2011), life skills education was introduced into Kenya Secondary and Primary Schools curriculum in the year 2008 to equip students and teachers

with the adaptive abilities and positive behavior that would enable them deal effectively with the demands and challenges of everyday life. Some of the gaps to the implementation of the existing curriculum, as noted by NAYA include; inadequate number of trained teachers on sexual and reproductive health, lack of capacity in institutions-lack of training materials, proportionate teacher to student ratio, and lack of skills to handle HIV and AIDS.

In the Kenya Institute of Education (2006) reports, it was observed that with infusion and integration approach teachers at times find it difficult to create linkage between subject content and life skills education; and if not well planned they tend to deviate from the subject content. The report also shows that LSE materials are essential requirements in the implementation of life skills education and well trained teachers in life skills are in a better position to deliver content more easily and effectively. According to inspection reports from the department of Quality Assurance and Standards in Athi River district, implementation of life skills education is poorly done. The subject is well factored in the schools' timetables but is rarely taught.

The teachers entrusted to teach life skills education are ill prepared with majority of them lacking the schemes of work and lesson plans. Examinable subjects like Maths, English and Social Studies are taught instead of life skills education.

It is from these discrepancies that the researcher finds it necessary to look at school factors influencing the implementation of life skills education in public primary schools in the district.

1.2 Statement of the problem

According to Kenya Institute of Education (2006), life skills education aims at providing a foundation that empowers young people to overcome various obstacles by recognizing and managing risky situations through developing and sustaining positive behavior. However life skills education seems not to have instilled the practical knowledge to students on prevention, or adequate conditioning to avoid infection or HIV transmission among the youths (Tyndale, et al 2009). According to the District Education Office in Athi River district there are a number of cases of school drop outs due to teenage pregnancies and drug abuse in the schools. However, such cases are dealt with at home or school level. Parents and head teachers of the affected children are not willing to openly report the matter to the relevant authorities. This then clearly shows that life skills education has not yet achieved its intended goal in the district.

Over the last decade there has been increased support for the teaching of life skills to young people, partly due to the perceived limitations of information - based on HIV and AIDS education. However, implementing life skills education in schools to date has proved to be problematic especially in circumstances where approaches to teaching are very formal.

(Action aid International, 2004). Maogoto (2011), revealed that although life skills curriculum had been factored in most schools' time tables pupils have been taught between 2 and 4 lessons by the seventh week after opening school. Nyaberi (2010) further noted that teachers are ill-prepared to teach, and had a negative attitude towards life skills education, and there are inadequate materials in LSE. There is need therefore to look at school factors influencing the implementation of life skills education in Athi River district to establish the current situation in the implementation of life skills education in the district

1.3 Purpose of the study

The purpose of the study was to investigate the school factors influencing the implementation of life skills curriculum in public primary schools in Athi River district, Kenya.

1.4 Objectives of the Study

The objectives of the study were to;

- i) Establish the adequacy of time allocated to life skills education in implementing life skills education in primary schools.
- ii) Analyze teachers' perceptions on their preparedness in implementing life skills education in primary schools.
- iii) Assess the availability and adequacy of the learning and teaching resources for implementation of life skills education in primary schools.

- iv) Analyze the appropriateness of the teaching methodologies in the implementation of life skills education in primary schools.
- v) Analyze learners' attitudes towards the implementation of life skills education in primary schools.

1.5 Research Questions

The following research questions guided this study;

- i) How adequate is the time allocated to the implementation of life skills education in primary schools?
- ii) What are the teachers' perceptions on their preparedness in implementing life skills education in primary schools?
- iii) How available and adequate are the learning and teaching resources for the implementation of life skills education in primary schools?
- iv) How appropriate are the teaching methodologies in the implementation of life skills education in primary schools?
- v) What are the learners' attitudes towards the implementation of life skills education in primary schools?

1.6 Significance of the study

The findings from this study may be useful in providing schools, District Education Officers (DEOs), Provincial Director of Education's Office (PDE) and the Ministry of Education headquarters, with essential information on the perceived drawbacks which influence the implementation of LSE curriculum in primary schools, thus recommend ways for redress.

Consequently, the design of the future pre-service and in-service training programmes may be crafted along identified areas of LSE curriculum developmental needs including effective methodology, and appropriate curriculum support materials. The outcome of this study is expected to help future researchers, who may wish to carry out a further study in the field.

1.7 Limitations of the study

According to Gay (2006) a limitation is some aspect of the study that the researcher knows may negatively affect the results of the study but over which the researcher has no control. Life skills are a new concept in education systems especially in Kenya therefore most libraries hardly have books discussing the implementation of life skills curriculum. To take care of this the researcher looked for literature in related fields.

1.8 Delimitations of the study

Delimitation is a process of reducing the study population and areas to be surveyed to a manageable size (Mulusa, 1988). The study limited itself to LSE teachers and class seven and eight students as respondents. Life skills education teachers have adequate information on the implementation of LSE having taught it since its introduction in 2008. Learners are the recipient of life skills education curriculum thus have already formed some attitude towards its implementation. The study was also limited to school factors influencing the implementation of LSE given factors like adequacy of time allocated to LSE, participatory methodology, availability of teaching / learning

resources and teacher factors such as; in-service, experience and attitude whereas it would have focused on other factors which may contribute to school factors which may influence the implementation of LSE in the schools.

1.9 Assumption of the study

The study was based upon the following assumptions;

- i) That the LSE teachers are sufficiently informed about life skills education and therefore are in a position to adequately respond to the items in the questionnaire.
- ii) That the students in the study are conversant with what goes on in their school in regard to implementation of LSE curriculum and therefore are in a position to adequately respond to the items in the questionnaire.

1.10 Operational definition of significant terms

The following are terms and their related meanings as have been used in this study;

Curriculum refers to all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school (John Kerr).

Influencing refers to the effects that school factors have on the implementation of life skills education.

Implementation refers to making an innovation that has been officially decided start to happen or be used.

In-service refers training or courses of study done while a teacher has already entered the field of teaching in order to learn new skills.

Life skills Education refers to a value addition programme for the youth to understand self and be able to assess their skill, abilities and areas of developments.

Methodology refers to a set of method and principles used to impart knowledge, skills and attitudes to learners.

Resources refer to materials used by the student or by the teacher to facilitate learning by providing necessary information.

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

1.11 Organization of the study

The study is organized into five chapters. The first chapter deals with introduction to the study which comprises of the background to the study, statement of the problem, research questions, significance of the study, limitation of the study, delimitation of the study, definition of significant terms and finally the organization of the study. Chapter two covers literature review related to the study, under the following sub headings; the concept and meaning of LSE curriculum, rationale for the LSE curriculum, implementation of LSE curriculum, teaching methodologies, teaching and learning resources in LSE curriculum, a summary of the literature review, theoretical and conceptual framework. Chapter three focuses on the research methodology which includes the research design, target population, sample and sampling

procedures, research instruments, data collection procedures and data analysis techniques. Chapter four consists of data analysis and discussion of findings. Chapter five contains a summary of the findings, the conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the concept and meaning of life skills education. In addition, the rationale for LSE curriculum, implementation of LSE curriculum, teaching methodologies of LSE, teaching and learning resources and a summary of the literature review is discussed. Also discussed is the theoretical and conceptual framework for the study.

2.2 Concept and meaning of life skills curriculum

Many scholars have defined life skills in different ways. According to Kenya National Union of Teachers [KNUT] (2006), life skills are a group of psychological and interpersonal abilities that assist an individual make informed decisions, communicate effectively and develop coping and self management skills to enable the person lead a healthy and productive life.

Kenya Institute of Education (2008) defines life skills education as the study of abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. The development of life skills is a lifelong process that starts in early childhood and continues throughout one's life. Life skills enable an individual to develop attitude towards self and others by transforming knowledge, skills and values into action, hence enhancing their abilities to make effective decisions and relate amicably with others in society.

Gachuhi (1999) observes that life skills programmes are aimed at fostering positive behavior across a range of psycho-social skills, changing unacceptable behavior learned early, which may translate into inappropriate 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 centred 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 behaviors.

The Ministry of Education (2008) classifies life skills into three broad categories. The first category comprises of skills of knowing and living with oneself-self; awareness, self esteem, coping with emotions and stress. These skills are closely linked to each other and aim at enhancing self understanding, growth, coping with challenges of life and developing potential. The second category is that of knowing and living with others; also referred to as interpersonal relationship skills. They include: friendship formation and maintenance, assertiveness, empathy, effective communication, negotiation skills and non-violent conflict resolution. These skills are important in our lives because they help us establish and maintain good relationship in society. Skills of making effective decision, is the third category; which need to be

learned and practiced. They include: creative thinking, critical thinking and problem solving.

2.3 Rationale for the life skills curriculum

In the absence of cure and lack of accurate and adequate information, education and communication is so far the only current method available for effective prevention and control of the spread of HIV and AIDs among vulnerable youth. The empowerment of the youth through education and communication for behavior development and change has been identified as one of the most viable methods of curbing the spread of HIV infection, drug and substance abuse and school riots / strikes.

