

**FACTORS INFLUENCING TEACHERS IN IMPLEMENTATION OF LIFE
SKILLS EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KIAMBU
DISTRICT, KIAMBU COUNTY, KENYA**

Ndungu, Lucyline Mumbi

**UNIVERSITY OF NAIROBI
MUKUYU LIBRARY**

**A research Project Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Education in Curriculum Studies, of the University of Nairobi.**

2012

DECLARATION

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



NDUNG'U, LUCYLINE MUMBI

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

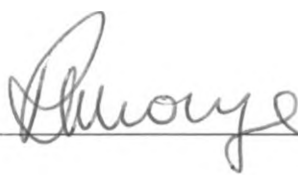


Dr. Grace Nyagah

Senior Lecturer and Chairperson

Department of Educational Administration and Planning.

University of Nairobi.



Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and Planning.

University of Nairobi

DEDICATION

This work is dedicated to my loving son

Adrian Kamau who provided moral support and
encouragement throughout my studies.

To my lovely parents Michael Ndung'u and Agness
Nyambura for their prayers, patience and love
that has strengthened me all this time.

ACKNOWLEDGEMENT

My acknowledgement goes to, department of Administration and Planning, especially to Dr. Grace Nyaga and Dr. Rosemary Imonje as without their heartfelt encouragement my research project would not have been this successful.

Above all I thank the Almighty Father for granting me wisdom and knowledge and power to undergo this research project without any social constraints, and I pray He maintain so that I can attain and fulfill my academic goals.

I again wish to convey my gratitude to all my family members especially my mother, my son Andrian for their endless support, and encouragement and prayers during my research.

Lastly I cannot forget to thank my typist Celine, she deserves credit for her work and also my respondents who answered my questionnaires and wished me luck in my studies.

TABLE OF CONTENTS

| Content | Page |
|---------------------------------|------|
| Declaration..... | ii |
| Dedication..... | iii |
| Acknowledgement..... | iv |
| Table of Contents..... | v |
| List of Tables..... | ix |
| List of Figures..... | x |
| Abbreviations and Acronyms..... | xi |
| Abstract..... | xii |

CHAPTER ONE

| | |
|--|---|
| INTRODUCTION..... | 1 |
| 1.1 Background of the study..... | 1 |
| 1.2 Statement of the problem..... | 4 |
| 1.3 Purpose of the study..... | 5 |
| 1.4 Objectives of the study..... | 5 |
| 1.5 Research questions..... | 6 |
| 1.6 Significance of the study..... | 7 |
| 1.7 Limitations of the study..... | 7 |
| 1.8 Delimitations of the study..... | 8 |
| 1.9 Basic assumptions of the study..... | 8 |
| 1.10 Definitions of significant terms..... | 9 |
| 1.11. Organization of the study..... | 9 |

CHAPTER TWO

| | |
|---|----|
| LITERATURE REVIEW..... | 11 |
| 2.1 Introduction..... | 11 |
| 2.1.1 Global overview of Life Skills education..... | 11 |
| 2.2 The role of life skills education on performance..... | 13 |
| 2.2.1 The effect of corporal punishment..... | 13 |
| 2.2.2 The role of the hidden, informal, and non formal curricula on discipline..... | 14 |

| | |
|---|----|
| 2.3 Gender and life skills education..... | 15 |
| 2.3.1 The boy child socialization as a risk factor..... | 17 |
| 2.3.2 HIV/AIDS and gender | 17 |
| 2.3.3 Sexuality and gender..... | 18 |
| 2.4 Parents characteristics and their influence on LSE implementation | 19 |
| 2.4.1 Parents as role models of living values and life skills | 20 |
| 2.4.2 The influence of parenting style on life skills..... | 21 |
| 2.5 The influence of free primary education in the implementation of Life skills education | 23 |
| 2.6 Teaching methods and life skills education | 24 |
| 2.7 Teaching method in relation to Life Skills Education | 25 |
| 2.8 Summary of literature review | 26 |
| 2.9 Theoretical Framework..... | 26 |
| 2.10 Conceptual Framework..... | 28 |

CHAPTER THREE

| | |
|--|----|
| RESEARCH METHODOLOGY | 29 |
| 3.1 Introduction | 29 |
| 3.2 Research Design | 29 |
| 3.3 Target population..... | 29 |
| 3.4 Sample size and sampling procedure | 30 |
| 3.5 Research instruments | 31 |
| 3.6 Reliability of instruments..... | 31 |
| 3.7 Validity of instruments | 32 |
| 3.8 Data collection procedures | 32 |
| 3.9 Data analysis techniques | 33 |

CHAPTER FOUR

| | |
|--|----|
| DATA ANALYSIS, PRESENTATION AND INTERPRETATION | 34 |
| 4.1 Introduction..... | 34 |
| 4.2 Questionnaire return rate..... | 34 |
| 4.3 Demographic information of the sample population | 34 |

| | |
|---|----|
| 4.4 Research question one: to what extent does performance influence the implementation of life skills education in public primary schools? | 40 |
| 4.4.1 Influence of exam performance on implementation of LSE | 40 |
| 4.4.2 Ways of improving life skills education implementation as far as performance is concerned | 44 |
| 4.5 Research question 2: How does gender influence teachers in the implementation of life skills education? | 45 |
| 4.6 Research question 3: How do parents' characteristics affect the implementation of life skills education in public primary schools? | 48 |
| 4.7 Research question 4: How has informal education influenced the implementation of Life skills education? | 51 |
| 4.7.1 Pupils response on issues happening in their schools | 51 |
| 4.8 Research question 5: To what extent does teaching methods used influence the implementing of life skills education? | 53 |
| 4.9 Instructional materials as a means to successful implementation..... | 56 |

CHAPTER FIVE

| | |
|--|----|
| SUMMARY, CONCLUSIONS AND RECOMMENDATIONS..... | 59 |
| 5.1 Introduction..... | 59 |
| 5.2 Summary of findings..... | 60 |
| 5.3 Conclusions..... | 61 |
| 5.4 Recommendations..... | 62 |
| 5.5 Suggestions for further studies..... | 63 |
| | |
| REFERENCES | 65 |
| APPENDIX I : Introduction letter..... | 67 |
| APPENDIX II : Questionnaire for teachers | 67 |
| APPENDIX III : Questionnaire for pupils | 72 |
| APPENDIX IV: Interview schedule for parents..... | 76 |
| APPENDIX V: Research permit | 78 |

