

**SCHOOL BASED FACTORS INFLUENCING IMPLEMENTATION OF
LIFE SKILLS EDUCATION CURRICULUM IN PUBLIC PRIMARY
SCHOOLS IN DAGORETTI DISTRICT, NAIROBI COUNTY**

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DECLARATION

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

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DEDICATION

I dedicate this research project to my late father Peter Shunza , my mother Ezina Shunza, my two children Reinhard Bonke and Patience Baraka for their patience and understanding during my academic journey.

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ABSTRACT

Life skills are psychosocial competencies which enables an individual to develop adaptive and positive behaviour. They are psychological and interpersonal abilities that assist an individual to make informed decisions and develop coping and self management skills to lead a healthy and productive life.

The purpose of this study was to investigate school based factors influencing the implementation of life skills education (LSE) in public schools in Dagoretti District, Kenya. Four research objectives were set to guide the study. They aimed at assessing the availability and adequacy of teaching and learning resources in LSE, analyzing the appropriateness of methodologies used in the implementation of LSE. The study adopted the descriptive survey design. The target population was 20 teachers and 300 pupils in standard 7 and 8 in public schools in Dagoretti District. Simple random sampling technique was used to select the study participants. Data were collected by use of questionnaires and focus group discussion guides, data were analyzed by use of descriptive statistics.

The reliability of the research instruments was ascertained by a test and a re-test exercise during the pilot study. The reliability value was $r=0.54$ signifying that the instruments were reliable. Findings revealed inadequate time allocated led to inadequate content coverage therefore affecting implementation of the LSE curriculum. Findings on availability and adequacy of teaching and learning resources on the implementation of LSE revealed that inadequate resources hampered effective implementation of LSE.

Research findings also showed that teaching methodologies influenced implementation of life skills education. Discussions and storytelling were preferred by the majority of the teachers. Findings on the influence of learners' attitudes on LSE implementation. revealed that learners had positive attitudes towards LSE. Based on the findings, it was concluded that time allocated to LSE affected LSE implementation. Based on the study, it was recommended that head teachers should ensure that time allocated to LSE in their schools is in accordance with the guidelines provided by KICD. The headteachers should supervise teachers to ensure that LSE is taught. This study further recommended the government through the Ministry of Education should enhance training for teachers in LSE. Based on the findings, it was suggested that LSE be made an examinable subject in order for teachers to treat it seriously. The study recommended that further study be undertaken in both public and private schools in other districts in the Republic of Kenya to establish implementation of LSE. The Ministry of Education should invest in providing teaching/learning resources for LSE

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The history of education in all countries in the world proves that education has two significant objectives namely; to help the young generation to become more intelligent and to make them better. Educating a citizen intellectually but without teaching them moral values will be a threat to the society. Life skills education is as important as theoretical teaching, therefore, the process of developing social character, morality and sentiment of the pupils is as important as formation of knowledge to meet the general objectives of the world education according to Roosevelt, (2012).

Globally, life skills education is now regarded as a subject to address a variety of child and youth development as expressed in United Nations General Assembly Special Session (UNGASS 2004) and HIV and AIDS youth report 2003. LSE is also expressed in World program on human rights education for sustainable development(2005) and UN Secretary General study of violence against children (2006). Likona (2012) states that morality which is captured in life skills education is not a new idea but has been in existence.

According to World Health Organization (WHO) teaching life skills is essential for the promotion of a healthy child and adolescent development and for preparing young people for their challenging social circumstances (WHO, 1999). Teaching of life skills in different countries appears in a variety of programs including programs for the prevention of substance abuse, prevention of adolescent pregnancy and HIV and AIDS. United Nations have repeatedly emphasized the importance of addressing the AIDS pandemic by teaching life skills.

According to Life Info Magazine (2007), a 1999 survey conducted in more than 21 countries in Europe, Africa and Australia revealed increasing social problems in schools. A US study has found that of the students in grades 0-10 of both public and private schools, almost one third had experienced significant bullying. An article, titled "Schools ought to teach life skills" seems to agree with this when it states that graduating from a school with all those good grades is not enough, that basic skills are necessary to prepare young people for "real world".

In South Africa having appropriate and adequate materials to teach life skills was of utmost importance with the region experiencing increasing incidences of HIV infections. South Africa HIV and AIDS life skills education materials directory is developed by the Directorate of the Department of Health education in Pretoria. The materials are categorized as life skills, sexuality education, HIV and AIDS

(SA material Directory, 2009) In Malawi UNICEF has supported life skills education programmes by reaching 5,168 schools and about 2.5 million children and helped to develop a curriculum within school programmes to teachers on how to deliver the information. This has helped to end the cycle of child abuse of girls and has helped keep them in school (UNICEF, 2008).

Akinyemi, (2011) success in life is about inner values not necessarily doing good academically. This is supported by an article entitled “27 skills your child needs to know that she is not getting at school” which means that schools have factors hindering them in that they are not able to teach life skills effectively. The article continues to explain that there is more to life than school subjects and unless you have an exceptional teacher, your child is not learning crucial things in life he/she is supposed to. (Improving schools, 2009) This is a reflection of the situation in Dagoretti district where this study will be carried out. This study is therefore aimed at examining various school-based factors influencing implementation of LSE. According to Thomas, (2005) schools are missing opportunities to nurture the attributes that are essential to a satisfying life. He continues to say that teachers and administrators focus only on improving performance.

The report on the state of education in East Africa, (EA) by UWEZO (2011), Kenyan pupils are top in the region in terms of education quality though this report found that, by global standards, the quality of education in East Africa is

alarming low. According to the author, children should go to school to grow (holistically) not just to study. Therefore for that reason, focusing on primarily getting poor children to learn (get good grades) will not be a successful strategy (Daily Nation July 7, 2011:12)

There are many challenges facing children and the youth in Kenya and this is as a result of a fast changing world. This includes negative peer pressure, gender bias, early marriages, teenage pregnancies, indiscipline and school unrest poor career choices, early sexual onset, drug and substance abuse, rape, incest and HIV and AIDS pandemic (KIE 2002). These challenges are compounded by various factors such as; complex developmental changes during adolescents which at times can be overwhelming, lack of positive role models, negative mass media influence and inadequate sources of information on human sexuality. A combination of these problems render the youth vulnerable to all kinds of risks.

The psychosocial challenges cited above can be overcome through life skills education which adopts a comprehensive behavior change approach that focuses on the development of the whole individual (KIE, 2002). The rationale for choosing Dagoretti district is for the fact that the district is characterized by cases of truancy, drug and substance abuse, teenage pregnancies, pre-marital sex, violence and increase in crime among others (DEO, 2010). These are challenges that life skills education is meant to address, yet they are still prevalent in the

district. The study was to investigate school based factors influencing implementation of life skills education curriculum.

1.2 Statement of the problem

According to Kenya Institute of Education (KIE, 2006) LSE aims at providing the young people with a foundation to help them handle various obstacles by identifying and managing risky situations. On the contrary, LSE seems not to have instilled the practical knowledge to pupils on prevention or adequate conditioning to avoid infection or HIV transmission among the youth Tyndale, (2009). According to the District Education office in Dagoretti district,(DEO, 2010) there are a number of cases of truancy, drug and substance abuse and teenage pregnancies in the schools. Unfortunately, such cases are dealt with at home or school level. Parents and guardians of the affected pupils are adamant to openly report the cases to relevant authorities.

Research carried by Maogoto (2012) in Nakuru Municipality, revealed that although life skills education curriculum had been factored in most schools' timetables, pupils have been taught between two and four lessons by the seventh week after opening school. Nyaberi, (2010) also noted that in Nairobi West District, teachers were ill prepared to teach, there are inadequate materials in LSE and teachers had negative attitudes towards LSE. There was need to look at

school-based factors influencing implementation of LSE in Dagoretti district to establish the current situation in the implementation of LSE.

1.3 Purpose of the study

The purpose of the study was to investigate school-based factors influencing the implementation of life skills education curriculum in public primary schools in Dagoretti district, Nairobi County.

1.4 Objectives

The specific objectives of this study included:

1. To assess the availability and adequacy of teaching and learning resources in implementation of life skills education in public primary schools.
2. To analyze the appropriateness of methodologies used in the implementation of life skills education in public primary schools.
3. To establish if time allocated for implementation of life skills education in public primary schools is adequate.
4. To analyze the learners' attitudes toward implementation of LSE in public primary schools.

1.5 Research questions

The following research questions guided the study

1. How adequate are the teaching and learning resources in the implementation of life skills education in public primary school?
2. What methodologies are used in implementation of LSE in public primary schools?
3. How adequate is the time allocated for implementation of LSE in public primary school?
4. What are the learners' attitudes toward implementation of LSE in public primary schools?

1.6 Significance of the study

The findings from this study may be useful in providing school managers with a guideline on the required resources and support services needed for effective implementation of life skills as they plan and purchase school equipments. The findings may be useful in providing District Education Officer (DEO), County Director of Education Officers (CDE) and the Ministry of Education Officials at the headquarters with essential information on perceived drawbacks which influence implementation of life skills education curriculum in primary schools, hence recommend ways for redress.

The outcome of this study is expected to help future researchers who may wish to carry out a further study in the field. The study may be significance to curriculum developers because they will make progress in the implementation of life skills education due to recommendation after the study.

1.7 Limitations of the study

Gay (2006) states that 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 education is taught as a stand- alone subject, however since it is an emerging issue in Kenya, limited literature exists which discusses specifically on implementation of life skills education curriculum. To take care of this, the researcher accessed relevant information from the internet, journals, magazines, few books, thesis and literature from other related fields such as health and social sciences.

1.8 Delimitation of the study

The study was delimited to public primary school in Dagoretti district and it involved a few teachers and a few pupils as respondents. The sampled schools were given the scopes. The finding of the study are not generalized to other districts in the country.