The youth need life skills to enable them make wise decisions for example; keeping off drugs and abstaining from pre-marital sex. They need to be equipped with the necessary skills in life to make them responsible citizens even with the withdrawal of corporal punishment. Life skills were therefore perceived as a stop gap measure to irresponsible behavior and at the same time a vessel of transmitting the required skills in life to make the youth more responsible and productive members of the society, hence they need to incorporate it into the curriculum. Kenya Institute Education (2008), notes that the following living values can enhance development of life skills; tolerance, co-operation, happiness, simplicity, love, honesty, respect, responsibility, peace, freedom, unity, humility and integrity.

The rationale for life skills education curriculum according to the Ministry of Education (2008) is that, where it is well developed and 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 this leads to healthy living; develop positive attitude towards themselves and others; develop full potential; promote risk free behavior; communicate effectively; develop negotiation skills; and improve self perception by building self confidence, building self esteem, and building self worth.

Moreover, the Ministry of Education (2008) observes 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 such as truancy, absenteeism, drug and substance abuse, and teenage pregnancies; and helps learners to 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 recognize and avoid risky situations; bring about meaningful interaction among learners, teachers, and the school community; and helps in character building.

Health benefits, lead to prevention and control of diseases such as STI's, HIV and AIDS; contributes to a person's general well being (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 avoiding practices that may put self and others at risk; promotes harmonious interaction between people of different cultures; helps in the 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.

2.4 Implementation of life skills curriculum

For any curriculum to be implemented successfully, the objectives should be understood, Pratt (1980). Mahlangu (2001) raises a concern about introducing a curriculum to teachers and leaving them to implement without further guidance. Teachers should understand the objectives and content of a curriculum document or syllabus well in order to implement it effectively. Teachers who are supposedly implementing a new curriculum sometimes cannot even identify its main features. The greatest difficulty is likely to be encountered when teachers are required to change their educational

approaches to teach this new curriculum. He argues that such decisions are likely to have profound effects on the success of implementation.

Teachers' understanding and attitudes towards implementation of any subject is crucial, more so, because teachers are the ones who present the curriculum materials to the pupils. Whitaker (1979) asserts that teachers' view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. This implies that the teacher has indeed to understand the objectives of a particular subject or discipline in order to interpret and approach it appropriately.

Kenya Institute of Education (2006) notes that effective implementation of life skills education to a large extent depends on how well the teachers are trained, availability of adequate teaching / learning resources, equipment and physical facilities, appropriate teaching methods, positive teacher-pupil attitude, proper supervision and provision of adequate teaching time.

Fewer and less challenging factors on teachers also enhance effective implementation of the life skills education curriculum. Teachers have been somehow handicapped because they do not have adequate access to information on life skills, while in other circumstances the information available could be inaccurate. Some are also shy to discuss certain sensitive issues related to sexuality.

According to the Kenya Institute of Education (2008) the Ministry of Education (MoE) has long been aware of the need to adopt LSE as remedy to psychosocial challenges. For over two decades, 'life skills' education has been advocated as a key component of HIV and AIDS education for young people. The establishment of HIV and AIDS Education Programme by the Kenya Institute of Education, whose overall goal is to prevent the spread of the disease among the youth in and out of school through behavior change is one of the strategies put in place to enable the learner deal with the psychosocial challenges related to HIV and AIDS scourge.

Following the implementation of HIV and AIDS project, a monitoring exercise by KIE was carried out. The results indicated that there existed a gap between knowledge and behavior change among the learners. LSE was seen as a stop gap measure. The KIE undertook a number of activities; infused and integrated LSE into schools' curriculum, development instructional materials, and oriented several trainers of trainers. A team of senior MoE officers from Kenya visited Zimbabwe and Malawi to familiarize themselves with the implementation strategies of LSE in learning institutions in the two countries. A key recommendation arising from the tour was that LSE be taught as a stand-alone subject (Kenya Institute of Education, 2008).

2.5 Teaching methodologies in life skills curriculum

The use of learning activities in a lesson has won support from Wilkins (1975) who acknowledges that appropriate choice of methods accompanied with

relevant learning resources triggers the desired learning activities; that result in learning concepts in any other subject including LSE.

Jnne (2007) observes that the head teachers in Japan are negative about the practice of HIV and AIDS life skills education. Teachers are not trained for LSE and do not have enough knowledge and confidence to teach children.

On HIV and AIDS prevention methods, head teachers try to avoid talking to parents and children about HIV and AIDS education. This shows that teachers do not have skills themselves to teach life skills curriculum.

The evaluation of the "growing up" life skills education programme in South Africa and Botswana is largely based on comments received from the teachers in the schools, either written or given verbally during visits to the schools by evaluators (International Centre for Alcohol Policies, 2000). The teachers found that the life skills methods helped them to achieve objectives in other lessons. They enjoyed teaching life skills and felt relatively comfortable with the programme, despite it being a new subject with a somewhat different way of teaching. They found themselves being more active in class.

United Nations Children's Fund (2006) notes that teachers in Uganda and Swaziland were not confident to carry out experiential learning activities such as role plays and therefore reverted to more conventional teaching methods. Teachers avoided teaching sensitive topics such as those that referred to condoms for fear of losing their jobs and due to religious affiliations.

This is a clear indication that the teachers have not been trained on how to handle the life skills subject thus the need to investigate teachers' perceptions towards the implementation of LSE.

Kenya Institute of Education (2008) observes that LSE is value-laden, designed to motivate learners and involve them in thinking about themselves, others and the world at large in ways that are relevant to them. Since sensitive issues related to sexuality, values, beliefs, culture, violence and people's personal outlook of life are discussed, the teacher should select appropriate methods and activities, which enable different learners, participate effectively. However, there is not one specific method to be used exclusively, but general methods would include brainstorming, case studies, debates, discussion, games, poetry and recitals, question and answer, role-play, songs and dances, storytelling among others.

2.6 Teaching and learning resources in life skills education

Teaching and learning resources are the materials used by the student, or by the teacher, jointly or severally, to facilitate learning (Moya, 1988 & Wilkins, 1975). They 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 (Gregory, S. Knight, 2002 & KIE, 2002).

Educational psychologists approve the 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 implementing LSE curriculum, because they appeal more to senses; make it possible for learners to understand abstract ideas, and clarify concepts and ideas; set a novelty mood in the lesson that ensures concentration; and provide stimulus variation in the teaching learning process (Gregory, S. Knight, 2002 & KIE, 2008).

In the choice of teaching / learning resources; specific objectives, content, and teaching learning activities are the guiding factors. Other factors also include availability and the cost of resources; size of the class; maturity level of the learners; their past experience and needs; specific skills expected to be acquired; how easy it is for the learner to use the resources; effectiveness of the resources to communicate the desired information; and physical requirement for using the resources for example, electricity, dark room, quiet areas, cool rooms (KIE, 2008).

Research findings by Benaars (1994), Bickerstaffe (1972) , Thompson, F. A, Bailey, P. & Howes, H. (1977), & Moya, (1988) contend that resources should be used in the most natural and logical manner known to reinforce a particular learning activity. However, they further suggest that resources should complement teaching and learning and not replace the teacher.

2.7 Summary of the literature review

This chapter outlines that teaching of life skills education is important and has major benefits to the individual, friends, family members and society at large. A monitoring exercise carried out by KIE following the implementation of HIV and AIDS project indicated that there existed a gap between knowledge and behavior change among the learners. LSE was seen as a stop gap measure. Successful implementation of LSE requires general methods to be used but no one specific method should be used exclusively. It also highlights that the teachers' understanding and attitude towards the implementation of any subject is crucial, thus school factors could influence the implementation of life skills curriculum.

2.8 Theoretical Framework

The study's theoretical framework is based on the Leadership Obstacle Course (LOC) model by Neal Gross (1979) as cited in Hunkins, F. C & Orstein, A. C (1995). The LOC model considers educational change as a three-stage sequence: initiation, attempted implementation and incorporation. At the initiation stage, the curriculum developers work to secure the support for the anticipated change. To support a change such as a new programme, people must understand and agree that it is legitimate. At the implementation stage, the new programme and the organizational structure are adjusted to operationalize the change. During incorporation the changes implemented become part of the established programme.