LIST OF TABLES

| | |
|--|----|
| Table 4.1: Teachers' ages | 35 |
| Table 4.2 Educational background of teachers | 36 |
| Table 4.3 Pupils' age, area of residence and parental occupation | 37 |
| Table 4.4 Parents marital and educational levels..... | 39 |
| Table 4.5 Teachers reasons they were not able to teach life skills education | 43 |
| Table 4.6: Teachers' suggestions on ways of improving life skills education | 44 |
| Table 4.7: Pupils' responses on happenings in their schools..... | 53 |
| Table 4.8: Pupils' responses on ways they received life skills education | 54 |
| Table 4.9 Pupils' responses on materials they were using in their schools | 57 |

LIST OF FIGURES

| | |
|---|----|
| Figure 2.1: Conceptual framework | 28 |
| Figure 4.1 illustrates the teachers' gender | 35 |
| Figure 4.2 illustrates the pupils' gender..... | 37 |
| Figure 4.3: Parent gender | 39 |
| Figure 4.4 Teachers opinions about what influences them when implementing LSE | 41 |
| Figure 4.5 Parents opinion on threats facing pupil's upbringing in today's world in relation to their gender | 46 |
| Figure 4.6: Parents characteristics that affect pupils in acquisition of LSE according to teachers | 48 |
| Figure 4.7: Teachers responses on whether they received any training on LSE education? | 54 |

ABBREVIATIONS AND ACRONYMS

| | |
|----------------|--|
| AIDS | Acquired Immunodeficiency Syndrome |
| DAO | District Agricultural Officer |
| DEO | District Education Officer |
| DN | Daily Nation |
| FPE | Free Primary Education. |
| G&C | Guidance and Counseling |
| HIV | Human Immunodeficiency Virus |
| KIE | Kenya Institute of Education |
| LSE | Life Skills Education |
| MOE | Ministry of Education |
| SPSS | Statistical Package for Social Science |
| STDs | Sexually Transmitted Diseases |
| UNICEF | United Nations International Children Education Fund |
| US | United States |
| WHO | World Health Organization |

UNIVERSITY OF NAIROBI
MIKUYU LIBRARY

ABSTRACT

The study explored the factors affecting teachers in the implementation of life skills education in public primary schools of Kiambu District, Kiambu County. It investigated the influence of exam performance on life skills education implementation as an objective. It also investigated the following objectives: the influence of gender and parents characteristics on life skills education, and also how informal education and teaching methods influenced teachers in the implementation of life skills education.

This was a descriptive survey study and the sample composed of 150 teachers who were selected using simple random sampling, 40 randomly selected pupils and 15 purposively selected parents. Structured questionnaires and an interview schedule were employed in collecting the research data. This data was then coded and analyzed using frequencies and percentages. The data was presented in tables and charts.

Collected data was analyzed using descriptive method, content analysis was applied on qualitative data to establish the credibility, accuracy, consistency and usefulness of the data sought.

The theoretical framework was based on social cognitive theory and psychosocial theory. According to the theory behaviour is the product of a continuous and mutual interaction between environment and personal factors. According to the theory, the primary determinant of outcomes is 'you'. The theory is based on the assumption that much of our behaviour is learned and acquired in a social context. Psycho-social theory by Erikson emphasizes on the emotional and social well being as well as sexual development. This research came up with a number of findings, among them are: LSE was highly influenced by performance in exams, gender, parent's characteristics, informal education and teaching methods.

INTRODUCTION

1.1 Background of the study

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/AIDS and so on, in fact the United Nations have repeatedly emphasized the importance of addressing the AIDS pandemic by teaching life skills education.

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 6-10 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 life skills are necessary to prepare young people for the "real world".

In South Africa having appropriate and adequate materials to teach life skills was of outmost importance with the region experiencing increasing incidences of HIV infections. South Africa HIV/ 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/AIDS, audio visual materials and teaching 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 develop a curriculum within school programmes to cover life skills aspects. They also train teachers on how to deliver the information. This has helped end the cycle of abuse of girls and has helped keep them in school.(UNICEF, 2008).

Akinyemi, (2011) posits that success in life is about inner values not necessarily doing good academically. This is supported by an article entitled '27 skills your child need 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. 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 the crucial things in life he/she is supposed to learn.(Improving schools, 2009). This is a mirror image of the situation in Kiambu district where this study will be carried out. This study is therefore aimed at examining the various factors influencing teachers in the 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 administrator focuses only on improving performance.

According to a report on the state of education in East Africa (EA) by UWEZO (2011), Kenyan pupils are tops in the region in terms of education quality though this report found that, by global standards; the quality of education in east Africa is alarmingly low. According to the author; children should go to school to grow (holistically) not just to study.

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).

Kirumira (2003) points out that, schools must change their focus of cognitive development to a development across a broader spectrum. This requires schools to give more than literacy and numeracy and to include skills that will be useful after school, producing a range of children with competences that they and the society.

In Kenya, there are many challenges facing children and the youth as a result of a fast changing world. This include among others negative pressure, gender bias, early marriages, teenage pregnancies, indiscipline and school unrest, poor career choices, early sexual debut, drug and substance abuse, rape, incest, and H.I.V/AIDS pandemic (K.I.E 2002). These challenges are compounded by various factors such as; complex developmental changes during adolescents which at times can be overwhelming and lack of positive role models, negative mass media influence, inadequate, inaccurate and unreliable sources of information on human sexuality. A combination o these problems render the youth vulnerable to all kinds of risks. The psychosocial challenges cited above can be overcome through life skill education which adopts a comprehensive behaviour change approach that focuses on the development of the whole individual (K.I.E, 2002).