1.9 Assumption of the study

The study was based upon the following assumptions:

1. That implementing life skills education is a useful subject necessary to help learners cope with today's life challenges.
2. That the pupils in the study were conversant with life skills education in their schools hence were in a position to adequately respond to the items in the questionnaire.

1.10 Organization of the study

There are five chapters in the study. The first chapter comprised of the background information to the study, the statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study. Limitations, delimitations, assumptions of the study and terms to be used in the study were also defined. Chapter two focuses on literature review related to the study under the following headings; concept and meaning of LSE, rationale for implementation of life education curriculum, teaching and learning resources in LSE curriculum. Time allocation in teaching of LSE, teaching methodologies in the implementation of life skills education curriculum, learners' attitudes towards implementation of LSE, a summary of the literature review, theoretical and conceptual framework is also discussed. Chapter three focuses on the research

methodology which includes the research design, target population, sample size and sampling techniques, research instruments, data collection procedures and data analysis techniques. Chapter four constitutes data analysis, interpretation and discussions. Chapter five contains a summary of the findings, conclusion and recommendations.

1.11 Definition of significant terms

The following are the terms that featured in the study.

Attitude refers to the way learners look at LSE, whether positively or negatively

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

Implementation refers to making an innovation that has been officially and decided to start or be used in this case LSE

Influence refers to having an effect on, in this case having an effect on implementation of life skills education.

Life skills education refers to a programme that promotes positive health choices, making informed decisions, practicing healthy behavior and recognizing and avoiding risky situations and behavior.

Life skills refers to a set of human skills acquired via teaching or direct experiences that are used to handle problems and questions. Examples of these skills are self-awareness, self esteem, assertiveness, negotiation skills and decision making skills.

Methodology refers to a set of methods and principles used to impart knowledge, skills and attitudes to learners in this case life skills

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

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses concept and meaning of Life Skills Education, rationale for life education and implementation of life skills education. Learner's attitudes towards implementation of life skills education, the availability and adequacy of teaching and learning resources for implementation of life skills education are also tackled. Time allocated for teaching on the implementation of life skills education, and the methodologies used in the implementation of life skills education were tackled. A summary of the literature review, theoretical and conceptual framework for the study is also discussed.

2.2 Concept and meaning of life skills education curriculum

Life skills are understood and have been defined in different ways by many scholars. Kenya Institute of Education (KIE) [2000], currently Kenya Institute of Curriculum Development (KICD) defined Life skills as psychosocial competencies which enables an individual develop adaptive and positive behavior so as to deal effectively with challenges and demands of life.

Psycho refers to those skills that deal with mental functions while Social are skills that deal with a person's interaction with the environment and culture (UNESCO,

2003). Gachuhi (1999) observes that life skills programmes are aimed at fostering positive behaviors across a range of psychosocial skills, changing unacceptable habits learned early which might translate into inappropriate and risky behaviors at a later stage of life. He further states that life skills programmes are one way of helping children, youths and their teachers to respond to situations requiring decisions. These decisions may affect their lives and such skills are best learned through experiential activities which are learner centered, designed to help young people gain information, examine attitudes and practice skills.

Rhona, et al(1997),notes that analysis of life skills field suggests a core set of skills which are at the heart of life skills based initiatives and these are: decision making and problem solving; creative thinking and critical thinking; communication and interpersonal skills; self awareness and empathy and lastly coping with emotions and stress. The Ministry of Education (MoE) classifies life skills into three broad categories. The first categories comprises of skills of Knowing and living with oneself, awareness, self-esteem, coping with emotions and stress. These skills are closely linked to each other and aimed 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 maintain good relationships in the society. Skills of making effective decisions is the third category which need to be learned and practiced. They include creative thinking, critical thinking and problem solving.

The Jomtien World Conference on education in 1990 saw the International society raising concern about the relevance of education, partially on the need to focus on appropriate life skills for all learners from all parts of the world. The conference reiterated the importance of teaching skills that are relevant to life. Life skills enables learners to make use of knowledge gained, attitudes and values into factual abilities in reference to what to do and how to do it. Life skills are also required to enable the learners cope with life issues and to make choices that could have important impact on their present and future life as adult citizens.

A report by Delors (2001) postulates that Education has four pillars: learning to know, learning to do, learning to be and learning to live together. Learning to be and learning to live together are directly related to the psychological development of the child. More specific skills than general, technical or vocational are needed to prepare adolescents to “learn to be and to learn to live together.” This necessitates the need to teach life skills in schools. According to Alison, (2006), 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 psychosocial competencies to face life challenges effectively. Quoting Hord (1998), Mugambi et al (2013) state that success in implementation of new curriculum is characterized by: Planning to adopt change to the local setting; teacher training that is concrete, specific and ongoing; necessary administrative and organizational arrangements for the innovation; close contact with the change agent through training and support using international forms of communication, helping identify needs and solve problems; classroom consultation and advice from resource personnel; modeling by more experienced teachers.

Over the past two decades, life skills education has come to be seen as integral to preparing young people and adults to negotiate and mediate everyday challenges, and risks and enable productive participation in society. Life skills education has also become an important contributor to the quality of education through an approach that emphasizes the acquisition of competencies; content that is relevant to everyday life, and the use of teaching and learning methods to develop skills and promote cooperative learning (UNESCO, 2012).

International and national political commitments have been made to LSE, with its inclusion in key global documents such as the Dakar Framework for Action on Education for All (EFA) and the UNGASS Declaration of commitment on HIV and AIDS; in the agendas and in the national sectoral policies and strategies of

many countries. This has led to the rapid expansion of LSE initiatives, with a very wide spectrum of content, scale approaches and goals that show the challenges of defining and operationalizing a concept as broad; complex and multifaceted as life skills (USAID, 2010).

The World Health Organization (WHO) states that skills can be said to be life skills are innumerable and the nature and definition of life skills are likely to differ across cultures and settings (WHO, 1997). The concept is therefore highly elastic and has been stretched to embrace every wide range of skills. This is problematic because if all skills are relevant for life, the concept has little utility. In addition, there have been difficulties in translating the concept across languages, with additional elements or interpretations appearing in different language – speaking areas (Ben-Arie et al, 2007).

Research evidence suggests that knowledge, attitudes and skills based competency have to be addressed if shifts in risk behavior are to be realized. Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life (Kolosso and Makhane, 2009)

2.3 The rationale for teaching LSE

The introduction of LSE in Kenya dates back to 1999 when the government of Kenya declared HIV and AIDS a national disaster. As part of the measures to tackle the pandemic, HIV and AIDS education, incorporating elements of LSE, was introduced into the school syllabus. Elements of LSE were further infused into the other subjects, such as religious education, social studies and biology throughout subsequent years (UNESCO, 2010).

In 2006 however, Life skills stakeholder Forum reached a consensus on the need for LSE to be taught as a standalone subject in both primary and secondary schools across the country (Kenya), in response to increasing recognition that LSE could bridge the gap between students' knowledge and behavior regarding HIV prevention (UNESCO, 2010).

The Kenya Institute of Curriculum Development (KICD) by then Kenya Institute of Education (KIE) had a situation analysis that supported the importance of LSE and confirmed the consensus around the need for a consistency in LSE teaching which as a standalone subject offered. With significant support and assistance from UNICEF, the KICD by then KIE developed curriculum and material for the new subject and that was to be taught in one session per week in both primary and secondary schools. The syllabus was rolled out in 2008, focusing on the three

main areas of knowing and living with one's own self, living with others and making effective decision (UNICEF, 2012).

The KIE definition in the 2008 syllabus aligns with World Health Organization definition. LSE is a non-examinable subject and the mode of delivery requires a different pedagogical approach and a paradigm shift in teaching practice and attitudes of teachers, pupils, the school management and parents. Elements of LSE have received further support through the reactivation of Peace Education in some areas following the Post-election Violence in 2007/2008 (UNICEF, 2012). In Kenya, the main goal of life skills education is to enhance young people's ability to take responsibility for making choices, resisting negative pressure and avoiding risky behaviours (MoE, 2006). LSE in Kenya aims to develop, nurture and promote thirteen core living values such as cooperation, simplicity, tolerance, respect, peace, freedom, unity, love, honesty, responsibility, humility, happiness and integrity- which were identified in consultation with religious organizations, (UNICEF, 2011).

The main objective of implementing LSE is to enable the youth make wise decisions like keeping off drugs and abstaining from pre-marital sex. LSE is also aimed at providing learners with skills and information to make informed choices about issues affecting their lives (King, 2007). King indicates that effective implementation involves ongoing advocacy where stakeholders are continuously

sensitized about life skills education, enhanced teacher training, provision of right and adequate resources and better co-ordination among partners. Ndirangu et al (2013) states that the introduction of life skills education in schools by the ministry of Education was both a directive and also due to the ineffectiveness of the guidance and counseling program. They state that the contemporary world requires a modern outlook that may inadvertently place life skills before counseling.

2.4 Implementation of life skills curriculum

An effective education system is guided by a set of goals and objectives. The success of such system relies on the interrelationship between the national goals of education and secondary level objectives. General objectives of life skills education are derived from the secondary level objectives. 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 curriculum documents 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.

Teachers' understanding and attitudes of implementation of any subject is crucial because they are the ones who present the curriculum materials to the pupils. Whitaker (2009) asserts that teachers view their role in curriculum implementation an autonomous one. They select and decide what to teach from the syllabus or curriculum. This implies that the teacher indeed understands the objectives of a particular subject or discipline in order to interpret and approach it appropriately.

Kenya Institute of Education (KIE), (2006) states that effective implementation of life skills education depends on how well the teachers are trained, availability of adequate teaching learning resources, equipments and physical facilities, appropriate teaching methods, positive teacher-pupils attitude, proper supervision and adequate teaching time. Life skills education as a subject requires less challenging factors on teachers to enhance effective implementation. Teachers have been somehow handicapped because they do not have adequate access to information on life skills, on the other hand the information available could be inaccurate. Some teachers shy off from discussing certain sensitive issues related to sexuality due to cultural reservations.