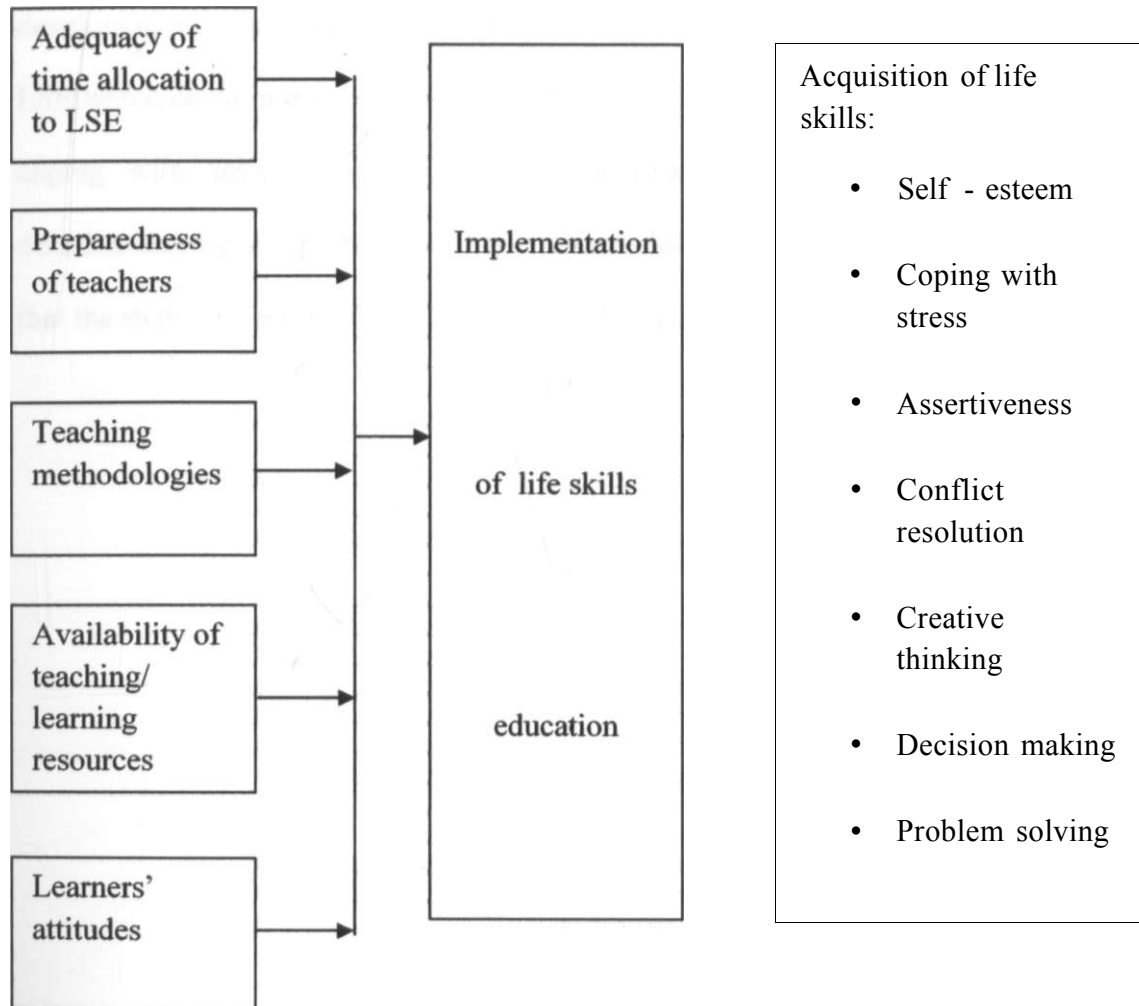
In the second stage of this model, the new skills and capabilities teachers would need to implement the new programme are identified. Teachers have a role in suggesting what these are. They include; adequacy of time allocated to LSE, availability of teaching / learning resources and the appropriate methodologies in teaching LSE among others. The LSE teachers, either all of them at the primary school level or their representatives, through deliberation, indicate essential skills and capabilities. They suggest ways in which those skills, if lacking, could be developed through in-service training.

2.9 The Conceptual Framework

A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this (Fraenkel, J. R & Wallen, N. E. 2000). Figure 2.1 shows the interrelatedness of school factors and their influence on implementation of life skills education.

Figure 2.1:

Effects of school factors on implementation of life skills curriculum



The independent variables of this study are school factors such as availability of teaching / learning resources, learners' attitudes, teachers' preparedness and their perceptions, teaching methodologies, adequacy of time allocation to LSE and their influence in the implementation of LSE curriculum.

The conceptualized framework shows that with proper training of teachers, teachers having adequate knowledge on life skills, being competent in delivery methodology, having appropriate facilities and material, and learners developing a positive attitude would lead to the successful implementation of LSE which could in turn result to acquisition of life skills such as; self esteem, coping with stress, assertiveness, conflict resolution, creative thinking, decision making and problem solving. Dotted lines have been used to show that the study will not focus on the mentioned outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology to be employed in this study; to address the research objectives as follows; research design, target population, sampling and sample size, research instruments, data collection procedures and methodology used in analyzing data.

3.2 Research design

The study adopted the descriptive survey design to find out school factors influencing the implementation of life skills education. Gay (2006) notes that descriptive survey design determines and reports the way things are; it involves collecting numerical data to test hypothesis or answer questions about the current status of the subject of study.

Kombo and Tromp (2006) argue that descriptive survey design can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. This study focused on finding out school factors such as availability of learning / teaching resources appropriateness of the teaching methodology, adequacy of time allocated to LSE, students attitude towards LSE, and teacher factors like their perception and opinion on in-service training of LSE, in the implementation of LSE thus the design is suitable for this study.

3.3 Target population

The study targeted all the 27 public primary schools in Athi River district. The district is divided into two divisions; each under an Area Education Officer (AEO). These are Lukenya division comprising of 15 schools and Athi River division comprising of 12 schools making a total of 27 public primary schools with 359 teachers and 11,531 pupils.

3.4 Sampling and sample size

A sample is a smaller group obtained from the accessible population. Krejcie and Morgan (1970), provide the generalized scientific guideline for sample size decision. Based on this guideline, the researcher got a sample of 25 schools, 93 teachers and 336 pupils. From these 93 teachers, 46 teachers were from Lukenya division and the other 47 teachers were from Athi River division. One hundred and sixty eight (168) students were taken from Lukenya division and the remaining 168 students were from Athi River division. The sample therefore comprised of 93 teachers and 336 pupils.

Stratified random sampling technique was used to obtain 13 schools from Athi River division and 12 schools from Lukenya division. This minimized biasness on part of the researcher and also catered for equal representation of all the schools since they are sparsely distributed. Purposive sampling technique was employed to obtain classes 7 and 8 from each school. The lower classes were left out in the sampling because they might have

difficulties understanding the questionnaire. Random sampling technique was employed to choose 14 respondents from class 7 and 8.

3.5 Research instruments

In order to address the research objectives and research questions, data was collected by use of questionnaires for both the LSE teachers and the students. According to Cohen and Manion (1980), a questionnaire is appropriate in carrying out an educational inquiry as it gives respondents ideal time to give well thought out answers. The questionnaire for LSE teachers had three sections. Section 1 entailed the general background information of LSE teachers. Section II focused on the training and teaching experience of the teacher in LSE. Section III contained information on teaching methodology, availability of learning/teaching resources and the teachers' perception towards the implementation of LSE. Questionnaire for the students comprise of two sections. Section I requested personal information and section II sought information regarding learners' attitude towards the implementation of life skills curriculum.

3.6 Instrument validity

Validity according to Mugenda, A. G & Mugenda, O. M (2003) refers to the accuracy and meaningfulness of inferences based on research results. It is the extent to which an assessment instrument measures what it purports to measure. The validity of the data collected using the instruments, was ensured by adopting the following strategies. First, care was taken when designing to

avoid ambiguity to ensure that all respondents understand the questions and respond in accuracy.

All variables as contained in the study objectives and research questions were adequately covered by the instruments by actually using them to guide the design of the instruments, thus ensuring there is content validity of the instruments. The supervisors from the Department of Education and Administration and Planning, University of Nairobi examined the tools and provided feedback to the researcher, (Mugenda, A. G & Mugenda, O. M 2003). Colleagues also scrutinized the instruments, counterchecked them for validity and gave advice that led to modification of the instrument as necessary.

3.7 Reliability of research instruments

Reliability refers to the consistency of the scores obtained; that is how consistent the scores are for each individual from one administration of an instrument to another and from one set of items to another, (Fraenkel, 2000). The reliability of the research instruments was ascertained by a test and a re-test exercise on the pilot study sample.

Stratified random sampling was done to obtain two different primary schools; one in Athi River division and the other in Lukenya division, which did not form part of the sample size. Purposive sampling was done to obtain classes 7 and 8 in each school, and LSE teachers. Random sampling technique was

further applied to obtain 28 learners from class 7 and 8 and 14 LSE teachers from the two schools. The instruments were administered to the 28 learners and 14 LSE teachers. The answered questions in the first test were scored. The same instruments were administered to the same group of respondents after two weeks. The answered questions were again scored.

In order to establish the extent to which the degree of content of questions in the two subsequent questionnaires were consistent in eliciting the same responses every time the instrument was administered, the Pearson's product moment correlation co-efficient formula was used to compute co-relation co-efficiency.