The rationale for choosing Kiambu district is for the fact that a high population growth and its cosmopolitan nature is thought to expose young people to all sorts of social ills. Kiambu district covers an area of approximately 189.1 square kilometers with a population of 253,751 of which 125,796 are males and 127,955 are females.(Kenya National Population

census, 2009). The district consists of three zones namely; Kiambu municipality, Karuri and Kihara (Gachii). Another factor is due to the fact that after the collapse of coffee industry including Mbo-i-Kamiti 1990s, families who depended on coffee plantations for their earnings were unable to educate their children, making some of them to drop out of school with no life. The district is characterized by numerous coffee estates with a total of 6823 ha under coffee. Other economic activities include dairy farming , poultry and horticulture. One main challenge in the district is that of very small land subdivision due to a high population. (District Agricultural office (DAO) Kiambu, 2012) hence the researcher will be establishing how life skills especially those taught at home and school can be harnessed to improve the quality of life of people in Kiambu district.

1.2 Statement of the problem

In Kenya, the government introduced the teaching of life skills education as a stand alone subject in 2010, after many years of integrating life skills education in other subjects of the school curriculum. The main aim of life skills education is to equip learners with psychosocial competences which help them make informed decisions, and build healthy relationships (KIE 2008). A society cannot survive when its members are unable to deal with life challenges. Without teaching of life skills, a society will fall apart. As kirumira (2003) observes, education must be seen as closely linked the way of life of a certain people. The primary life skill education syllabus also indicated that the syllabus does not have all necessary life skills learners need, therefore the researcher is eager to establish the methods and materials that are currently used by teachers.

However, despite the introduction of life skills education in the primary school curriculum. Most of these factors are not well researched on and documented hence they continue to persist and degrade the quality of education in the district as it is a well known fact that life skills and living values go hand in hand in determining the success of individuals .It is in this view that the researcher undertakes this project in order to uncover these factors particularly in Kiambu district of Kiambu county, Kenya.

1.3 Purpose of the study

This study sought to investigate the factors influencing teachers in the implementation of life skills education curriculum in public primary schools in Kiambu district of Kiambu county, central province- Kenya.

1.4 Objectives of the study

The specific Objectives of this study include:

- a) To establish how exam performance has affected the implementation of Life Skills education in public primary schools in Kiambu district
- b) To assess how pupils' gender has affected the implementation of life skills education in public primary schools
- c) To examine whether parents' characteristics affect the implementation of life skills education.
- d) To establish what informal education are used in the implementation of life skills education in Kiambu district

- e) To identify what teaching methods are in use in schools that help in the implementation of Life Skills education

1.5 Research questions

The study is seeking to answer the following questions;

- a) How does performance influence the implementation of life skills education in public primary schools?
- b) To what extent does gender influence the implementation of life skills education in public primary schools?
- c) To what extent does parents' characteristic affect the implementation of life skills education among primary school learners of Kiambu district?
- d) How does informal education used influence the implementation of life skills education?
- e) What teaching methods are in use in schools that help in the implementation of Life Skills education

1.6 Significance of the study

This study may be of much use to the Kenya Institute of Education (K.I.E) in that the findings of the study may also be used to inform new policies directions. It is hoped that the findings of this study may help in getting information to assist stakeholders in the Ministry of Education (MOE) in establishing whether the introduction of life skills education is having any impact in improving education standards, discipline and performance.

The Ministry of Gender and Children Affairs may use the information to advocate for child rights. The information may also help the teachers to be aware of the importance of teaching LSE to their learners. Development partners may be mobilized to fund the teaching of LSE. Quality assurance and standards officials may find the information useful when performing their day to day duties. They may use the information in directing head teachers to ensure LSE is taught in schools. This study may be important to other researchers, scholars, and different organizations that may be interested in conducting further investigations or to any related problem area.

1.7 Limitations of the study

The researcher is likely to encounter the following challenges in the course of the study. First, the study will be relying on respondents to divulge important information. The selected respondents may first be suspicious of the intention of the researcher and whether the information given may be used to implicate them. However the researcher will make

efforts to assure the respondents that the findings of the project will be used for research purpose and that their identity will not be disclosed. Finally, Life Skills Education being an emerging issue and a new subject in the school curriculum, not much has been documented on this subject hence the researcher will have to search extensively for any related literature.

1.8 Delimitations of the study

The study will limit itself to public primary schools in Kiambu district and will involve teachers and a few pupils as respondents. The sampled schools will be Given the scope, the findings of the study may not be generalized to other districts in the country,

1.9 Basic assumptions of the study : .

The study will be based on the following assumptions:

- i) That implementing Life Skills Education is a useful subject necessary to help learners cope with today's life challenges
- ii) That there are certain factors that influence teachers in their Endeavour to implement life skills education. Some of these factors are assumed to be; gender, parents characteristics, free primary education and discipline
- iii) That there has to be an effective method(s) and materials that can be used to impact life skills to public primary school learners.
- iv) That there are certain challenges facing teachers in their implementation of life skills education.

1.10 Definitions of significant terms

| | |
|---------------------------|--|
| Factors | issues that may influence the implementation of life skills education in public primary schools. |
| Gender | Refers to a socio-cultural dimension of being male or female |
| Gender stereotypes | Refers broad categories and generalizations regarding males and females in this case boys and girls in public primary schools. |
| Influence | Having an effect on, in this case having an effect on implementation of Life Skills Education |
| Implementation | Refers to enacting of the curriculum instructional plan in this case presenting life skills curriculum in schools so that it can be taught |
| Life skills | Refers to psychosocial competences that help individuals cope with lives challenging situations |

1.11. Organization of the study

This study will be organized into five chapters which are as follows; chapter one comprises of background of the study, statement of the problem, purpose of the study, objectives and research questions, significance of the study, limitations and delimitations, basic assumptions, organization of the study and definition of significant terms.

Chapter two is on have literature review which gives elaborate work done by other researchers in the area of life skills education. Chapter three gives the methodology of the

study with research design, population, sample and sampling procedures, instruments, procedure for data collection and data analysis techniques. In chapter four, data processing and analysis will be discussed and findings presented in tables, graphs and charts. The analysis will be based on research questions. Chapter five will give the conclusions and recommendations of the study. References and appendices will appear at the end of the chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will be reviewing different literature related to life skills education and possible issues that are thought to impede on its implementation. This section is divided into six main topics namely: Global overview of life skills education in different parts of the world, parents characteristics and their influence on life skills education implementation,(This section has five subtopics) School issues that affect life skills implementation, (This part has two subtopics) the effect of free primary education in the implementation of life skills education and training and instructional materials in relation to life skills education. Theoretical and conceptual frameworks are also included in this chapter.