For over decades "life skills" education has been advocated as a key component of HIV and AIDS education for young people. Kenya Institute of Education (KIE, 2006) and the Ministry of Education (MoE, 2008) has long been aware of the

need to adopt LSE as remedy to psychosocial challenges. The establishment of LSE programme by KIE was to prevent the spread of HIV and AIDS, drugs and substance abuse amongst the youth in and out of school through behavior change as one of the strategies used to enable the learner deal with psychological challenges related to HIV, and AIDS scourge. When KIE implemented HIV and AIDS project, this was followed by a monitoring exercise and the outcome of the exercise showed that there was a gap between knowledge and behavior change among learners therefore LSE was seen as a stop gap measure.

KIE undertook a number of activities, infused and integrated LSE into schools' curriculum, development of instructional materials and oriented several trainers of trainees. A group of senior MoE officers from Kenya visited Zimbabwe and Malawi to familiarize themselves with the implementation strategies of LSE in learning in the two countries. A key recommendation from the findings of the tour was that LSE be taught as a stand-alone subject Kenya Institute of Education (KICD), 2008).

2.5 Teaching and learning resources in the implementation of LSE curriculum

Teaching and learning resources are the materials used by the student and the teacher jointly or severally to facilitate learning (Moya, 1998 and Wilkins, 2005). The resources and the materials may be tangible or intangible, human or non-

human. Resources in life skills education which are tangible include: materials, equipment, media and books. Intangible resources include: 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 and Knight, 2002); KIE, 2002). Educational psychologists approve the use of instructional materials because learning takes place through appeal to senses and emphasis is on utilization of more than one sense. Real objects are the best resources of implementing LSE curriculum. Real objects appeal more to senses and make it easy for learners to comprehend abstract ideas. Real objects clarify concepts and ideas, captures learners' attention and maintains concentration of learners in the lessons (Knight, 2002 and K.I. G, 2008).

In many countries, the education sector is resource constrained across the board. This constrain is in terms of teaching and learning materials, teachers, curriculum time and class size. There is therefore a wide variation in the priority given to LSE resources. Constraints were cited by respondents as the most limiting factor to successful implementation of life skills education (UNIADS, 2010).

Availability of teaching and learning materials is a core determinant in the successful implementation of any curriculum (WHO, 1994). A policy brief by African Population and Health Research Centre (APHRC) No. 23 of November 2010 reveals that provision of educational materials is one of the intervention

components of creating healthy schools. Ashton (2001) also observes that teaching and learning materials are important in planning and implementing a successful life skills programme. These materials should be delivered at the right time in order to avoid inconveniences in the process of implementation. In Malawi, life skills education was imparted through resource people- such as health workers apart from teaching and learning materials like text books. Health workers were used to facilitate Health Education activities, Education Quality Review (EQR, 2004).

Ithagi (2007) observed that books are more commonly used for teaching life skills education in Kenya. Charts, posters and tapes were also provided mainly by organizations and churches. Ithagi (2007) and Kaimuri (2008) however indicate that in Kenya, most schools had a shortage of required materials. Teachers felt that other than text books, they required film facilities, video tapes and resource persons to facilitate life skills sessions. Teachers also needed the right pictures to help learners comprehend life skills content through illustrations. This report therefore revealed that lack of relevant materials was among the factors hindering effective implementation of life skills education in the country.

The government of Kenya seems to be getting increasingly concerned about the implementation of life skills education and has made effort to have it a subject of its own in the school curriculum. A circular was sent to schools by the Ministry of

Education (MoE) in 2009, whereby schools were to use textbooks such as life schools for the youth, and Teachers' Handbooks produced by KIE. Schools were also introduced to source materials from relevant books while awaiting the recommended books that were to be produced in the course of the year 2009.

2.6 Teaching methodologies for life skills education curriculum

The use of different teaching methodologies in a lesson accompanied by relevant learning resources triggers the desired learning activities which results in learning concepts in any other subject including LSE (Wilkins, 2000). Teachers require a variety of methods to cater for individual differences of their learners (Boyd, 2011) and this can only be done if the teachers are adequately prepared with the right training refresher courses. Boyd, commenting on skill based learning indicates that effective implementation of skill based curriculum requires the use of collaborative strategies which can make classroom life supportive, engaging, intellectually stimulating, creative, productive and fun for both teachers and learners. He suggests that methods that allow student- centered learning are more appropriate for life skills education compared to when learning is teacher centered.

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. Naco (2008) agrees that life skills sessions require a variety of teaching methods to make learners lively and productive. Active participation of the learners is an effective way of making them own the programme hence developing a positive attitude towards it. This therefore implies that teaching different types of skills may require different approaches and facilitators and teachers need to be well aware of this. Teachers need to be trained to apply methods that will place them at par with the learners to make the learning interesting and productive (WHO, 1997). Methods for effective delivery of life skills content require that teachers become innovative and participatory.

Kaimuri (2008) observes that when teachers are in a position to apply innovativeness and participatory methods, they are able to teach more confidently and effectively. Other studies have also revealed that methods for teaching life skills such as use of debates, storytelling, games, writing compositions, songs and dances are effective. (Ithagi, 2007) in her study of Kamukunji Division in 2007, revealed that although those methods were applied in teaching life skills, discussion seemed to be the most common followed by storytelling.

2.7 Time allocation to implementation of life skills education curriculum

Time allocation is an important component in the implementation of any curriculum program. Boyd (2011), and WHO (1999) suggest that skills-based program require to be allocated time on weekly basis. In Armenia, for instance teachers felt one hour of life skills per week was adequate. According to MoE (2009, life skills education is supposed to be allocated one lesson per week in the school time table both in primary and secondary schools. When the psychosocial and social needs of the youth and children are not met due to limited time allocation in school curriculum, the children are maladjusted and the outcome could be drug abuse, early pregnancy, crime, violence, riots and general indiscipline (KIE, 2008).

2.8 Learners attitudes towards implementation of life skills education curriculum

Attitude is a complex process by which people select, organize, and interpret sensory stimulation into a meaningful and coherent picture of the world. There are different socio-economic and institutional factors hindering individual learners from embracing LSE Yishak, (2005). Different scholars defines attitude in different ways. A number of studies have analyzed the relationship between characteristics of schools and LSE rate of adoption. Most have used more or less objective judges, or have assumed all learners attitude towards LSE in the same way.

A positive attitude is essential to cope with the rapid changes which happen in the life of a young adolescent in the areas of the body, mind and souls. Different values need to be experienced at different levels and internalized through development of appropriate expression. Life skills are needed to use values throughout the day. Young people need to think about them reflect on them and carry them into their personal and social lives. They need to be able to see the effect of their behaviours and choices and develop into socially conscious citizens. Equal Access International (EAI), (2011). LSE skills education are the bridge helping learners to turn knowledge into attitude, behaviours and active, healthy habits. Through Life skills education, children can learn to address their own grief, fear and biases and openly accept those living and infected by HIV and AIDs Educational Quality (EQ) Review, July, 2004).

2.9 Summary of the literature review

The reviewed literature reveals that life skill education is crucial and has major benefits to the learners, individual friends, family members and the society at large. Life skills has been mainstreamed in the education system of various countries. It has revealed some strengths and weaknesses of the implementation of the program- and recommendation of life skills education. The gap the researcher intended to fill was to establish whether the revealed weaknesses have been addressed by effecting the given recommendations in primary schools. The

literature review highlights that for LSE to be implemented successfully, it requires adequate teaching and learning resources and materials, general methods to be used in the implementation in order to achieve the intended outcome. It also highlights time is very important and that one lesson per week is adequate as supported by teachers in Armenia and MoE (2009) in Kenya. Attitude of the learners need to be cultivated by all the stake holders in the education sector for effective and successful implementation of LSE.

2.10 Theoretical frame work

The study's theoretical framework is based on Leadership Obstacles Course (LOC) model by Gross (1997) as cited in Hankins and Orsteins (1995). The theory advances a clear understanding among members about the intended changes; ensuring that members of the organization are equipped with relevant skills required to carry out the innovation and the provision of necessary resource to effect the innovation. The views advanced by Gross apply to this study. Studies done by Watuku (2010), Chikumbu and Mkamure (2000), Ithagi (2007), WHO (1994) and Kaimuri (2008) have all indicated that success of implementation of life skills education would largely depend on teacher training and preparedness, availability of appropriate and adequate teaching and learning resources, teaching methodologies for LSE, positive attitude of learners, teachers and school administrators and time allocation for LSE. This study too sought to

establish whether these factors do influence the implementation of life skills education in public primary schools in Dagoretti district .

2.11 The conceptual framework

A conceptual framework is a research tool to assist researchers to develop awareness and understanding of the situation under investigation and to communicate this (Fraenkel & Wallen, 2000). Figure 2.1 shows the interrelatedness of study variables and their influence on implementation of life skills education. When teachers are competent in delivery methodology, adequate time provided and learners develop positive attitudes towards LSE, this would lead to the successful implementation of LSE which would in turn result to acquisition of life skills such as coping with stress, self esteem, assertiveness, conflict resolution and problem solving. Nevertheless the study did not focus on the mentioned outcomes such as coping with stress, self-esteem and conflict resolution.