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

Where

n = the number of respondents

x = the score of a respondent on one variable

y = the score of a respondent on the other variable

When the correlation is found to be closer to 1, then the instrument is considered reliable. Mugenda and Mugenda (1999) asserts that a co-efficient of 0.80 or more implies that there is a high degree of reliability of data. The findings indicated that there was consistency (r = 0.84) signifying that the instruments were reliable.

3.8 Data collection procedures

A research permit was obtained from National Council of Science & Technology (NCST) Ministry of Higher Education Science & Technology. The researcher informed the District Commissioner (DC) and the District Education Officer (DEO) about the intended study. Head teachers of the participating schools were contacted through a letter by the researcher after which the instruments were administered personally by the researcher to ensure the sampled respondents are the ones supplying the data and provide any clarification. The respondents were required not to consult each other but to give their own personal opinion of what they felt was required in the questionnaire. They were given a few minutes to fill them and the researcher picked them immediately they were through. All respondents were assured of confidentiality of their identities and that the information gathered was to be used only for academic purposes.

3.9 Data analysis techniques

Before the actual data analysis, the gathered data were edited and then coded. The instruments were also checked for completeness. Editing of the instruments was done to scrutinize and check for errors and omissions. Data analysis was performed using both quantitative and qualitative techniques. Quantitative analysis was done where the raw scores were keyed into a computer and percentages computed.

Descriptive statistics was used to analyze qualitative data for example the use of mean, standard deviation variance, percentages and frequencies. Qualitative analysis was done by analyzing the respondent's responses. This was done by establishing their trends and patterns thus organizing them into themes and categories and used graphics and direct quotations to present the findings. Data was processed using the Statistical Package for Social Sciences (SPSS) and interpreted according to the objectives of the study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents namely teachers, presentations of findings, interpretation and discussions of findings. The presentations were done based on the research questions. Items addressing the same research question were grouped and discussed together, drawing conclusions on a particular research question. The demographic information was discussed first and then the data analysis. Tables were used to present the data while frequencies and percentages were used to interpret the findings.

4.2 Questionnaire return rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. In this study, out of the 93 teachers sampled, 82 (88%) returned the questionnaires. Out of a sample of 336 pupils sampled, 320 (95.5%) responded to the questionnaires. These percentage rates were deemed adequate for data analysis since they exceed the 85% return rate suggested by (Mugenda, 2003).

4.3 Demographic information of the respondents

This subsection presents the demographic information of the respondents namely the teachers and pupils. This is necessary as it seeks to identify the characteristics of the respondents.

The subsection presents the demographic information of the teachers and then presents the demographic information of the pupils.

4.3.1 Demographic information of the teachers

The demographic information of the teachers focused on their gender, age, highest qualifications, duration of teaching, classes that teachers taught LSE and the duration that they had taught LSE. To determine the gender of the teachers, they were asked to indicate the same. Data on the gender of teachers indicated that majority of the teachers were females as indicated by 55 (67.1%). This implies that most female teachers were involved in teaching life skills. The teachers' gender can strongly influence the implementation of life skills education in schools. The teachers were further asked to indicate their age. Their responses are presented in table 4.1.

Table 4.1

Distribution of teachers by age

Age	F	
Less than 30 years	13	15.8
31 -40 years	51	62.2
41 - 50 years	8	9.8
50 and above years	10	12.2
Total	82	100.0

Data showed that majority of the teachers were aged between 31 and 40 years as indicated by 51 (62.2%) while a relatively few 18 (22.) were aged above 41

years. These findings indicated that most of the teachers in the area were relatively old. The researcher also sought to find out the highest qualifications of the teachers. They were required to indicate their highest academic qualifications. The data is presented in table 4.2.

Table 4.2

Teachers' distribution by their highest qualifications

Academic qualification	F	%
Masters	6	7.3
B.Ed	17	20.7
Diploma	21	25.6
PI	31	37.8
ATS I	7	8.6
Total	82	100.0

Data on the highest qualification of the teachers showed that most of them were either holders of diploma or PI as indicated by 21 (25.6%) and 31 (37.8%) respectively. A number of the teachers however had higher qualifications as Bachelor's degree and Master's degree. This shows that these teachers may have been more exposed in training in life skills which could make them able to implement the life skills curriculum in the schools.

The research further sought to establish the duration that teachers had been teaching. Their responses to the statement are presented in table 4.3.

Table 4.13

Teachers' responses on the duration of teaching

Teaching experience	F	%
Less than 6 yrs	19	23.2
6- 10 yrs	25	30.5
11 - 20 yrs	26	31.7
21 -30 yrs	10	12.2
More than 30 yrs	2	2.4
Total	82	100.0

Data on the duration of time that teachers had taught indicated that most of them had a teaching experience of more than 6 years as indicated by 25 (30.5%) who had taught for between 6 and 10 years, 26 (31.7%) had taught for between 11 and 20 years and 10 (12.2%) who had taught for more than 21 years. This indicates that most of the teachers are relatively old having a teaching experience of above six years and thus had adequate experience in teaching.

The teachers were also asked to indicate what classes they taught life skills. Their responses are presented in table 4.4.

Table 4.4

Classes that teachers taught LSE

Classes taught	F	%
Class 1	6	7.3
Class 2	8	9.8
Class 3	11	13.4
Class 4	8	9.8
Class 5	16	19.5
Class 6	11	13.4
Class 7	13	15.8
Class 8	9	11.0
Total	82	100.0

Data showed that teacher sampled taught life skills to all the classes with a relatively higher number teaching class 3 as shown by 11 (13.4%), 16 (19.5%) teaching class 5 and 13 (15.9%) teaching class 7. The findings imply that there was a fair distribution of teachers from all the classes while sampling and hence they could provide their experiences as they had it in the classes that they taught. They were also asked to indicate how long they had taught LSE. Their responses are presented in table 4.5.

Table 4.13

Duration of teaching LSE

Duration of teaching LSE	f	%
0- 1yr	16	19.7
1 - 2yrs	41	50.0
2 - 3 yrs	10	12.2
3 - 4 yrs	15	18.3
Total	82	100.0

Data on how long the teachers had been teaching LSE indicated that above half the number had been teaching LSE for over one year. This was shown by 41 (50%) who had taught LSE for between 1 and 2 years, 10 (12.2%) who had taught LSE for between 2 and 3 years while 15 (18.3%) who had taught for between 3 and 4 years. This shows that teachers had a considerable amount of experience in the LSE and hence could provide reliable information on the implementation of the curriculum.

Teachers who had not attended the course were asked to give their views on LSE. They indicated that they needed to attend LSE course, others suggested that the government should organize in-service courses, they commented that LSE was important in moulding pupils characters and that they should be able to organize and convince the learners. Other teachers indicated that MoE and KIE should organize LSE courses for teachers to effectively implement the programme.

After presenting the demographic information of the teachers, the researcher changed focus and presented the demographic data of the pupils. The following section presents the data.

4.3.2 Demographic information of the pupils

The demographic data of the pupils focused on their gender, age, religion and whom they stayed with at home. To establish the gender of the pupils, they were asked to indicate the same. Their responses showed that 175 (54.7%) were boys while 145 (45.3%) were girls. Asked to indicate their age, they responded as indicated in table 4.6.

Table 4.6

Distribution of pupils by age

"Age	F	%
	#	
Below 10 years	4	1.2
10-14 years	252	78.8
15-19 years	64	20.0
Total ~~	320	100.0

Data on the age of pupils indicate that majority of them were aged between 10 and 14 years while a relatively lesser number were aged between 15 and 19 years. This is the age bracket that pupils require LSE and hence its introduction in primary schools. The pupils were also asked to indicate their religion.

Data showed that majority of the respondents were Christians while only 5 (1.6%) were Muslims. Asked to indicate whom they lived with at home, they responded as indicated in table 4.7.

Table 4.7

Pupils responses on whom they stayed with at home

Persons living with the children	F	%
Both parents	235	73.4
Single parent	57	17.8
With my brothers and sisters	9	2.8
Sponsor	2	0.6
Guardian	17	5.4
Total	320	100.0

Data indicated that majority of the pupils lived with both their parents as shown by 235 (73.4%), others lived with single parents (17.8%), brothers and sisters (2.8%), sponsor (0.6%) and guardians (5.3%). This indicates that most of the pupils had a stable home environment which could enhance acquisition and practice of life skills.

4.4 Influence of the adequacy of time allocation on LSE implementation

This sought to establish how adequacy of time affected the implementation of life skills in education. The respondents were required to respond to items that sought to establish how time allocated to the programme influence the programme implementation. Teachers were for example asked to indicate the

total number of lesson allocated to teaching LSE per week. The data is presented in table 4.8.

Table 4.8

Total number of lesson allocated to LSE

Number of lessons	F	%
1 lesson	33	40.2
2 lessons	29	35.4
3 lessons	20	24.4
Total	82	100.0

Data indicated most of the teachers stated that LSE was allocated 1 lesson per week on the time table. The maximum number of lessons allocated were 3 per week as stated by 20 (24.4 while 29 (35.4%) indicated that there were 2 lessons allocated for LSE in the time table. The data shows that there were no standard allocations of LSE lessons in the timetable in the schools sampled. This further shows that LSE has not been given the required attention on the school time table. The teachers were further asked whether the time allocated for LSE in the time table was adequate to have the syllabus completed. Data indicated that it was not as reported by 68 (82.9%). The data shows that time allocated was not adequate to complete the syllabus hence this could affect curriculum implementation of LSE.