UNIVERSITY OF NAIROBI
"KIKUYU I IRADU"

2.1.1 Global overview of Life Skills education

The teaching of life skills appears in a variety of programs in different parts of the world takes a variety of programmes. These are; the prevention of substance abuse and adolescent pregnancies, prevention of bullying, prevention of AIDS and promotion of self confidence and self esteem that enhance that enhance the assertiveness to deal with peer pressure to use drugs and to engage in irresponsible sex behaviour. (WHO, 1994)

In Europe, a project dubbed "key competencies in life skills" works with collaborative partners drawn from six countries across Europe. The project is supported by the European Union through the Leonardo da Vinci program aimed at which is aimed at improving the

vocational education system of Europe. The project aims at 'training the trainers' who are vocational teachers so that they can impact the same to their learners(life-key skills info 2003) a reference guide to policies and practices on sexuality education in Europe asserts that sexuality education should be integrated across all school subjects and at all grades, yet it is rare for sexuality education to be covered across the curriculum, in fact in Portugal sexuality education is covered by subjects such as biology, religious education and philosophy. (Reference guide, 2006)

In the United States of America, apart from life skills being taught in schools, organizations such as volunteers of America offers workshops on life skills education on courses that help people in the community better manage their finances, parenting, healthy eating and safety (Volunteers of America, 2012). Other organizations such as 'The First Tee' offer couch training on life skills with a mission to build character, instill life- enhancing values and promote healthy choices through the game of golf.

Regionally, throughout East Africa and southern Africa Region (ESAR) there has been a glowing awareness that LSE has been neglected for long. It has become increasingly clear that prioritizing the academics without acquisition of life skills is an unbalanced way of preparing children for today's world. In Kenya the body responsible for development of curricula produced a LSE syllabus in 2008 as awareness for the need to use life skills as a remedy facing schools. Different strategies used to help the learner manage these challenges are: establishment of HIV and AIDS project by KIE, development of LSE materials

orientation of teachers and a study tour by educational officers to Zimbabwe and Malawi.(KIE, 2008)

2.2 The role of life skills education on performance

According to a facilitator's handbook on life skills education, discipline and improved performance will be one of the benefits of teaching life skills education. (KIE 2006).

In any kind of school, a good teacher can create a well ordered classroom that encourages learning. A lot depends on how a teacher presents the lesson and relates to the pupils. Research on the quality of teaching shows that teachers should understand the importance of developing self confidence and esteem in their pupils and making them feel that you care for them.(Quist,2000). The child friendly schools manual propagates the same idea by stating that in dealing with problem behavior, negative disciplinary measures only compound the problem. Teachers also need to avoid disciplinary measures that lower pupils esteem hence hindering acquisition other life skills such as threats and humiliating and insulting remarks.(MOE, 2010)

2.2.1 The effect of corporal punishment on performance

Kathue, (2007) contends that intimidative teaching methodologies used by some of the teachers can lower self esteem. She also adds that corporal punishment is still being used in primary schools as a disciplinary measure. In her study, 68.6 percent of the respondents were affirmative that teachers still use cane. The current constitution of Kenya is against corporal punishment when it states that 'One should not be subjected to corporal punishment or treated or punished in any cruel or degrading manner'. (Republic of Ken^a,

2010) This means that in our Kenyan schools, inappropriate disciplinary means continue to be used to discipline pupils which in turn can affect life skills education implementation.

Odira (2006) found out that the most frequently used method of disciplining students in public secondary schools in Kenya was corporal punishment and suspension of errant students. Kigunda(2009) states that the main method used to punish undisciplined students was caning, followed by slapping, kicking manual work and pinching. He also established types of psychological punishments used as verbal abuse, ridicule, humiliation and rebuking. This finding seem to agree with those of UNESCO (2005) which notes that corporal punishment has been found to be consistently related to poor mental health, including depression, unhappiness, anxiety and stress. Schools should have policies against discrimination violence and drug abuse to ensure a safe and protective school free of stress. An example of such a policy is zero tolerance for violence, bullying and the use of corporal punishment, a drug, alcohol and tobacco-free environment. Stress will also be apparent when learners are treated differently in view of their religion, clan, gender, ethnicity and economic status among other differences like disability. (MOE, 2010)

2.2.2 The role of informal curricula on performance.

The hidden curriculum consists of messages and signals the pupils pick from the attitudes of their teachers and fellow pupils that help them learn (Quist,2000). Traditionally, it was thought that pupils only learnt from the subject they studied at school (formal curriculum) but in the recent past, we know that pupils also learn from the hidden, non formal and the informal curriculum in fact informal curriculum accounts for a great bulk of learning due to day to days experiences and exposure to the environment. According to a life skills guide

(1975), Efforts should be made not to treat LSE as something apart but part of everyday thing in every aspect of the school curriculum.

Taking a personal interest on the pupil's welfare as a teacher will show them that you care. The following are some of the ways you can enhance pupils' acquisition of life skills according to Quist (2000); praising pupil's achievements, encouraging weak pupils, calling them by their names and avoiding offending remarks. According to her, a teacher must not be too strict or portray gender bias. Bullying, a kind of interpersonal violence and mostly occurs among students. It is an attempt by a person to hurt or frighten people who are perceived to be smaller and weaker. (Linda Meeks et al 2003). Obiri (2002) reports that majority of students in her study reported to being bullied at one time or another. It was established that teachers seldom or never talked to their students about bullying. Drug abuse was also cited to be present in schools by; Odira (2006), Ngovi, (2005), and Obiri, (2002),. They found that drug and substance abuse was a major possible cause of indiscipline in schools.

According to MOE (2010), schools should enforce a policy on prevention of violence which includes bullying and drug abuse to create child friendly environments that promote a holistic development. Schools need to create child friendly schools by providing a conducive learning environment. Other aspects of the informal curriculum are how a school deals with issues such as absenteeism, health and hygiene, discrimination, vulnerable children and adolescents .