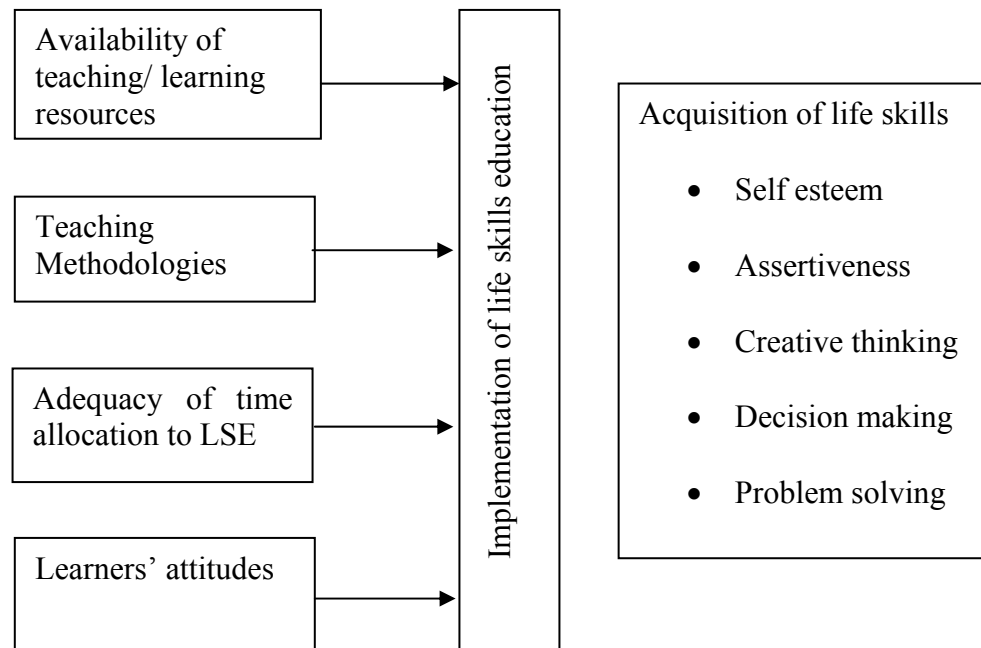


Figure 2.1 Influence of school factors on implementation of life skills curriculum

The independent variables of this study are school factors such as availability of teaching/learning resources, learner’s attitude, teaching methodologies, adequacy of time allocated to LSE and their influence in implementation of LSE curriculum. When teachers are competent in delivery methodology, adequate time is provided and learners develop positive attitudes towards LSE, this leads to the successful implementation of LSE which in return results to acquisition of LSE such as coping with stress, self esteem, assertiveness, conflict resolution and problem solving.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a description of the research methodology that was employed in the study. It focused on: research design, target population, sample size and sampling technique, research instruments, data collection procedures and methodology that was used in analyzing the data.

3.2 Research design

The study adopted descriptive survey design to investigate school factors influencing the implementation of life skills education. According to Gay (2006), descriptive survey design determines and reports the way things are. Descriptive survey is concerned with describing the characteristics of an individual group. Large amounts of data can be collected with ease from a variety of people. This descriptive technique allows the researcher to examine many variables such as demographic, attitudes, motives and intentions.

3.3 Target population

The target population for this study was teachers and pupils in standard 7 and 8 in public primary schools in Dagoretti district. The district had a total of 23 public primary schools with two zones; each zone under a Quality Assurance and

standards officer. The pupils population in standard 7 and 8 was 2,944 and a total of 42 teachers (DEO, 2014)

3.4 Sample Size and sampling technique

A sample is a smaller group obtained from the accessible population. Mugenda and Mugenda,(2003) suggest that descriptive survey design samples obtained at not less than 10 percent of the accessible population is sufficient for valid generalization. In this case the researcher engaged 20 LSE teachers in standard 7 and 8 and 30 pupils in standard 7 and 8 from ten schools making a total of 300 pupils who represented about 10 percent of 2,944 pupils population.

To select the schools, the researcher used simple random sampling techniques. The names of the school were written in small pieces of papers which were folded and placed in a container. The researcher mixed the folded papers and picked the required sample randomly. In simple random every school had an equal chance of being included in the sample and helped select a small group that had many of the characteristics of the whole population (Mulusa, 1990). Teachers of LSE for classes 7 and 8 were sampled.

Table 3.1 Population sampling in public primary schools in Dagoretti district

Schools	Pupils	Teachers	Total
10	300	20	330

3.5 Research Instruments

The study collection tools were the questionnaires and a focus group discussion guide. A questionnaire is a useful tool for collecting data due to anonymity of respondents hence encourages greater honesty and free expression of opinion. The questionnaires were developed by the researcher. The questionnaires were administered to 300 hundred pupils and 20 teachers. The questionnaires for LSE teachers had three sections; section one had items on teachers' demographic variables. Section two consisted of information on training and experience whereas section three ascertained the methods used by teachers in implementing LSE and availability of teaching and learning resource. The questionnaires for the pupils had two sections. Section one required personal information of the pupils like age, sex, religion, while section two had items on pupils' attitude towards LSE. There was also a focus group discussion guide for the pupils.

3.6 Validity of instruments

According to Gomm, (2008), validity of instruments concerns the level of accuracy to which the particular instrument actually measures what it is designed

to measure. Mugenda and Mugenda (2003) defined validity as the degree by which the sample of test items represents the test it is designed to measure. The validity of the data collected using the instrument was ensured by first designing carefully to avoid ambiguity and to ensure that all the respondents understood and responded accurately. All variables as contained in the study objectives and research questions were adequately covered by the instruments. A pilot study was carried out in two schools, one from Riruta Zone and one from Waithaka. To establish the content validity of the research instrument, the researcher discussed with colleagues (Orodho, 2007) and improvements were done. My supervisors from the department of Education Administration and planning, University of Nairobi examined the tools and provided feedback.

3.7 Reliability of research instruments

Reliability is the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2003). The researcher used the test-retest method to assess reliability on instruments. The questionnaires were given to 20 pupils and 4 teachers. The completed questionnaires were analyzed and after two weeks, the same instruments were given to the same respondents. Scores from the two tests were computed and correlated using Pearson product-moment correlation coefficient (r). “ r ” was found to be 0.75, hence the instruments were reliable (Kothari, 2004).

3.8 Data collection procedures

A research permit was obtained from National Council for Science, Technology and innovation (NCOSTI), of the Ministry of Higher Education Science and Technology. The researcher informed the District Education Officer (DEO) about the intended study. Head teachers of the sampled schools were contacted through a letter by the researcher. The questionnaires were administered personally by the researcher to ensure the sampled respondents were the ones to supply the data. The respondents were required to respond to the questionnaires to the best of their knowledge and ability without consulting each other. They were given adequate time to fill out then the researcher picked them immediately they were through. The respondents were assured of confidentiality and their identities and that the information collected was to be used only for academic purposes.

3.9 Data analysis Techniques

Raw data were checked to establish accuracy, usefulness and completeness. Editing was done to check for errors and omissions. The quantitative data in this research were analyzed by use of descriptive statistics. In addition, statistical software Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data. Descriptive statistics such as frequency and percentages were used to profile sample characteristics and major patterns emerging from the data which were presented in tables, charts and graphs.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of the study was to investigate school based factors influencing implementation of LSE in public primary schools in Dagoretti District. This chapter focuses on the questionnaire return rate, demographic information of the respondents namely teachers and pupils, presentation of findings, interpretation and discussions of findings. The presentations were done based on research questions. Items addressing the same research questions 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 Instrument return rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. In this study, all the 20 sampled teachers (100 percent) returned the questionnaires. Out of a sample of 300 pupils sampled, 299 (99.7 percent) responded to the questionnaires. These percentage rates were deemed adequate for data analysis since they exceed the 85 percent return rate suggested by (Mugenda, 2003).

4.3 Demographic information of the respondents

This section presents the demographic information of the respondents namely; ages, grades highest qualifications of the teachers and the ages of the pupils. This is crucial as it seeks to identify the characteristics of the respondents.

4.3.1 Demographic information of the teachers

The demographic information of teachers focused on their grades, age, highest qualifications, duration of teaching, and the duration that they had taught LSE. To determine the gender of the teachers, they were asked to indicate. Data on the gender of the teachers indicated that majority of the teachers were female as indicated by 65 percent. This implies that most female teacher were involved in teaching Life Skills. The teacher gender can strongly influence the implementation of Life Skills Education in school. The teachers were further asked to indicate their ages. Their responses are presented in table 4.1

Table 4.1 Distribution of teachers by age

Age	F	%
Less than 30 years	6	30
31-40 years	6	30
41-50 years	8	40
50 and above	-	-
Total	20	100

Data indicated that majority of the teacher were aged between 31 and 50 years as indicated by 14 while a relatively few 6 (30 percent) were aged below 30 years. These findings indicated that most of the teachers in the district 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 represented in figure 4.1

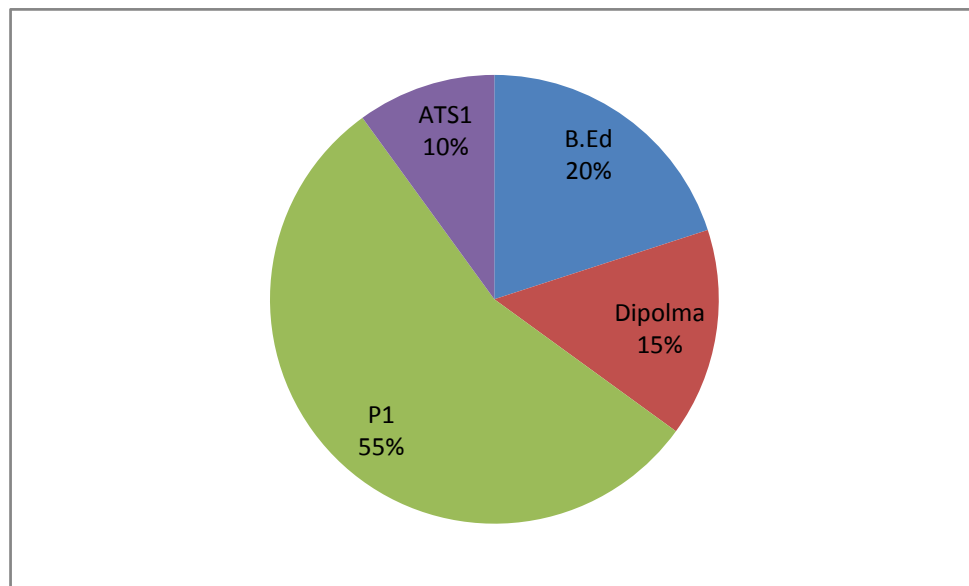


Figure 4.1 Teachers' distribution by their highest qualifications

Data on the highest qualification of the teachers showed that most of them were holders of P1 as indicated by 11 (55%). A few teachers however had higher

qualifications such as Bachelors degree and Diploma. This shows that these teachers may have been less exposed in training in Life Skills Education which could make them not be able to implement effectively the Life Skills Education in schools. The researcher further sought to establish the duration that teachers had been teaching in the schools. Their responses to the statement are presented in table 4.2