The teachers were also asked to indicate their opinion whether content coverage was adequate. Data is presented in table 4.9.

Table 4.13

Teachers' responses on whether content coverage was adequate

Content coverage	F	%
Very adequate	19	23.2
Adequate	39	47.6
Inadequate	24	29.2
Total	82	100.0

Data on the teachers responses on whether the content coverage was adequate indicated that it was adequate as indicated by 19 (23.2%) who rated it as very adequate and 39 (47.6%) who stated that it was adequate. However 24 (29.3%) of the teachers were of the opinion that content coverage was not adequate. This findings could be attributed to the fact that LSE was not allocated adequate time hence some content could not be covered. While majority indicated that content coverage was adequate. They were also asked to indicate whether the recommended teaching activity was adequate to which they responded as indicated in table 4.10.

Table 4.13

Teachers' responses on adequacy of recommended teaching activity

Adequacy of recommended teaching

activity	F	%
Very adequate	22	26.8
Adequate	47	57.3
Inadequate	13	15.9
Total	82	100.0

Data showed that majority of the teachers were of the opinion that the recommended teaching activity was adequate as stated by 22 (26.8%) who indicated it was very adequate and 47 (57.3%) who indicated that it was just adequate. The data shows that the recommended teaching activities positively influenced LSE curriculum implementation. On the issue of allocated time, the teachers were asked to indicate whether the time allocated was adequate. They responded as shown in table 4.11.

Table 4.13

Teachers' responses on adequacy of time allocated for teaching LSE

Adequacy of teaching time allocated	F	%
Very adequate	11	13.4
Adequate	34	41.5
Inadequate	37	45.1
Total	82	100.0

Teachers' responses on whether the time allocated was adequate indicated that it was adequate as shown by 45 (54.9%) who either stated that it was adequate or very adequate. These findings contradict a previous finding where teachers indicated that time allocated in the time table for teaching LSE was not adequate.

4.5 Influence of teachers' perceptions on their preparedness on implementing of life skills education

Teachers' understanding and attitudes towards implementation of any subject is crucial, more so, because teachers are the ones who present the curriculum materials to the pupils. It is on this basis that the study also sought to establish teachers' perceptions on their preparedness on implementation of LSE. The teachers were therefore asked to indicate the extent to which they agreed or disagreed with statements that sought to seek their perceptions. Table 4.12 presents data on teachers' perceptions on their preparedness in implementation of LSE.

Table 4.12 Teachers perceptions on their preparedness on implementing of life skills education

Statement	SA		A		U		D		SD		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
LSE does not change the students' behavior	15	18.3	4	4.9	1	1.2	17	20.7	45	54.0	3.89	1.556
Teaching of LSE is fulfilling	29	35.4	44	53.7	3	3.7	2	4.9	4	4.9	1.88	.961
Teaching of LSE is unnecessary work load for teachers	7	8.5	13	15.9	0	00	33	40.2	29	35.4	3.78	1.315
It gives me a good deal of satisfaction when I feel that the students develop adaptive and positive behavior	41	50.0	29	35.4	7	8.5	4	4.9	1	1.2	1.72	.906
I would rather teach examinable subjects during time for LSE-	12	14.6	11	13.4	5	6.1	32	39.0	22	26.8	3.50	1.399
I feel at ease when teaching Life Skills Education	30	36.6	32	39.0	13	15.9	3	3.7	4	4.9	2.01	1.060
LSE curriculum was hurriedly enforced	16	19.5	45	54.9	4	4.9	5	6.1	12	14.6	2.41	1.286
In servicing of teachers should have been given priority	40	48.8	32	39.0	10	12.2	0	00	0	00	1.63	.694
The methodologies recommended are learner / teacher friendly	38	46.3	36	43.9	7	8.5	1	1.2	0	00	1.65	.692
If trained further on LSE I shall be more effective	55	67.1	27	32.9	0	00	0	00	0	00	1.33	.473

>

Data indicated that the teachers had positive perceptions towards their preparedness in the implementation of LSE. For example majority of them 62 (74.7%) disagreed that LSE does not change the students' behavior. The item had a mean of 3.89 and a SD of 1.56. Majority of the teachers 73 (89.1%) indicated that teaching of LSE was fulfilling with a mean of 1.88 and SD of 0.96. Asked whether teaching of LSE is unnecessary work load for teachers, majority 62 (85.6%) disagreed with the statement. The item had a mean of 3.78 and SD of 1.3. Majority of the teachers 70 (85.4%) agreed that teaching LSE gave them a good deal of satisfaction when I feel that the students develop adaptive and positive behavior. The item had a mean of 1.7 and SD of 0.91.

Teachers further disagreed with the statement that they would rather teach examinable subjects during time for LSE. This was shown by 54 (65.8%) and a mean of 3.5 and SD of 1.4. The teachers agreed that they felt at ease when teaching Life Skills Education. This was indicated by 62 (75.6%) with a mean of 2.0 and SD of 1.0. Data further indicated that teachers were of the opinion that LSE curriculum was hurriedly enforced. This was indicated by 61 (74.4%) with a mean of 2.4 and SD of 1.3. Teachers further agreed that in-servicing of teachers should have been given priority as was recorded by 72 (87.8%). The statement had a mean of 1.6 and SD of 1.7.

Teachers were also of the opinion that the methodologies recommended were learner / teacher friendly as was reported by 74 (90.2%) who agreed to the statement. Lastly the data indicated that teachers were of the opinion that if trained further on LSE they would be more effective. This is similar to a study carried out by Maogoto J. O. K (2011). This

was indicated by all the respondents with a mean of 1.33 and SD of 0.5). The data shows that teachers had a positive attitude towards the LSE. Whitaker (1979) asserts that teachers' view their role in curriculum implementation as an autonomous one. They select and decide what to teach from the prescribed syllabus or curriculum. This implies that the teacher has indeed to understand the objectives of a particular subject or discipline in order to interpret and approach it appropriately. Findings indicated that the teachers had positive perceptions towards the implementation of LSE.

4.6 Effect of availability and adequacy of learning and teaching resources on the implementation of life skills education

Teaching and learning resources are the materials used by the student, or by the teacher, jointly or severally, to facilitate learning (Moya, 1988 & Wilkins, 1975). The study also sought to establish how availability and adequacy of learning and teaching resources affected the implementation of life skills education. The responses of the teachers are presented in table 4.13.

Table 4.13**Teachers' responses on the effect of availability and adequacy of learning /teaching resources**

Statement	Always		Sometimes		Never	
	F	%	F	%	F	%
How often do you use the KIE syllabus / publications	37	45.1	31	37.8	14	17.1
How often do you use the resource persons	17	20.7	49	59.8	16	19.5
How often do you use the charts/ posters	20	24.4	59	72.0	3	3.7
How often do you use the newspapers/magazines	22	26.8	54	65.9	6	7.3
How often do you use the textbooks	46	56.1	12	14.6	24	29.3
How often do you use the non-governmental organization's publication	8	9.8	31	37.8	43	52.4
How often do you use the video tapes	10	12.2	5	6.1	67	81.7
How often do you use radio	10	12.2	11	13.4	61	74.4

Teachers' responses as to the effect of availability of resources indicated that teachers used some of the resources and not others. For example, teachers used KIE syllabus / publications always as indicated by 37 (45.1%) while 31 (37.8%) used the sometimes. Majority of the teachers 49 (59.8%) used resource persons only sometimes while majority 59 (72%) used charts and posters only sometimes. Newspapers/magazines were always used by 22 (26.8%) of the teachers while 54 (65.9%) used them only sometimes. Above half the teachers 46 (56.1%) indicated that they always used textbooks while 24

(29.3%) never used them. While 31 (37.8%) teachers sometimes used non-governmental organization's publication, slightly above half 43 (52.4%) never used them. Majority of the teachers 67 (81.7%) reported that they never used video tapes similarly 61 (74.4%) never used radios.

Asked to indicate their opinion as to the adequacy of the recommended teaching resources, 18 (22%) indicated that was very adequate, 35 (42.7%) indicated that they were just adequate. These findings are in line with Gregory, S. Knight (2002) and KIE, (2002) who state that resources make it easy for learners to acquire concepts and skills which enable them to relate to the world around. Research findings further confirm Benaars et al. (1994), Bickerstaffe (1972), Thompson, F. A (1977), & Moya, (1988) who contend that resources should be used in the most natural and logical manner known to reinforce a particular learning activity. However, they further suggest that resources should complement teaching and learning and not replace the teacher.