2.3 Gender and life skills education

Santrock, (2005) states that gender refers to social characteristics and opportunities associated with being male or female. According to her, these characteristics and relationships are socially constructed and learned through the socialization process. She continues to add that gender aspects are time-specific, contextual and changeable. Jacobs (1993), observes that Africa has largely remained conservative with traditional gender roles still influencing individual responsibilities of men and women. Abigail, (2011) seems to concur with this sentiment when she states that whether or not girls see themselves as competent in the so called “hard” subjects such as mathematics and science is directly correlated with the beliefs that have been put in them by the family and community -that they are not as competent as boys.

In many societies, girls are given tasks that take most of their time leaving no time to do activities that will help them in future such as reading and doing homework. Boys often have much freedom. These differences affect the choices pupils make. Parents may in fact not realize that this different is not fair and creates inequality. Teachers may also give more attention to boys, asking them questions and giving them more responsibilities. (Quist, 2000). In the Arab world, much importance is placed on giving birth to a male child that so many difficulties are encountered in helping a mother accept her baby daughter (Linda King, 1999).

2.3.1 The boy child socialization and gender

A paper entitled, *boys , men and questions of masculinity in South Africa* suggests that masculinity is a problem for men, for education and health policy makers in respect to two areas: HIV/AIDS and car crashes. "Machismo" a term which originated from Mexico is seen to encourage male violence, in that it encourages boys to take risks that later affect their wellbeing. (King, 1999). According to WHO, by 1996, South Africa had the highest rate of violent deaths in the world where men were the main victims. For this reason SA has reputation of being an exceptionally violent country. (Klugman and Weiner, 1992) Therefore the researcher feels when dealing with gender, with ought to also study the masculine side of the story. Understanding men and boys from a gender perspective can allow us to prevent risks that are associated with 'being a man'. Although working with women and girls is important, much more must be done reach even younger boys. This means addressing the school system and what life skills and attitudes are inculcated in schools.

2.3.2 HIV/AIDS and gender in relation to life skills

Challenging gender roles is critical to the global AIDS response. The 2001 UN declaration on HIV/AIDS had in fact recognized that gender inequality is fuelling the epidemic. Factors that were cited to contribute to vulnerability included lack of access to information and health services, cultural and social expectations for boys and girls. Moreover, conditions such as poverty, oppression, and discrimination of women and girls make them vulnerable to infection.(UNAIDS, 2004)

In Kenya, culture plays a major role in the spread of HIV where some ethnic groups have very retrogressive practices and beliefs such as widow inheritance, female genital mutilations and cross-generational sexual relationships. This has put women and girls at a higher risk of contracting the disease where for example in 2001, the figure of infected women was 61 percent of the total victims (Njeru, 2004). A study by UN seems to agree with this finding when they showed that girls are two and half times to be infected more than boys of their age due the fact that culture makes girls and women to be disadvantaged in getting opportunities that may empower them such as a good education and other opportunities (UNAIDS, 2001).

2.3.3 Sexuality and gender

Cultural and social expectations of what is expected of a man or woman affect young people sexuality. African men are expected to have many sex partners with the male using power and wealth to 'buy sex'. For many men and women, sex is a transaction where one commodity is exchanged for another. This attitude is so entrenched that women see no purpose of a romantic relationship without some kind of financial gain hence men are socialized to use money, gifts and other favours for sexual exploitation.(UNAIDS, 2004). Manzini, (2001) found out that cultural expectations can lead to male dominance. He found out that 25 percent of girls in the sample said they had been 'tricked' into their first sexual encounter. With all the attention devoted to sex in our society, it is of crucial importance that young people get the right information. Despite this fact, most people consider open information about sex a taboo subject fear that sex education will promote promiscuity.

In Kenya, culture plays a major role in the spread of HIV where some ethnic groups have very retrogressive practices and beliefs such as widow inheritance, female genital mutilations and cross-generational sexual relationships. This has put women and girls at a higher risk of contracting the disease where for example in 2001, the figure of infected women was 61 percent of the total victims (Njeru, 2004). A study by UN seems to agree with this finding when they showed that girls are two and half times to be infected more than boys of their age due the fact that culture makes girls and women to be disadvantaged in getting opportunities that may empower them such as a good education and other opportunities (UNAIDS, 2001).

2.3.3 Sexuality and gender

Cultural and social expectations of what is expected of a man or woman affect young people sexuality. African men are expected to have many sex partners with the male using power and wealth to 'buy sex'. For many men and women, sex is a transaction where one commodity is exchanged for another. This attitude is so entrenched that women see no purpose of a romantic relationship without some kind of financial gain hence men are socialized to use money, gifts and other favours for sexual exploitation.(UNAIDS, 2004). Manzini, (2001) found out that cultural expectations can lead to male dominance. He found out that 25 percent of girls in the sample said they had been 'tricked' into their first sexual encounter. With all the attention devoted to sex in our society, it is of crucial importance that young people get the right information. Despite this fact, most people consider open information about sex a taboo subject fear that sex education will promote promiscuity.

However, several global studies found little evidence that sex education encourages sexual experimentation (Cowan, 2002)

Evidence from studies implemented in the US, UK and other European countries show that comprehensive sex education can reduce behaviors that put young people at risk of HIV, sexually transmitted infections (STIs) and unintended pregnancy. (Education insight, 2008). In Europe, very few countries exhibit a strong opposition especially the predominantly catholic countries such as Ireland.

In Jamaica, mass media uses age-based approach to teach life skills to young people especially to avoid AIDS. For 10-12 year olds, abstinence messages are the focus. Children between 13-15 years are targeted with self awareness and abstinence messages while older children are targeted with information on protection from pregnancy, HIV and other STDs. In South Africa, the innovative media approach and messages of 'lovelife' was found to be helpful in breaking down social taboos regarding sexuality thus promoting responsible sexual behaviour (UNAIDS, 2004).

2.4 Parents characteristics and their influence on LSE implementation

Patterson (1985) found that the family environment affects the way children turn out to be. He continues to posit that families do not only contribute directly to anti-social behaviour but also shape the development of anti-social behaviour indirectly. In agreement to this is a statement by Egeland, (1988) that child maladjustment is less likely when marital

relationships are positive, stable and possible hence the family will greatly influence what life skills a child carries to school.