Table 4.2 Teacher’s responses on the duration of teaching experience

Teaching experience	F	(%)
Less than 6 years	1	5
6-10 years	10	50
11-20 years	2	10
21-30 years	7	35
More than 30 years	0	0
Total	20	100

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 10 (50%) who had taught between 11-20 years and 7 (35%) had taught for more than 21 years. This shows that most teachers had served long enough and that their experience would

make them aware of the need to implement LSE in their schools. The teachers were also asked to indicate the classes they taught life skills. Their responses are presented in figure 4.2

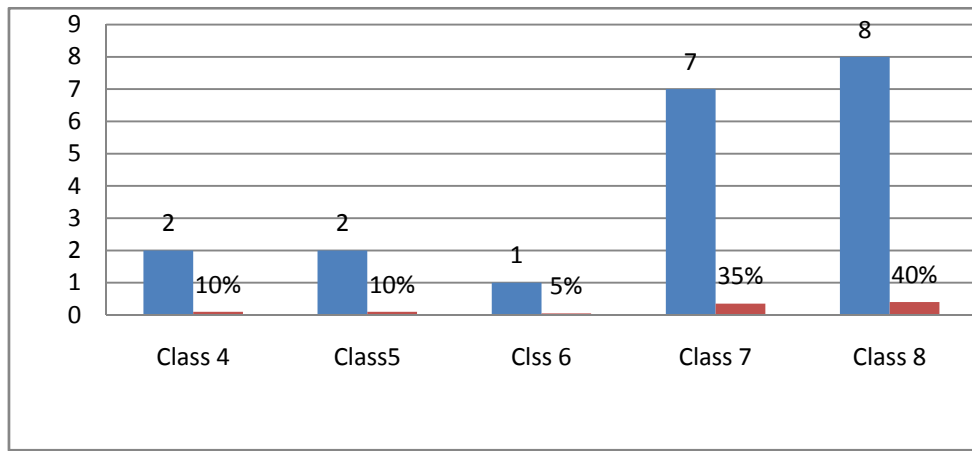


Figure 4.2 Classes that teachers taught LSE

Data showed that class 7 and 8 teachers sampled taught life skills in other upper classes with a considerable number teaching classes 7 and classes 8 as indicated by 8 (40 percent). The findings imply that there was a fair distribution of teachers from upper primary while sampling and therefore they could provide their experiences in the classes that they taught. Teachers were also asked to indicate how long they had taught LSE. Their responses are presented in figure 4.3.

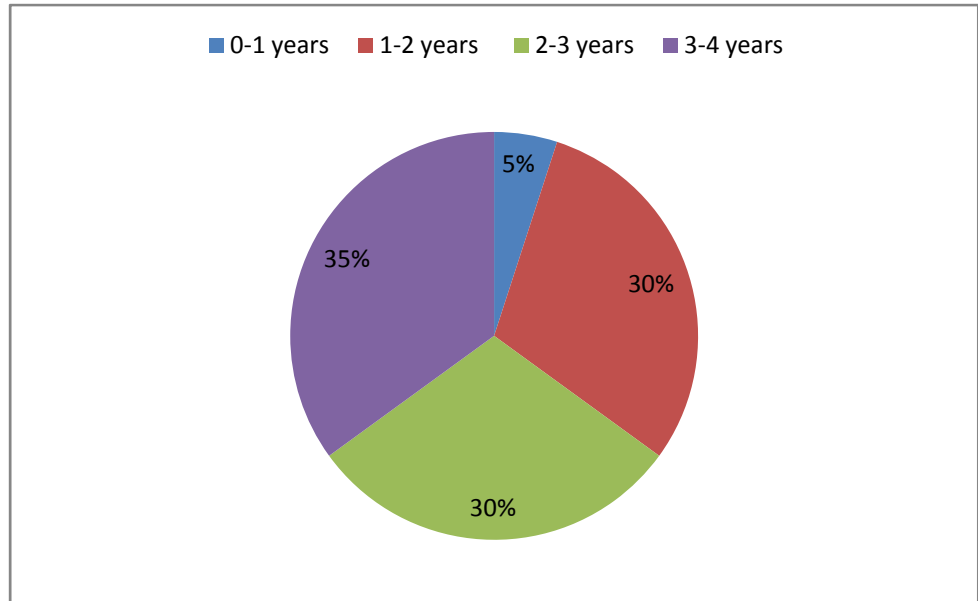


Figure 4.3 Duration of teaching LSE

Data on how long the teachers had been teaching LSE indicated that almost half the number had been teaching LSE for over 3 years. This was shown by 7 (35%) who had taught LSE for between 3-4 years, 6 (30%) who had taught LSE for over one year, and 6 (30%) who had taught life skills for between 2 and 3 years. Only one teacher had taught LSE for less than a year. This shows that teachers had a considerable amount of experience in LSE. The teachers were asked to indicate whether they had attended LSE training and if they had, who organized. Table 4.3 shows their responses.

Table 4.3 Attendance of LSE training

	F	%
Teachers who attended	11	55
Teachers who had not attended	9	45
Total	20	100

Data on the teachers who had training on LSE indicated that more than half the number of teachers sampled had trained in life skills education. This was shown by 11 (55%) for those who had attended courses in LSE. However, a considerable number almost half had not trained in LSE. Teachers who had not attended the course were asked to give their views on LSE. They indicated that they needed to attend LSE courses. Others suggested that the government should organize LSE seminars so that they get skills on how to handle the subject. Some teachers indicated that the subject was crucial but challenging therefore difficult to handle hence Ministry of Education Science and Technology (MOEST) and Kenya Institute of Curriculum Development (KICD) should organize LSE courses for teachers to effectively implement the programme.

4.3.2 Demographic information of the learners

The demographic data of the learners focused on their gender, age, religion and whom they stayed with at home. To establish their gender, they were asked to indicate the same. Their responses showed that 147 (49.1%) boys and 152 (50.8%) were girls. They also indicated their ages as shown in figure 4.4

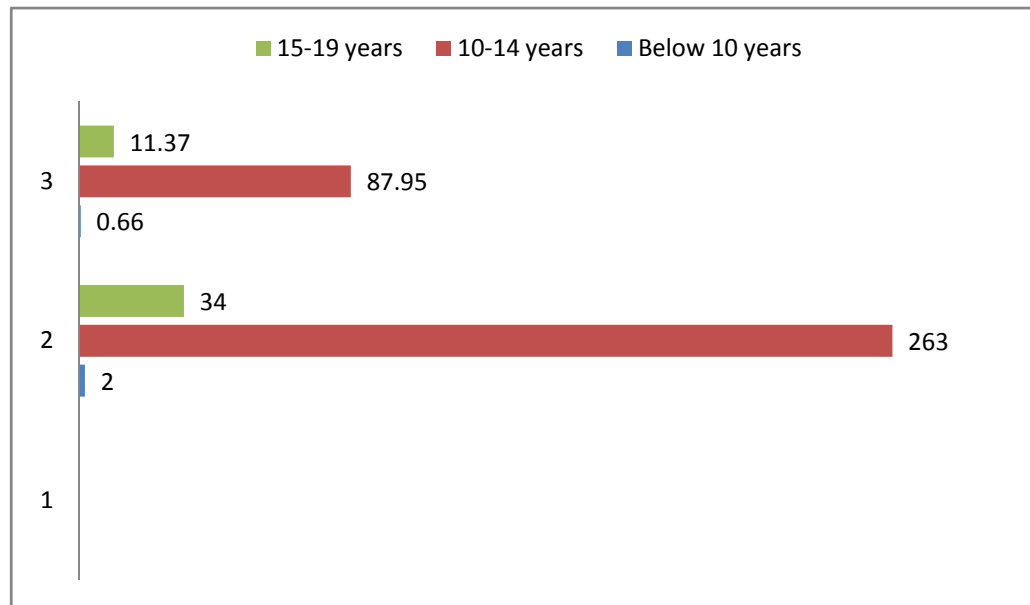


Figure 4.4 distribution of learners by age

Data on the age of the learners indicated that majority of them were aged between 10 and 14 years while a few were aged between 15-19 years. This is the age bracket that learners require LSE since it's the onset of adolescent stage therefore they should be introduced to the skills. The learners were also asked to indicate

their religion. Data showed that majority of the respondents were Christians 285 (95.3%) while only 5 (1.6%) were Muslims. They were asked to indicate whom they lived with at home and they responded as shown in figure 4.5

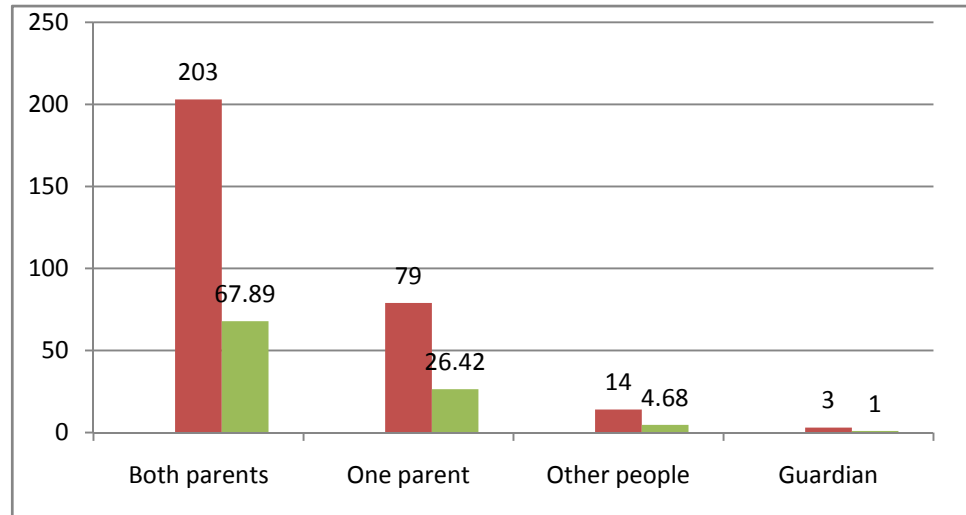


Figure 4.5 Pupils' responses on whom they stay with

Data indicated that majority of the learners lived with their parents as shown by 203 (67.8%), others lived with one parent 79 (26.42%), other people 14 (4.65%) and guardians 3(1.0%). This indicates that most of the learners had a stable home environment which could enhance acquisition and practice of life skills.