4.7 Influence of teaching methodologies on the implementation of life skills education

The study also sought to establish how teaching methodologies affected the implementation of LSE. The teachers were therefore asked to respond to items that sought to establish the same. In one item teachers were asked to list some of the topics they taught LSE. Data showed that some of the topics that they taught conflict resolution, hygiene, nutrition, courtesy, disaster management, polite language, causes of fear, drug abuse, physical environment self esteem, critical thinking, importance of education,

taking care of the infected, self reliance HIV/ AIDS, communication, assertiveness and dealing with emotions. The data shows that different topics were taught during life skills lessons.

Asked how life skills were taught in their classes, they responded as indicated in table 4.14.

Table 4.14

Teachers' responses on how life skills were taught in classes

How LSE was taught	F	
As a stand alone subject	14	17.0
Integrated curriculum	49	59.8
Infused subject	19	23.2
Total	82	100.0

Data showed that 14 (17.1%) said that they taught it as a lone subject, 49 (59.8%) taught it as integrated curriculum while 19 (23.2%) taught it as infused subject. This data shows that LSE was taught as a lone subject by very few teachers. The data further indicates that implementation of the LSE may be negatively affected by the non teaching of it as a standalone subject. Asked whether the teaching of life skills education curriculum required a different approach from that applied in the teaching of other subjects, the majority 50 (61%) indicated that it is required. Asked to explain their responses, they indicated that there is need for a resource person, that the approach required in imparting LSE is that teachers need to be friendly to the pupils. They also indicated that there was no need for training as the subject is non-examinable.

They suggested that LSE is more practical and it is based on the learner's real life. That LSE should be taught as a subject on its own. They also explained that the subject needed to be plotted on the time table as a lesson like any other. The use of learning activities in a lesson has won support from Wilkins (1975) who acknowledges that appropriate choice of methods accompanied with relevant learning resources triggers the desired learning activities; that results in learning concepts in any other subject including LSE.

The teachers were also asked to indicate how appropriate different methodologies used were in teaching LSE. The responses are presented in table 4.15.

Table 4.15

Teachers responses on appropriateness of different teaching methodologies

Teaching method	Most appropriate		Appropriate		Inappropriate	
	F	%	F	%	F	%
Story telling	40	48.8	40	48.8	2	2.4
Discussion	42	51.2	40	48.8	0	0.0
Case study	37	45.1	28	34.1	17	20.7
Lecture	17	20.7	14	17.1	51	62.2
Demonstration	40	48.8	25	30.5	17	20.7
Question and answer	29	35.4	48	58.5	5	6.1

N = 82

Data on teachers' responses on appropriateness of different teaching methodologies indicated that story telling was preferred by almost all the respondents rating it as most appropriate or just appropriate, discussion was also preferred by all the teachers.

This is in line with the Kenya Institute of Education (2008), who suggest that teachers should use participatory teaching and learning methods in which learners identify their own problems, discuss solutions, plan and carry out effective action programs. Case study was not preferred by a few teachers. Lecture method was not a preferred teaching methodology as most teachers rated it as inappropriate. Demonstration, question and answer methods were preferred by 65 (79%) and 77 (93.9%) respectively. The data indicated that lecture was the only not preferred teaching method.

The teachers were also asked to indicate where they derived their lesson objectives from. They responded as indicated in table 4.16.

Table 4.16

Teachers' responses on sources of lesson objectives

Source of objectives	Frequency	Percent
From the syllabus	44	53.7
LSE teacher's guide	18	22.0
Own construction	20	24.3
Total	82	100.0

Data indicated that 44 (53.7%) derived their lesson objectives from the syllabus, 18 (22%) derived them from LSE teachers guide while 20 (24.4%) constructed their own lesson objectives. Data implies that even though slightly more than half derived their lesson objectives from the syllabus, a significant number 38 (46.3%) did not derive them from appropriate sources which in result affected LSE implementation. Asked to give

their opinion on the adequacy of recommended topics, 14 (17.1%) indicated that they were very adequate, 61 (74.4%) indicated that they were adequate while 7 (8.5%) indicated that they were inadequate. Majority of the respondents 60 (73.1%) indicated that they were either adequate or very adequate.

4.8 Influence of learners' attitudes to life skills education on the implementation of life skills education

The study also sought to establish how learners' attitudes to life skills influenced the implementation of the programme. The learners were therefore asked to indicate their attitudes towards the subject. The data is presented in table 4.17. A 5 point likert scale was used where;

SA	Strongly Agree
A	Agree
U	Undecided
D	Disagree
SD	Strongly Disagree

Table 4.17**Learners' attitude towards LSE**

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
I enjoy learning LSE	193	60.3	92	28.8	18	5.6	3	0.9	14	4.4
I would rather learn examinable subjects instead of Life skills education	69	21.6	77	24.1	40	12.5	66	20.6	68	21.3
Time allocated to Life Skills Education in the time table is adequate	103	32.2	72	22.5	45	14.1	39	12.2	61	19.1
The teaching / learning resources in Life skills education are adequate	83	25.9	72	22.5	27	8.4	66	20.6	72	22.5
The methods used by our teacher during Life Skills Education are interesting	170	53.1	111	34.7	12	3.8	8	2.5	19	5.9
All Life Skills Education lessons on the time table are attended to by our teacher	77	24.1	78	24.4	34	10.6	62	19.4	69	21.6
Life skills education helps me develop good behavior	231	72.2	63	19.7	9	2.8	0	0.0	17	5.3
Teaching of Life Skills Education is a waste of time	17	5.3	3	0.9	10	3.1	43	13.4	247	77.2
Life skills education helps me cope with everyday challenges at home and in school	224	70.0	64	20.0	6	1.9	9	2.8	17	5.3

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Data on the attitude of the learners towards LSE indicated that they had a positive attitude. For example majority of the pupils, 193 (60.3%) strongly agreed and 92 (28.8%) agreed that they enjoyed learning LSE. They denied that they would rather learn examinable subjects instead of Life skills education as it was indicated by 66 (20.6%) who agreed and 68 (21.3%) who strongly disagreed. Data also revealed that majority 103 (32.2%) strongly agreed and 72 (22.5%) agreed that Time allocated to Life Skills Education in the time table was adequate. Learners did not agree that teaching / learning resources in Life skills education were adequate as it was shown by 66 (20.6%) who agreed and 72 (22.5%) who strongly disagreed with the statement.

Majority 170 (52.15) strongly agreed and 111 (34.7%) agreed that the methods
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used by their teacher during Life Skills Education were interesting. A majority 231 (72.2%) strongly agreed and 63 (19.7%) agreed that Life skills education helps them develop good behavior. Majority of the pupils agreed that life skills education helps them cope with everyday challenges at home and in school. This finding is similar with the findings established in a study carried out by Maogoto (2011) which revealed that the learners had a positive attitude towards LSE and part it helps them develop good behavior, and cope with everyday challenges at home and in school.

The findings are in line with the Ministry of Education (2008) observation 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 such as truancy, absenteeism, drug and substance abuse, and teenage pregnancies; and helps learners to improve their performance.

4.9 Challenges facing teachers in the implementation of LSE

The study also sought to establish the challenges that were faced by LSE teachers in the implementation of LSE in their schools. They responded as shown in table 4.18.

Table 4.18

Challenges faced by teachers in implementing LSE[#]

Challenges	F	%
Lack of teaching resources	40	48.8
Lack of a well laid out syllabus	18	22.0
Inadequate time allocation	13	15.9
Insufficient understanding of the subject	11	13.3
Total	82	100.0

These challenges are similar to those established by Nyaberi, L. M (2010), in her study on challenges facing the implementation of LSE in public primary schools.

They were also asked to provide suggestion for remedying the situation. The suggestions provided included; teachers to be in-serviced, the government should avail the learning and teaching materials improvise teaching method, more emphasis should be put on LSE induction courses for teachers, more time to be allocated for the lesson, use of English language properly classrooms to be upgraded and introduction of multi teaching. The researcher was also interested in establishing whether the teacher had attended any life skills in-service course. Data showed that majority 55 (67.1%) had not attended any course. This implies that lack of in-service course could affect the implementation of the programme since training is important for any curriculum implementation. Jnne (2007) observes that the head teachers in Japan are negative about the practice of HIV and AIDS life skills education. Teachers are not trained for LSE and do not have enough knowledge and confidence to teach children. On HIV and AIDS prevention methods, head teachers try to avoid talking to parents and children about HIV and AIDS education. This shows that teachers do not have skills themselves to teach life skills curriculum.

Among those that had attended indicated that the course was organized by different bodies and organisation such as DEO and AEOs, religious organizations, publishing companies such as Oxford, girls forum and other NGOs. Asked how the course that they had attended had assisted then in the teaching of LSE, they indicated that the course had enabled them help pupils cope with emotions, they were also, through the course, able to assist children

to learn negotiation skills, they were also able to effectively teach intended topics, some had gained confidence while the course had also enabled them improve teaching skills. (International Centre for Alcohol Policies, 2000).