2.4.1 Parents as role models of living values and life skills

A study done by Obiri (2002) revealed that parental modeling is one of the things that lead to one becoming a bully where parents were bullies themselves. It was deduced by the researcher that violence in the homes was likely to be imitated by children hence some practiced it in schools on the fellow students. Parental tasks can be divided into physical, emotional and social/moral. The emotional role of a parent involves listening, giving assurance and support, boosting confidence, providing security and giving love and attention. Physically, the parent should make sure all basic needs are met. (Borland et al 1998).

Emotional effects of hostile home environment cannot be over emphasized; these are occasions when parents are hostile to each other, with the most harmful combination being children exposed to high criticism while being shown little warmth. Occasional spanking or harsh discipline can cause less harm if it occurs in the context of parental love. Inconsistent harsh discipline in early and middle childhood has long been linked with Juvenile crime (Loughran, 1995). Love, warmth, care and reassurance from the parents were found to be crucial. Rogers referred to this need for acceptance and reassurance the need for self regard. (Rogers, 1942).

Borland et al (1998) continues to reveal that parents characteristics also account for how well children are able to cope with life. For example income can determine the neighborhood that a family is able to settle in. this in turn affects how well behaved the children may turn out to be. Families without financial worries were seen to be more stable unlike parents who worked for long hours in order to cater for family needs. A parent's level of education also mattered.

2.4.2 The influence of parenting style on life skills

A number of American writers have viewed research on parenting styles and noted associations with different outcomes on children. (Maccoby and Martin, 1983) An authoritative style is associated with the best outcomes in that children will end up to be happy, active, compliant and conscientious. The permissive, overprotective authoritarian style is more likely to promote aggression, deviance and passivity.

The home is basically a safe haven and a comfortable safety nest away from pressures and dangers of the outside world. In an interview done by Borland, Laybourn, Hill and Brown (1998), many children cited their parents as an important source of support. Parents were said to be boosting their children's confidence and self-esteem by showing affection, recognizing achievement and praising their efforts. This can do so much to enhance their emotional development.

Parents have be role models in helping their children to be sensitive to there own health and to make appropriate food choices that do not end up in disease. (KIE, 2006). There is a widespread concern that children prefer sugary food and drinks or junk food to fruits and vegetables (Borland et al 1998). Backett (1992) concurs with Borland by stating that eating healthy should be modeled by parents and avoiding an unhealthy diet needs skill. i

Exercise and play is another important area of physical wellbeing as it helps develop social skills. (Wafula, 2010).Parents need to allow children to interact as this develops their interpersonal skills. Other skills that parents need to model (do them so that their children can imitate) are; personal hygiene, home safety, good communication skills and avoidance of risk free behaviour in general (Meeks, 2003).

Borland et al (1998) in their study found that television was seen as a powerful influence on children. Television introduced ideas which the children wanted to copy in everyway. These ideas are both positive and negative. 'A study by Ndung'u ,(1997) found out that most parents did not monitor their children viewing habits and were unaware of what they watched on television. Television is not the only media children are exposed to. Today we have online social media which has its good and bad side, therefore it will be the duty of the researcher to find out how media affects the implementation of life skills education.

2.5 The influence of free primary education in the implementation of Life skills education

In study by Musau, (2007), who cited that teachers are not able to balance their teaching time with guidance and counseling role because of too much work load in their teaching role as much of the time was used in an effort to try and cover the syllabus. The other challenge was serious understaffing of teachers with no time to teach non-examinable subjects.

According to a report on assessment of challenges facing the implementation of Free Primary Education (FPE) by UNESCO (2005), it was discovered that a large influx of pupils to primary schools led to too big classes that were difficult to handle. It takes longer to mark books due to the increased number of pupils, this has left no time for teachers to even complete examinable subjects let alone the non-examinable ones. Many teachers agreed to having to do double work of what they used to do before the introduction of FPE. This statement is in agreement with that of Sunday Nation correspondent which argues the government to rethink our primary education system as the burden of syllabus coverage and a fear associated with exams has made both the pupils and teachers to live in a world obsessed with anxiety resulting in a race to secure good grades at the expense of teaching and learning. (Sunday Nation, 27th December 2011). It is therefore within the scope of this study to determine whether the reported shortage of teachers and a big classroom population has any impact on LSE implementation and the administrators are doing to make sure the program is implemented.

2.6 Teaching methods and life skills education

The success of any program will depend to a greater extent to the methods and materials used to put the ideas across used in the implementation of a program. (Beverly, 2005). KIE, (2010) in the paper presented during the orientation of curriculum developers on LSE states that how well information flow from facilitator to recipient depends on whether the information has been internalized or not hence a good teaching method has to be that leads to change in behaviour and attitude and the attainment of skills. To teach life skills all methods and techniques should be used at varying degrees in a complimentary fashion (Resource guide, 1975).. However, a didactic approach is used in many parts of the world including Europe despite pupils' preference on interactive methods. (Ogden and Harden, 1999). Experiential method is based on facts and real-life experiences. This calls for a teacher to teach using resource people using simulated experiences such as drama, role play, mock sessions and dance. Were, (2003). Another effective method to be used critical learning approach which leads to acquisition of critical skills. Methods that lead to acquisition of critical skills are: whole class discussions, question and answer, small group discussions, buzz groups project and many others Groenewegen, (1993). Creative arts , music and literature can also be used to pass messages.

Teaching should not be limited to passing knowledge in the form of facts, concepts, procedures and principals. (Ayot and Patel, 1992). This means that most teachers do not know how to actually implement LSE. Training is important if the right methods are to be used. According to Rungu (2008), most teachers had not received any training on how they can teach life skills education. Poorly prepared staff were seen to only mess a program

considering LSE is extremely sensitive and sometimes controversial.(Resource guide, 1975).

2.7 Teaching materials in relation to Life Skills Education

According to life skills education guide (1975), a variety of new materials need to be in place before a program can be implemented in form books, video tapes, pamphlets and so on. A wide variety of teaching methods and materials are evidently used in Europe to teach life skills from the traditional teaching to peer education, visual and mass media games, videos, CD ROMS and theatre.