4.4 Availability and adequacy of teaching and learning resources in the implementation of life skills education.

Teaching and learning resources are the materials used by the teacher or the student jointly to facilitate and enhance learning (Moya, 1985, 1988, Wilkins, 1975). The study sought to establish how availability and adequacy of teaching and learning influenced the implementation life skills education. The responses of the teachers are presented in table 4.4

Table 4.4 Teachers' responses on the availability and adequacy of teaching/learning resources

Statement	Always		Sometimes		Never	
	F	%	F	%	F	%
How often do you use KIE 13 syllabuses/publications		65	5	25	1	5
How often do you use charts/posters	4	20	13	65	3	15
How often do you use resource persons	-	-	14	70	6	30
How often do you use news papers/magazines	4	20	11	55	2	10
How often do you use text books	15	75	4	20	2	10
How often do use Non-Governmental Publications	3	15	7	35	9	45
How often do you use video tapes	-	-	7	35	13	65
How often do you use radio	3	15	7	35	10	50

Teachers' responses on availability of teaching and learning resources on the implementation of LSE indicated that teachers used some of resources and not others. For instance, 13 teachers out of 20 used KIE Syllabuses/publications always. 5 teachers used KIE syllabuses/publication only sometimes. Majority of the teachers 75 percent used textbooks always. Non-governmental organization publications were not used by almost half of the teachers. Newspapers and magazines were used only sometimes by 14 teachers, majority of the teachers never used video tapes as indicated by 13 percent.

The teachers were asked to state their opinion on the adequacy of the recommended teaching and learning resources, 4 (20%) indicated they are very adequate, 10 (50%) indicated they were not. According to Gregory, S. Knight (2002) and KIE; (2002), they stated that resources make it easy for learners to acquire concepts and skills which enable them to relate to the world around. Research further confirms Benaars et al. (1994), Bickerstffe (1972), Thompson, F.A (1977), and Moya, (1988) who contend that resources should be used in the most natural and logical manner known to reinforce a particular learning activity. They further suggest that resources should complement teaching and learning and not replace the teacher. From the data collected, majority of the teachers stated the teaching/learning resources are not adequate hence this could impact negatively on the implementation of LSE.

4.5 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 for the same. In one item, teachers were asked to indicate how life skills were taught in their classes. They responded as indicated in figure 4.5.

Table 4.5 Teachers' responses on how life skills were taught in their schools

How life skills were taught	F	%
As a stand alone subject	6	30
Integrated curriculum	12	60
Infused subject	2	10
Total	20	100

Data showed that 6(30%) taught it as a standalone subject 12(60%) taught it as integrated curriculum while 2(10%) taught it as infused subject. This data shows that LSE was taught as alone subject by few teachers. This is an indication that implementation of LSE may be affected if it is not taught as alone subject. Teachers were asked whether the teaching of life skills education required a different approach from that applied in teaching of other subjects, the majority

11(55%) indicated there was need for resource person(s) since it deals with personal and individual matters. Some suggested that it should be made examinable in order for it to be given much attention. They further suggested that since it deals with real life experiences, it should be more practical and be taught on its own. The use of learning activities in a lesson has won support from Wilkins (1975) who acknowledged that appropriate choice of methods accompanied with relevant learning resources trigger the desired learning activities, which result in learning concepts in any subject including LSE. Teachers were also asked to indicate how appropriate different methodologies used were in teaching LSE. The responses are presented in table 4.6.

Table 4.6 Teachers’ responses on appropriateness of different teaching methodologies

	Most appropriate		Appropriate		Inappropriate	
	F	%	F	%	F	%
Storytelling	6	30	13	65	1	5
Discussion	6	30	14	70	-	-
Role playing	10	50	8	40		10
Lecture	7	35	-	-	13	65
Demonstration	7	35	11	55	3	15
Question and answer	12	60	8	40	-	-

Data on teachers' responses on appropriateness on different teaching methodologies indicated that discussion 14 (70%) and story telling 13 (65%) were preferred by almost majority of the respondents rating as appropriate. Question and answer 12(60%) and demonstration 11(55%) was also preferred by over half of the teachers. This is in agreement with Kenya Institute of Education (2008), who suggested that teachers should use participatory teaching and learning methods in which learners identify their own problems, discuss solutions, plan and carry out effective action programmes. Lecture method was not a preferred teaching methodology by almost more than half of the teachers as shown by 13(65%). Role playing was preferred by most teachers as it was rated as 10(50%), most appropriate and 8(40%) appropriate respectively. The teachers were also asked to indicate where they derive their lesson objectives from.

They responded as indicated in figure 4.6

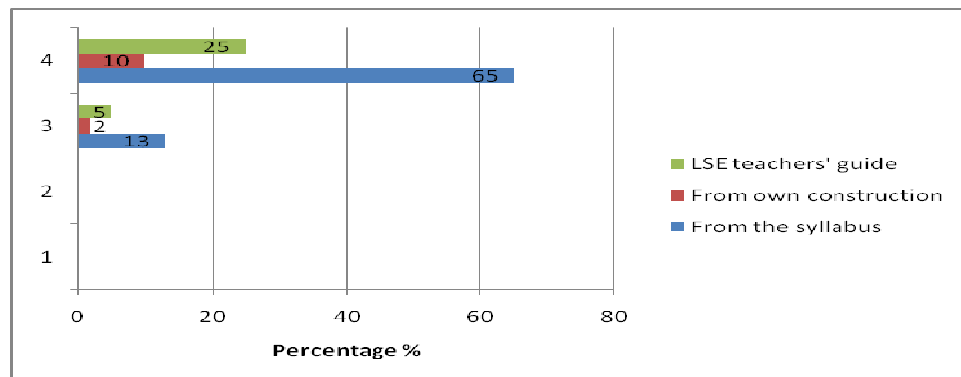


Figure 4.6 Teachers' responses on sources of lesson objectives

Data indicated that 13(65%) derived their lesson objectives from the syllabus, 5(25%) derived from LSE teachers guided while only 2(10%) constructed their own objectives from real life situations. Findings imply that even though over half of the teachers derived their lesson objectives, from the syllabus, a considerable number 7(35%) did not, hence this in result affected implementation of LSE.

4.6 Influence of time allocation on LSE implementation

This sought to establish how time influenced the implementation of life skills education. The teachers were required to respond to items that sought to establish how time allocated to the programme influenced the implementation of LSE. Teachers for instance were asked to indicate the total number of lessons allocated to LSE per week per class and whether that time was adequate to cover LSE syllabus to their satisfaction. The data is presented in figure 4.7.

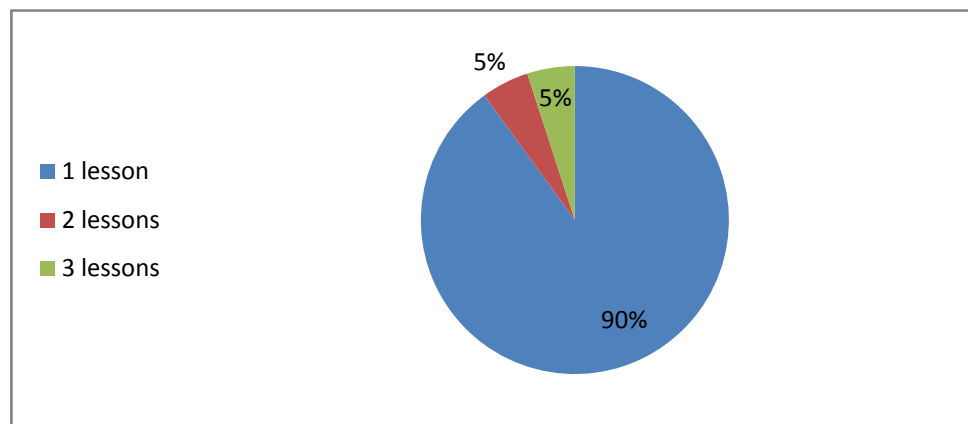


Figure 4.7 Total number of lessons allocated to LSE

Most of the teachers stated that LSE was allocated 1 lesson per week on the timetable. The maximum number of lessons allocated on the time table were 2 and 3 as stated by two teachers. The data shows there was no standard allocations of LSE in the timetable in the schools sampled except for a few. This shows that LSE has not been given the required attention on the time table. Responses on whether time allocated in the time table was adequate for completion of LSE syllabus indicated that it was not 13 (65%). This data shows that time allocated was not adequate to complete the syllabus hence this could affect implementation of LSE.

4.7 Influence of learners attitudes on the implementation of life skills education curriculum

The study also sought to establish how learner's attitudes influenced the implementation of LSE. They were asked to indicate their attitudes towards the subject.