The teachers found that the life skills methods helped them to achieve objectives in other lessons. They enjoyed teaching life skills and felt relatively comfortable with the programme, despite it being a new subject with a somewhat different way of teaching. They found themselves being more active in class. The study revealed that teachers' had a positive perception towards the implementation of LSE. In-servicing of teachers should have been given priority and that if trained further in LSE the teachers would be more efficient in the implementation of LSE. Learners' attitudes towards LSE is positive since it helps them develop good behavior and cope with challenges at home and in school.

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However, the study revealed that the teaching / learning resources were inadequate thus impacting negatively on the implementation of LSE. Therefore the Ministry of Education (MoE) together with the Kenya Institute of Education (KIE) should ensure that schools are provided with adequate teaching / learning resources to enhance the implementation of LSE.

In conclusion, the study established the following school factors as influencing the implementation of LSE; adequacy of time allocated to LSE, teachers' perceptions on their preparedness in implementing LSE, the availability and adequacy of the teaching / learning resources in implementing LSE, the

appropriateness of the teaching methodologies in implementing LSE and finally the learners' attitude towards the implementation of LSE.

4.10 Summary

The questionnaire return rate in this study exceeded the 85 percent return rate suggested by (Mugenda, 2003), therefore it was deemed adequate for data analysis. Demographic information of the teachers showed that majority of the teachers were females implying that most female teachers are involved in the teaching of life skills education. It also revealed that majority of the teachers were relatively old indicating that they had a teaching experience of above six years and thus had adequate experience in teaching. This study also revealed that majority of the pupils lived with both their parents indicating that they had a stable home practice of life skills.

This study further revealed that there was no standard allocation of LSE lessons in the timetable with the number of lessons ranging from 1 - 3 per week. The content coverage was adequate. Story telling method was rated as the most appropriate teaching methodology. The learning / teaching resources are inadequate thus impacting negatively on the implementation of LSE.

In conclusion, the teachers' perceptions and attitude of the learners was revealed as a positive one with teachers indicating that teaching of LSE is fulfilling and LSE changed the behavior of students hence the need to continue teaching lifeskills education in primary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions, recommendations and suggestions for further research.

5.2 Summary

The purpose of the study was to investigate the school factors influencing the implementation of life skills curriculum in public primary schools in Athi River district, Kenya. Five research objectives were set to guide the study. Research objective one sought to establish how adequacy of time allocated to LSE influenced the implementation of life skills education in primary schools; research objective two sought to analyze teachers' perceptions on their preparedness in implementing life skills education in primary schools; research objective three aimed at assessing how availability and adequacy of the learning and teaching resources influenced the implementation of life skills education in primary schools; research objective four sought to analyze the appropriateness of the teaching methodologies in the implementation of life skills education in primary schools while research objective five sought to analyze learners' attitudes towards the implementation of life skills education in primary schools.

The study adopted the descriptive research design to find out school factors influencing the implementation of life skills education. The sample comprised of 93 teachers and 336 pupils. Data were collected by use of questionnaires for both the LSE teachers and the students.

Findings revealed that time allocated to LSE influenced the implementation of life skills education. For example, teachers stated that LSE was allocated 1 lesson per week on the time table while the maximum number of lessons allocated were 3 per week as stated by 20 (24.4). Further 45 (54.9%) teachers indicated that time allocated for teaching LSE was inadequate. Teachers therefore were of the feeling that time allocated was inadequate as was stated by 68 (82.9%). This led to inadequate content coverage hence negatively impacting the implementation of the LSE curriculum.

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Findings on the effects of teachers' perceptions on their preparedness towards the implementation of life skills education revealed that teachers' perceptions towards the LSE curriculum implementation was a positive one. Majority of the respondents agreed that in-servicing of teachers in LSE should have been given priority, life skills education enhances the pupils' positive behavior and that teaching of life skills is fulfilling. In addition to that, they agreed that the methodologies recommended are learner friendly, which is in agreement with the findings on LSE content in the Kenya Institute of Education (2008).

Findings on the effect of availability and adequacy of learning and teaching resources on the implementation of life skills education showed that teachers used KIE syllabus / publications. A majority of the teachers used resource persons only sometimes while others used charts and posters. Newspapers/magazines were always used by a few of the teachers while others used them only sometimes. More than half of the teachers indicated that they always used textbooks while the rest never used them. Findings also revealed that resources for teaching LSE were not adequate which affected the implementation of LSE.

The research findings also showed that teaching methodologies influenced the implementation of life skills education. Story telling was preferred by almost all of the respondents who rated it as most appropriate or just appropriate, » discussion was also preferred by almost all the teachers. Demonstration, question and answer method was preferred by 65 (79.3%) and 77 (83.9%) respectively. The data indicated that lecture was the only not preferred teaching method. Majority of the teachers, taught LSE as integrated curriculum while a few taught it as infused subject though majority 50 (61%) indicated that the subject required different approaches.

Teachers also indicated that there was no need for teacher in-service training in LSE as the subject was non-examinable. Data further indicated that slightly above half of the respondents derived their lesson objectives from the syllabus, a few derived them from LSE teachers guide while others constructed their

own lesson objectives. Data implies that even though slightly more than half derived their lesson objectives from the syllabus, a significant number did not derive them from appropriate sources which affected LSE implementation.

Findings on the influence of learners' attitudes to life skills education on the implementation of life skills education revealed that learners had a positive attitude. For example majority of the pupils, strongly agreed that they enjoyed learning LSE. They denied that they would rather learn examinable subjects instead of Life skills education. Data also revealed that majority agreed that time allocated to Life Skills Education in the time table was adequate. Learners did not agree that teaching / learning resources in Life skills education were adequate. Majority agreed that the methods used by their teacher during Life Skills Education were interesting. Most of the learners »
agreed that Life skills education helped them develop good behavior, and that Life skills education helped them cope with everyday challenges at home and in school.

5.3 Conclusions

Based on the findings, the study concluded that time allocated to LSE affected the implementation of life skills education. This was concluded from the findings that LSE was allocated 1 lesson per week on the time table while the maximum number of lessons allocated were 3 per week. Teachers indicated that time allocated for teaching LSE was inadequate which resulted to

inadequate content coverage hence affecting the implementation of the LSE curriculum.

Secondly, the study concluded that teachers' perceptions on their preparedness affected implementing of life skills education. The conclusion was made from the finding majority of the teachers agreed that LSE changed the students' behavior. LSE was also fulfilling and also gave them a good deal of satisfaction. Teachers further disagreed with the statement that they would rather teach examinable subjects during time for LSE.

In addition, the study concluded that availability and adequacy of learning and teaching resources affected the implementation of life skills education. This conclusion was made on the fact that teachers used KIE syllabus / publications always. Majority of the teachers used resource persons only sometimes while majority used charts and posters only sometimes.

The study further concluded that teaching methodologies influenced the implementation of life skills education. For example, storytelling was preferred by almost all the respondents. Demonstration, question and answer methods were preferred by majority of the respondents.

The study finally concluded that learners' attitudes towards life skills education affected the implementation of life skills education. The conclusion was made on the basis that a majority of the pupils enjoyed learning LSE;

they denied that they would rather learn examinable subjects instead of Life skills education; they did not agree that teaching / learning resources in Life skills education were adequate while they strongly agreed that Life skills education helped them develop good behavior.

5.4 Recommendations

In line with the findings and conclusions of the study, the researcher would make the following recommendations to help in the implementation of LSE in public primary schools;

- i) The study observed that there was lack of uniformity in the time allocated to LSE in the timetable. In some schools there was only one lesson per week while in others they were three lessons per week. The study recommends that, head teachers take a leading role in ensuring that time allocated to LSE in their schools is in accordance with the guidelines provided by the Kenya Institute of Education.

- ii) The study observed that majority of the teachers had not been in-service trained in LSE thus impacting negatively on the implementation of LSE. The study recommends that the Ministry of Education (MoE) and Kenya Institute of Education (KIE) consider more teachers for life skills education in-service training to enhance and sharpen teachers' pedagogical skills in order to help in the implementation of life skills education.

- iii) The study observed that majority of the teachers had a positive perception towards the implementation of LSE. However, this did not enhance the actual implementation of life skills in schools as only between 1 and 2 lessons of life skills had been taught at the time of study. The study recommends that, the District Education Officers increase teachers' awareness on LSE at district and zonal level. This can be done by organizing regular refresher courses where teachers share good practices, teaching methodologies, approaches to the teaching of life skills and have teachers who have demonstrated the best practices to inspire others. Curriculum developers or experts on life skills can also be invited to in-service the untrained teachers. The head teachers should also ensure that LSE is accommodated in the block timetable, schemes of work and lesson plans in LSE are well prepared and that the actual teaching of LSE takes place in their schools.
- iv) The study revealed that the availability of teaching / learning resources was inadequate thus negatively affecting the implementation of LSE. The study recommends that the MoE in conjunction with the KIE ensure adequate supply of teaching / learning resources of LSE in schools. Head teachers should also ensure that enough learning resources are made available to the teachers.
- v) The study revealed that some teachers were of the opinion that there is no need for in-service courses in LSE since it is non-examinable. The

study recommends that the MoE consider making LSE an examinable subject so that it is accorded seriousness and commitment like other examinable subjects.