We should not underestimate the importance of text books and their influence in communicating messages but a good text book has to be well written to minimize limitations. According to Riungu (2008), there is a high need of life skills education materials in schools as those available are inadequate. This could be because life skills education being a non-examinable subject, publishers may not have seen the need to publish books and other materials. However, there is need for awareness on the importance of life skills in our lives hence many writers, commercial or otherwise should be encouraged to write and produce books on life skills. Other materials that can be used are all kinds of print media, audio and visual media, mass media (radio, TV, newspapers), internet, and community resources. Setting up of a life skills/ HIV-AIDS resource centre where all materials used in life skills teaching are kept would be an excellent idea. (Were, 2003).

2.8 Summary of literature review

Literature review has revealed the following as far as life skills education is concerned; The teaching of life skills appears in a variety of programs in different parts of the world and takes a variety of delivery methods. Regionally, throughout East Africa, there has been a glowing awareness that LSE has been neglected for long. Teaching LSE will lead to improve discipline hence improved performance other factors that the researcher may influence implementation of LSE are the hidden curriculum, informal and non informal curricula, gender sexuality, parents characteristics, free primary education teaching methods and instructional materials. The researcher would also like to fill the following gaps as for as LSE is concerned. First, literature review has indicated that life skills education has been reduced to a HIV/AIDS prevention program when there is so much to learn on LSE. Finally the researcher sought to find out how a school's informal affect LSE.

2.9 Theoretical Framework

This study sought based on social cognitive theory and psychosocial theory by Bandura, (1986) and Erikson respectively to explain the issues impending on LSE implementation. A fundamental notion of social cognitive theory is that behaviour is the product of a continuous and mutual interaction between the environment and personal factors. (Bandura, 1986).

According to the theory, the primary determinant of outcomes in an individual is 'you' The theory is based on the assumption that much of our behavior is learned and acquired in the social context. It also emphasizes the role of mental processes or cognitions in our

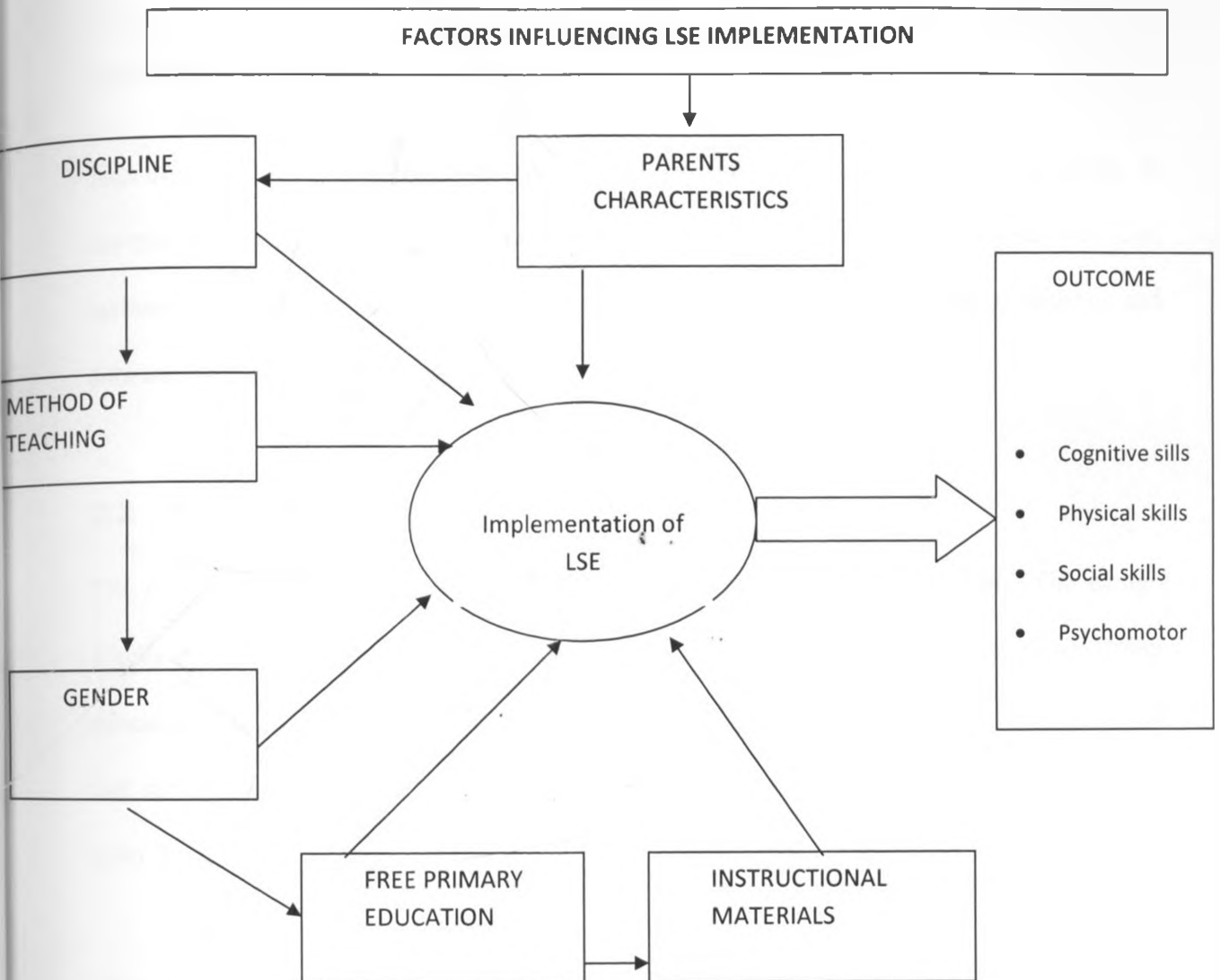
behaviour where cognitions can be a cause of feelings and actions (Schonfeld,1990). According to the social cognitive theory, situations and circumstances and environment are only secondary determinants of behavior.(Saccuzo & Ingram, 1993).

Teachers, parents and the wider society as a whole have the responsibility to provide situations, circumstances and a conducive environment suitable for healthy physical, emotional, mental and social wellbeing , which can be applied to mean that since challenges will always be present in the young peoples lives, the way they are equipped to deal with those challenges will determine how the challenges affect them either positively or negatively. This equipping will be in the form of teaching children life skills which should not only be done by teachers but also by parents and the wider community.