A 5 point likert scale was used where;

SA – Strongly agree

A – Agree

U – Undecided

D- Disagree

SD – Strongly disagree

The findings on the attitudes of the learners towards LSE indicated that they had positive attitudes. This is evident by 193(64.5%) learners who strongly agreed that they enjoyed learning LSE and 96(32.1%) who agreed that they enjoyed the same. The learners disagreed 107(35.78%) and strongly disagreed that they would rather learn examinable subjects instead of Life Skills Education. A considerable number of the learners 158(52.84%) strongly agreed and 97(32.44%) agreed that the methods used by their teachers during LSE were interesting.

Data also revealed that majority of the learners 83(27.76%) strongly agreed and 97(32,44%) agreed that time allocated to Life Skills Education in the timetable was enough. Learners denied that teaching/learning resources in Life Skills Education were available and adequate as shown by 93(31.1%) who disagreed and 98(32.78%) who strongly disagreed. Majority of the learners 216(72.2%) strongly agreed and 66(22.0%) agreed that Life Skills Education helps them developed good behaviour. Majority of the learners strongly agreed 185(61.8%) and agreed 100(33.4%) that Life Skills Education helps them cope with everyday challenges at home and in school.

This finding is similar with the findings in a study carried out by Maogoto (2011) which revealed that the learners had positive attitudes towards LSE and that it helps them develop good behaviour, and cope with everyday challenges at home and in school.

The findings by Maogoto (2011) are in line with Ministry of Education (2008) observation that life skills has long term benefits to the society. These include educational, social, health, culture and economic benefits. Educational benefits strengthen teacher- student relationships, leads to desirable behaviour changes, improves discipline schools, reduce learners' problems such as truancy, absenteeism, drug and substance abuse, and teenage pregnancies, and helps learners to improve their performance.

4.8 Focus group discussion guide

The researcher engaged 40 learners from 2 schools among the sampled in a focus group discussion by asking them questions on Life Skills Education. They discussed under the guidance of the researcher. The first question sought to find out how LSE had helped to improve relationships among learners. Majority of the learners said that learners are able to work as a team especially in discussion activities. There are those who indicated that LSE had helped them to gain self confidence. They also said that through LSE, they had learnt to control their emotions hence could interact freely with opposite gender. Some learners attributed healthy relationships they had developed to life skills as a subject. The second question asked some of the teenagers' problems that LSE had addressed and the learners mentioned misuse of drugs, low self-esteem, early pregnancies,

sexuality, and control of emotions. This is an indication that this is a very crucial subject which should be given a lot of attention.

The researcher sought to establish to what extent Life Skills Education had helped to Improve learning in other subjects and in the discussion, they said that LSE had helped to enhance co-operation especially in handling group activities in subjects like science, social studies, and Religious Education. They further indicated in the discussion that life skills had helped them focus on learning and motivated them to have discipline for it is the key to good performance and success. The fourth question was asked to establish challenges that hinder successful implementation of LSE. In the discussion, majority of the learners said that the subject is not given much attention compared to examinable subjects.

Lack of adequate teaching materials was another concern; they said they did not have writing materials for this subject hence they write behind other books like R.E books. They mentioned that they did not have enough peer educators. These challenges could impact negatively on LSE implementation if not addressed. Lastly, in the discussion, learners were asked by the researcher to state whether the one lesson per week allocated for Life Skills Education was adequate. They indicated that being a subject that shapes them to be whole, learners need to learn a lot about LSE hence should be given two more to have a total of three on the timetable. Time is crucial for successful implementation of LSE.

Teachers were asked to state some challenges they encounter in implementing life skills education curriculum and their responses are shown in figure 4.8.

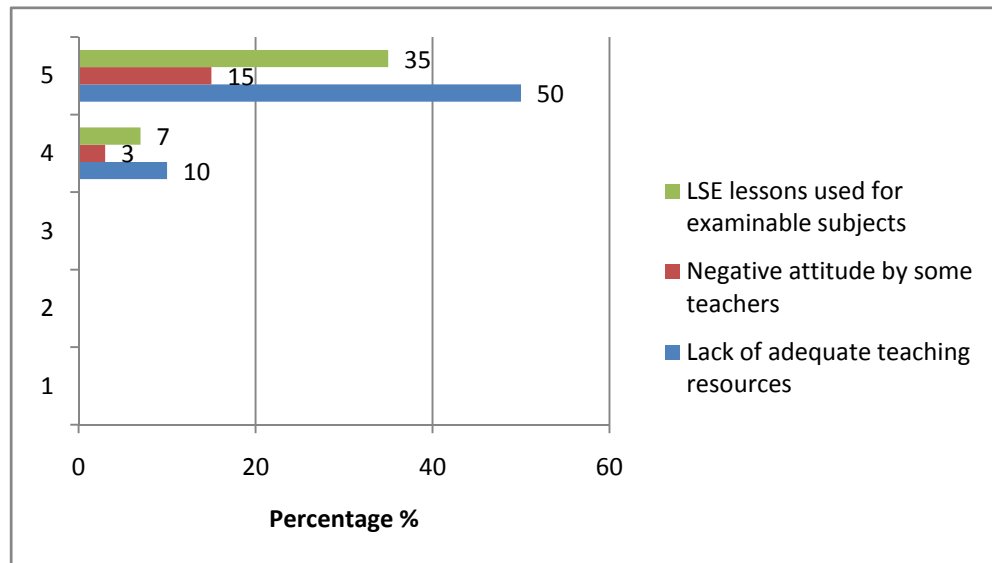


Figure 4.8 Challenges faced by teachers in implementing LSE

Data revealed half of the teachers 10(50%) were not satisfied with teaching/learning resources indicating that they were not adequate. Almost half of the teachers 7(35%) used LSE lessons to teach examinable subjects and a few teachers had a negative attitude towards LSE. This could affect negatively implementation of life skills education. These challenges are similar to those established by Nyaberi, L.M (2010), in her study on challenges facing the implementation of LSE in public schools.

Teachers were asked to provide suggestions for handling the situation in their schools. They provided suggestions which included; teachers to be in-serviced, the government to reinforce teaching of LSE by providing radios and video tapes. The teachers were for the opinion that more resource persons to be availed in schools for LSE and more lessons to be allocated for life skills education. Some teachers proposed that the subject be examinable in order for it to be given more attention. Data showed that almost half 9(45%) had not trained in LSE; hence most teachers indicated that courses in LSE were crucial for teachers to be sensitized on importance of life skills education. Teachers who had attended courses on LSE indicated that the courses were organized by different bodies and organizations such as USAID, Feed the Children, World Vision and Lions Club. Asked how the courses that they had attended had assisted them in teaching LSE, they indicated it had enabled them to guide and council learners cope with emotions and stress and they were able to mould the learners and teach them negotiation skills. They said that they were able to achieve related objectives.

The courses had helped them teach intended topics since they now understood life skills from grass root. The courses had enabled them improve teaching skills (International Centre for Alcohol Policies, 2000). In-servicing of teachers should have been given priority and if they trained further in LSE, the teachers would be more efficient in the implementation of LSE. Learners' attitudes towards LSE are

positive since it helps them develop good behavior and help them cope with challenges at home and in schools.

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

In conclusion, the study established the following school based factors as influencing the implementation of LSE, availability and adequacy of teaching/learning resources in implementation of LSE, appropriateness of methodologies used in the implementation of life skills education, adequacy of time allocated to LSE and finally the learners attitudes towards the implementation of LSE.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary

The purpose of the study was to investigate school based factors influencing the implementation of life skills education curriculum in public primary schools in Dagoretti district, Kenya. Four research objectives were set to guide the study. Research objective one sought to assess the availability and adequacy of teaching and learning resources in implementation of life skills in public primary schools; research objective two sought to analyze the appropriateness of methodologies used in the implementation of life skills education in public primary schools; research objectives three aimed at establishing if time allocated for implementation life skills education in public primary schools was adequate whereas research objective four sought to analyze the learners attitudes towards implementation of life skills education in public primary schools.

The study adopted the descriptive research design to find out school based factors

influencing the implementation of life skills education curriculum. The sample size comprised of 20 teachers and 300 learners. Data was collected by use of questionnaires for both the LSE teachers and learners. There was also a focus group discussion guide for the learners.

Findings on the effect of availability of learning resources on the implementation of life skills revealed that majority of the teacher (65%) used Kenya Institute of Curriculum Development (K.I.C.D) syllabus/publications. More than half of the teachers (75%) used resource persons only sometimes. Charts and posters were used only sometimes by a considerable number of teachers. Newspapers and magazines were also used only sometimes by half the teachers. Almost three quarters of the teachers (75%) indicated that they used text books always while a few 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 curriculum. Discussions and storytelling were preferred by majority of the respondents who stated them as most appropriate. Demonstrations 11 (55%), question and answer 12 (60%) were also preferred by most of the teachers. Data collected revealed that lecture method was the only method not preferred by teachers. More than half of the teachers taught

LSE as an integrated curriculum 12(60%) while almost half 9 (45%) taught it as a lone subject.

Data collected on time allocation to LSE revealed that time influenced the implementation of life skills education. For instance, teachers stated that LSE was allocated one lesson per week in the timetable while the maximum number of lessons allocated were three per week as stated by 2 (10%). Teachers were of the opinion that the time allocated for LSE was adequate as stated by 14 (70%) if only they used the lessons to teach the subject and not examinable subjects. This led to inadequate content coverage therefore negatively impacting the implementation of LSE curriculum.

The teachers indicated that there was need for teacher in-service training for the subject was very crucial in character building for the learners and the training could equip the teachers with skills on how to handle the subject. On the same note, the teachers were of the opinion that the subject be made examinable in order for it to be given the seriousness it deserves. Findings further indicated that slightly above half of the respondents 13 (65%) derived their lesson objectives from the appropriate source (the syllabus). A significant number of the respondents did not derive their objectives from appropriate source (syllabus) which affected negatively implementation of LSE.