- vi) The study was conducted in public primary schools in Athi River district, Kenya. It is recommended that further research should be undertaken in other districts in the Republic of Kenya to establish the implementation of LSE. Findings from the studies should inform the policy makers in education when formulating policies.

5.5 Suggestions for further research

The following areas were suggested for further research;

- i) An investigation on the attitude of parents and its effect on LSE curriculum in schools ,
- ii) Effects of training in life skills on the implementation of life skills in secondary schools.
- iii) Influence of gender of teachers on LSE implementation in their schools.
- iv) The effectiveness of learning resources in the implementation of LSE.
- v) The impact of the implementation of LSE in reducing school dropouts.

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APPENDICES

APPENDIX A

INTRODUCTORY LETTER

**UNIVERSITY OF NAIROBI,
SCHOOL OF EDUCATION
P. O. BOX 92
KIKUYU**

Date:

**THE HEADTEACHER
PRIMARY SCHOOL
P. O. BOX
ATHI RIVER**

Dear Sir / Madam,

**RE: RESEARCH PROJECT ON SCHOOL FACTORS INFLUENCING
THE IMPLEMENTATION OF LIFE SKILLS EDUCATION**

I am a post graduate student pursuing Master of Education (Curriculum studies) in the Department of Educational Administration and Planning, University of Nairobi. I am undertaking a research study on the above subject in Athi River District

The class seven and eight students and the life skills education teachers have been chosen to participate in this study. In consequence, this study is essential in the sense that, it will help improve the implementation of life skills education curriculum in primary schools

I would appreciate if you allow the above respondents spend some time responding to the items on the questionnaire provided. Utmost confidentiality on their identity is assured.

Thank you, as I look forward to your co-operation.

Yours faithfully,

Linda Mutegi

APPENDIX B

QUESTIONNAIRE FOR LSE TEACHERS

This study hopes to find out school factors influencing the implementation of LSE. It will also appraise the challenges and seek possible solutions in the implementation of LSE. Please complete each part. All information collected shall be used only for academic purposes and your identity shall remain confidential.

SECTION I (Demographic Information) (V) as appropriate

- 1) Gender Male Female
- 2) Age: Less than 30 31-40 41-50 50andabove
- 3) Highest academic qualification
Masters B.Ed Diploma PI
Any Other (Please Specify) _____
- 4) Teaching experience
Less than 6 yrs 6 - 10 yrs 11-20 yrs 21 - 30 yrs
More than 30 yrs

SECTION II

5. Which class do you teach LSE?
6. a) For how long have you taught LSE?
a) 0 - 1yr b) 1-2yrs c) 2-3 yrs d) 3 - 4 yrs
- b) How many children were enrolled at the beginning of the year in your class?_
7. How many have dropped out?_
8. In your opinion what are the causes of the drop out?_

- 9 a) Have you attended any life skills education in service course?
- a) If yes, who organized for the life skills education in service course?
10. If you have attended LSE course, in which ways has it helped you in your teaching of LSE?
11. What are your views on LSE, if you have not attended any LSE course,
12. List some of the topics you teach in life skills education?

SECTION III

A) Teaching Methods / techniques and challenges encountered

13. How is life skills taught in your class?
- a) As a standalone subject []
- b) Integrated curriculum
- c) Infused subject
- d) Any other (specify)
- 14 a) In your opinion, does the teaching of life skills education curriculum require a different approach from the other subjects?
- Yes [] No []
- b) If yes, explain

15. How appropriate do you consider the following Teaching methodologies suitable to teaching of LSE curriculum? (Put a tick [V] in the appropriate box)

Teaching Methodology	Appropriate	Most appropriate	Inappropriate
a) Story Telling			
b) Discussion			
c) Case Study			
d) Lecture			
e) Demonstration			
f) Question & Answer			

16. How do you derive your lesson objectives for LSE?
f

- a) From the syllabus [] b) LSE teacher's guide []
c) Own construction [] d) Other (specify)

17. What is the total number of lessons per week per class allocated for teaching LSE?

18. Is the time adequate to cover the LSE syllabus to your satisfaction?
Yes [] No []

B: Teaching / Learning Resources

19. How often do you use the following teaching/ learning resources in teaching of life skills Education? (Put a tick [V] in the appropriate box)

Teaching / Learning resources	Always	Sometimes	Never
a) KIE syllabus / publications			
b) Resource Persons			
c) Charts / Posters			
d) Newspapers / Magazines			
e) Textbooks			
f) Non-governmental Organization's Publications			
g) Video Tapes			
h) Radio			

20. What do you think are some of the factors that hinder effective use of teaching / learning resources in your school?_
21. What are the major challenges you face in implementing LSE curriculum in your school?_
22. What suggestions would you offer to remedy the situation in your school?_

C) Perceptions of teachers on Life Skills Education

23. What is your opinion on LSE content adequacy? Put a [V] in the appropriate box)

Life skills Education Syllabus	Very adequate	Adequate	Inadequate
a) Recommended topics			
b) Coverage of the content			
c) Recommended teaching activities			
d) Recommended teaching resources			
e) Evaluation / Assessment Methods			
f) Allocated Time			

24. Please indicate with a tick [V], your attitude and views on the following statements; whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

Statement	SA	A	U	D	SD
i) Life skills Education does not change the students' behavior					
ii) Teaching of LSE is fulfilling					
iii) Teaching of LSE is unnecessary work load for teachers					

iv) It gives me a good deal of satisfaction when I feel that the students develop adaptive and positive behavior					
v) I would rather teach examinable subjects during time for LSE					
vi) I feel at ease when teaching Life Skills Education					
vii) LSE curriculum was hurriedly enforced					
viii) In servicing of teachers should have been given priority					
ix) The methodologies recommended are learner / teacher friendly					
x) If trained further on LSE I shall be more effective					

THANK YOU FOR YOUR CO-OPERATION

APPENDIX C

STUDENTS' QUESTIONNAIRE

This questionnaire is intended to provide information for a research requirement for a Master of Education degree. It is designed to gather information on "School factors influencing the implementation of life skills education in public primary schools in Athi River District." Please complete each part. Your responses will be completely anonymous and will be used by the researcher for the purpose of this study only.

Section I: Personal Information (Kindly tick appropriately)

1. What is your gender? Male Female
2. What is your age (years old)?
 - a) Below 10 years
 - b) 10 - 14 years
 - c) 15-19 years
 - d) Above 19 years
3. The name of your school is?
4. Which is your religion?
 - a) Christian
 - b) Islamic
 - c) Hinduism
 - d) Other (specify)
5. Whom do you stay with while on school holiday?
 - a) Both parents
 - b) Single parent
 - c) Other (specify)

SECTION II - Students attitude on LSE

Please indicate with a tick [V] , your attitude and views on the following statements; whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

Statement	SA	A	U	D	SD
i) I enjoy learning LSE					
ii) I would rather learn examinable subjects instead of Life skills education					
iii) Time allocated to Life skills education in the time table is adequate					
iv) The teaching / learning resources in Life skills education are adequate					
v) The methods used by our teacher during Life skills education are interesting					
vi) All Life skills education lessons on the time table are attended to by our teacher					
vii) Life skills education helps me develop good behavior					
viii) Teaching of Life skills education is a waste of time					
ix) Life skills education helps me cope with everyday challenges at home and in school					

THANKYOU FOR YOUR CO-OPERATION

APPENDIX D
RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241149
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
Reference: NCST/14/012/639

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/639**

Date: **31st May 2012**

Linda Kawira Mutegi
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School factors influencing the implementation of life skills curriculum in public primary schools in Athi-River District, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Athi River District** for a period ending **31st July, 2012**.

You are advised to report to **the District Commissioner and the District Education Officer, Athi-River District** before embarking on the research project.

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



DR. M. K. RUGUTT, PhD HSC
DEPUTY COUNCIL SECRETARY

Copy to: **HSC**

The District Commissioner
The District Education Officer
Athi-River District.

"The National Council for Science and Technology is committed to the Promotion of Science and Technology for National Development"

APPENDIX E
RESEARCH PERMIT

PAGE 2

THIS IS TO **CERTIFY THAT**:
Prof./Or./Mr./Mrs /Miss(Institution
Linda Kawira Muteyi
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi
has been permitted to conduct research in

<i>Athi-River</i>	Location
<i>Eastern</i>	District
	Province

on the topic "School factors influencing the implementation of life skills curriculum" in public primary schools in Athi-River District, Kenya

for a period ending 31st July, 2012.

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Research Permit No. *NCST/RCD/14/012J639*
Date of issue 31st May, 2012
Fee received KSH, 1,000



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/ ppiwKlt'h
Signature



Secretary
National Council for
Science and Technology