Findings on the influence of learner's attitudes on implementation of life skills education indicated that they had positive attitudes. This is evident by majority of the learners who strongly agreed that they enjoy learning LSE. Data also revealed that majority of the learners agreed that time allocated to LSE was adequate. The learners denied that teaching and learning resources in life skills were available and enough. Majority did agree that method used by their teachers during life skills education were interesting. Most of the learners agreed that LSE helped them develop good behaviour and that it also 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 life skills education was allocated one lesson per week on the timetable while the maximum number of lessons allocated, were three per week. Teachers indicated that time allocated for teaching LSE was adequate but was at times used to teach examinable subjects which resulted to inadequate content coverage, hence affecting the implementation of LSE curriculum.

The study concluded that availability and adequacy of teaching and learning resources affected the implementation of life skills education. This conclusion was drawn on the fact that teachers used K.I.E syllabus/publications always.

Majority used resource persons only sometimes whereas a considerable number never used non-governmental organizations publications.

The study further concluded that methodologies influence the implementation of life skills education. Discussions and storytelling were preferred by almost all the respondents. Demonstrations, question and answer were preferred by the majority of the respondents.

The study finally concluded that learners had positive attitudes towards life skills education. The conclusion was drawn on the fact that majority of the learners enjoyed leaning LSE. They disagreed that teaching/learning resources in life skill education were adequate while they strongly agreed that life skills education helped them develop good behavior and cope with challenges in life.

5.4 Recommendations

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

- i) The findings revealed that teaching/learning resources were inadequate hence hampering the implementation of LSE. The study recommends that the Ministry of Education (MoE) in conjunction with Kenya Institute of Curriculum Development (KICD) ensure adequate supply of teaching

/learning resources of LSE in schools. Head teachers should also ensure that enough learning resources are made available to teachers.

- ii) The study observed that majority of the teachers used LSE lessons to teach examinable subjects since LSE is not examinable. The study recommends that the MOE consider making LSE an examinable subject so that it is accorded seriousness and commitment it deserves like other examinable subjects.
- iii) The study observed that majority of the teachers had not been in-serviced in LSE training hence impacting negatively on the implementation of LSE. The study recommends that the Ministry of Education (MoE) and Kenya institute of curriculum Development (KICD) consider more teachers for life skills education courses to enhance and sharpen teachers' pedagogical skills which will translate to effective implementation of life skills education curriculum.
- iv) According to the study, there was no standard allocation of time to LSE in the timetable, some schools had one lesson per week, others two, while some had three lessons per week. The study recommends that head teachers ensure that time allocated to LSE in their school is in accordance with the guideline provided by the KICD.

- v) The findings revealed that some of the LSE lessons were not being attended to by teachers but were used to teach examinable subjects. The study recommends District Education officers increase teachers' awareness on life skills education at district and zonal level. The Quality Assurance and Standard Officers (QASO) should intensify monitoring the implementation of life skills education in primary schools
- vi) The study was conducted in public primary schools in Dagoretti district, Kenya. The researcher recommends that further study be undertaken in both public and private schools in other districts in the Republic of Kenya to establish the implementation of LSE. Findings from the studies should inform the policy when formulating policies.

5.5 Suggestions for further study

The study proposes the following areas for further research;

- i) Influence of gender of teachers on the implementation of life skills education curriculum in their schools.
- ii) Investigate on the attitudes of teachers and its effect on LSE curriculum in schools.
- iii) The impact of the implementation of LSE in curbing truancy and school dropout.

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APPENDICES

APPENDIX A

INTRODUCTION LETTER

SHUNZA FANICE IRUSA
UNIVERSITY OF NAIROBI
P.O BOX 92
KIKUYU

THE HEADTEACHER
..... PRIMARY SCHOOL
NAIROBI.

Dear Sir/Madam,

**RE: REQUEST TO CARRY OUT A RESEARCH ON SCHOOL BASED
FACTORS INFLUENCING THE IMPLEMENTATION OF LIFE SKILLS
EDUCATION CURRICULUM IN DAGORETTI DISTRICT**

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 Dagoretti District. The class 7 and 8 pupils and the Life Skills Education teachers have been chosen to participate in this study. This study is essential in the sense that it will help improve the implementation of LSE in primary schools. I would appreciate if you allow the above respondent spend some time to respond to the items on the questions provided. Utmost confidentiality on your identity is assured.

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

Yours faithfully,

Fanice Shunza

APPENDIX B

QUESTIONNAIRES FOR LEARNERS

This questionnaire is intended to gather information on school factors influencing the implementation of life skills education curriculum in public primary schools in Dagoretti district. The questionnaire has two parts. Please complete each part. The information will be treated with confidentiality and will be used by researcher for the purpose of academic hence does not write your name.

A. Section One: Background information

Put a tick [√] in appropriate box

1. What is your gender? Boy [] Girl []
2. What is your age (years old)?
 - a) Below 10 years [] b) 10-14 years [] c) 15-19 years []
 - d) Above 19 years []
3. Which is your religion?
 - a) Christian [] b) Islamic [] c) Hinduism []
 - d) Any other religion (specify) _____
4. Whom do you stay with during school holidays?
 - a) Both parents [] b) one parent []
 - c) Other people (Specify) _____

Section Two: learners' attitudes on LSE

Please indicate with a tick (✓) your attitude and views on the following statements, where you strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

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

APPENDIX C

QUESTIONNAIRE FOR LSE TEACHERS

This study hopes to find out school factors influencing the implementation of LSE. The questionnaire is designated to seek your opinion and views regarding school based factors influencing implementation of life skills education curriculum in your school. Please complete each part and the information gathered will be used for academic purposes, your identity will remain confidential hence do not write your name.

Section One: Demographic information

Put a tick [√] in appropriate box.

What is your gender?

1. Male [] Female []
2. Age: Less than 30 [] 31-40 [] 41-50 [] 50 and above []
3. What is your highest academic qualification: Masters [] B.Ed [] Diploma []
P1 [] specify_____
4. For how long have you been in the teaching profession? Less than 6 years [] 6-10 years [] 11-20 years [] 21-30 years [] more than 30 years []

Section Two: Training and teaching experience

5. Which class do you teach LSE? _____
6. For how long have you taught LSE?
a) 0-1 years [] b) 1-2 years [] c) 2-3 years [] d) 3-4 years []
7. How many children were enrolled at the beginning of the year in your class?
a) 1-15 [] b) 16-30 [] c) 31-45 [] d) 46- 60 []
8. How many have dropped out?

- a) 1-15 [] b) 16-30 [] c) 31-45 [] d) 46- 60 []

9. In your opinion, what are the causes of the drop out?

10. Have you attended any life skills education in-service course?

Yes [] No []

a) If yes, who organized for the Life skills education training?

b) If you have been trained in life skills education, in which ways has the course helped you in your teaching of LSE?

c) What are your views on LSE, if you have not attended any LSE course?

11. List some of the areas/topics you tackled in life skills education

Section Three: Teaching methodologies, time allocation and challenges in implementation of LSE

12. How do you teach life skills education in your class?

a) As a standalone subject []

b) Integrated curriculum []

c) Infused subject []

d) Any other (specify) _____

13. 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 _____

14. How appropriate do you consider the following teaching methodologies suitable to teaching of LSE curriculum?

(Put a tick [√] in appropriate box.)

Teaching methodology	Appropriate	Most appropriate	Inappropriate
Story telling			
Discussion			
Role playing			
Lecture			
Demonstration			
Question and answer			

15. Where do you derive your lesson objectives for LSE?

Time allocation:

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

17. Is there adequate time to cover the LSE syllabus to your satisfaction?

Yes [] No []

Give reasons for your answer.

Section Four: Teaching/learning resources

18. How often do you use teaching/learning resources in teaching of life skills education? (put a tick [√] in the appropriate box)

Teaching/learning resources	always	sometimes	never
a) KIE syllabus/publication			
b) Charts/ posters			
c) Resources persons			
d) Newspapers/ magazines			
e) Textbooks			
f) Non-governmental, organizations publications			
g) Video tapes			
h) Radios			

19. How adequate are the teaching/learning resources?

.....
.....

20. What are the major challenges you face in implementing LSE curriculum in your school?

.....
.....

21. What suggestions would you offer to remedy the situation in your school?

.....

Thank you for your co-operation

APPENDIX D

FOCUS GROUP DISCUSSION GUIDE

1. Life skills Education is a very important subject ,according to you how has it helped to improve relationships among learners.
2. Teenagers do experience changes during puberty, what are some of the teenage problems that LSE has addressed.
3. Life skills is regarded as a subject to make an individual a whole round person emotionally, socially and physically, to what extend has Life skills education helped to improve learning in other subjects.
4. Is there anything else we have not discussed yet that you think is important especially in making implementation of LSE a success.
5. We have discussed ways LSE has helped to improve relationships among learners, how has it addressed teenage problems and some challenges hindering successful implementation of LSE,what are your feelings about the one lesson allocated for LSE per week.

APPENDIX E
RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. FANICE IRUSA SHUNZA
of UNIVERSITY OF NAIROBI, 40981-100
nairobi, has been permitted to conduct
research in Nairobi County
on the topic: SCHOOL BASED FACTORS
INFLUENCING IMPLEMENTATION OF LIFE
SKILLS EDUCATION CURRICULUM IN
PUBLIC PRIMARY SCHOOLS IN
DAGORETTI DISTRICT, NAIROBI COUNTY
for the period ending:
31st August, 2014

Permit No : NACOSTI/P/14/7318/959
Date Of Issue : 28th April, 2014
Fee Received : KSH 1,000.00

Applicant's Signature
(Signature)

Secretary
(Signature)
National Commission for Science, Technology & Innovation

APPENDIX F

RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

NACOSTI/P/14/7318/959

28th April, 2014

Fanice Irusa Shunza
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“School based factors influencing implementation of life skills education curriculum in public primary schools in Dagoretti District, Nairobi County,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31st August, 2014.**

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

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

Said Hussein
SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.

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