Erikson (1965) developed a psycho-social theory which emphasizes on the emotional and social well being as well as sexual development. He noted that trust, autonomy and initiative was as a result of a childhood which was cared for, the opposite is true where mistrust, doubt and guilt resulted from poor care in the early years of life. When young people are not taught these skills confusion occurs. This confusion can lead them to be carried away by peer pressure to do drugs, engage in illicit sex where the result can be diseases including HIV, early pregnancy, and school dropout and so on hence teaching young people LSE will prevent all these problems.

2.10 Conceptual Framework

Figure 2.1: Conceptual framework



The dependent variable in the study was life skills education while the independent variables are factors such as parent's characteristics, discipline, and gender, the effect of free primary education, materials and role of training in the implementation of LSE. A child brings from home to school some life skills which he/she has learnt. These life skills are influenced by school factors such the hidden, informal and non formal curricula which interact to help an individual to cope either positively or negatively.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the methodology that was to be used in carrying out the study. It covered the research design, target population, sampling procedure and sample size, instruments, validity and reliability of the instruments, procedure for data collection and data analysis techniques.

3.2 Research Design

The research design adapted for this study was descriptive survey design. The design allows the researcher to collect data about people's attitudes, opinions, habits or any other educational or social issue (Orodho, 2003). Mugenda and Mugenda (1999) also observed that survey research is a self-report which requires the collection of quantifiable information from the sample.

Best and Khan (2008) further state that survey design is best suited when gathering data from a relatively large number of cases at a particular time. By using this design, the researcher was able to find answers to questions by analyzing specific variable relationships related to issues impeding on implementation of LSE. This enabled the generalization of data to establish the issues impeding on implementation of life skills education.

3.3 Target population

The target population for this study was teachers and pupils in public primary schools in Kiambu district. Kiambu district has a total of 43 public primary schools and a pupil population of 28,714 and a total of 736 teachers (DEOs Office Kiambu, 2012).

In addition, selected parents who are residents of Kiambu district were involved in the study to assist in generation of data on out of school or home issues impeding on LSE.

3.4 Sample size and sampling procedure

According to Mugenda and Mugenda (1999), for descriptive survey studies, a range of 20-30 percent sample is reasonable enough to draw generalizations about a target population though the higher the better. Therefore, for this study, 21 public primary schools were used and 150 teachers to represent 20% of the total population of teachers in the district. Forty pupils were selected using simple random sampling. A list of names were obtained from the class teacher and 4 pupils were selected from Ten schools. Fifteen parents were selected purposely. This was aimed to find out how parents characteristics and school factors influence teachers in the implementation of life skills education. The total number of respondents were thus 150 teachers, 40 pupils and 15 parents making a total of 205 respondents.

3.5 Research instruments

The study major collection tools were the questionnaire. A questionnaire is a useful tool for collecting data due to anonymity of respondents thus encourages greater honesty and free expression of opinion. The questionnaires were administered to the entire one hundred and fifty teachers. Questionnaires had three sections; part one had items on teachers demographic variables of age, sex, experience, educational level, and areas of specialization. Part two consisted of structured closed-ended questions while part three consisted of unstructured open-ended questions.

An interview schedule was administered on parents in order to capture parents and their children views on life skills education. According to Orodho, (2003) an interview schedule makes it possible to obtain data required to meet specific objectives of the study. An observation checklist was also used to check issues like availability of LSE in the timetable, any written notes on LSE, and any hidden curriculum showing indirect teaching of LSE.

3.6 Reliability of 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 of instruments. The questionnaires were given to five identical respondents not included in the study. The completed questionnaires were analyzed and after two weeks, the same instruments were given to the same respondents. Scores of the two tests were computed and correlated using Pearson product- moment correlation coefficient (r). "R" was found to be 0.75 hence the questionnaires were reliable.

3.7 Validity of instruments

Validity is the degree to which results obtained from the analysis of data actually present the phenomena under the investigation. It answers the question whether the researcher is measuring what he/she thinks is measuring (Orodho, 2003). Mulusa (1990) asserts that the purpose of piloting the instruments is to assess the clarity, the validity of each of the items and the suitability of the language used. The pilot study helped the researcher to modify and redesign instruments in order to minimize the problem of ambiguity, inaccuracy and irrelevance.

The researcher determined content validity of the research instruments. Content validity is concerned with whether or not a test or measuring instrument is representative of the full content of what needs to be measured (Orodho,2003) The researcher gave the instruments of the study to the two supervisors in order for them to assess the relevance of the content used. They examined the instruments and provide feedback for corrections to be made.

Presence of blank spaces, inconsistencies and other weaknesses indicated that there is need to review the instruments.

3.8 Data collection procedures

The researcher first sought a permit from the National Council of Science and Technology. A list of schools, teachers and pupils was got from DEOs office Kiambu and official permission was sought to conduct the study in this district. The administration of instruments was done in two phases; the pilot study and the main study. The researcher

visited the selected schools for the study and consulted the head teacher first for permission to administer data collection tools. The researcher first explained the instruments and assured respondents of confidentiality. The researcher administered questionnaires on teachers and the selected Standard 7 and 8 pupils. An additional interview was conducted on fifteen parents selected purposively. The respondents with questionnaires were notified that the questionnaires would be collected in a week's time.

3.9 Data analysis techniques

Raw data was edited and organized in terms of themes, patterns and interrelationships. After editing, data was coded using researchers own coding scheme, Statistical Package for Social Science (SPSS) was used to analyze data. Quantitative data was summarized in tables, graphs, pie charts frequencies, means and percentages.

Analyzing of qualitative data was done in stages. First data was classified in terms of related themes, patterns and interrelationships. A coding scheme was applied on the data and then grouped according to the objectives of the study. Then data was condensed and summarized and reported using graphics, direct and indirect quotations.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and findings of the study. The study was conducted to determine factors influencing teachers in the implementation of life skills education in public primary schools in Kiambu district. The sampled population was made up of 150, 40 pupils and 15 parents. Data was collected from the sampled population using questionnaires and an interview schedule, it was analyzed using Statistical Package for Social sciences (SPSS) and presented in graphs, tables, charts and percentage. The findings of the study are organized according to research questions.

4.2 Questionnaire return rate

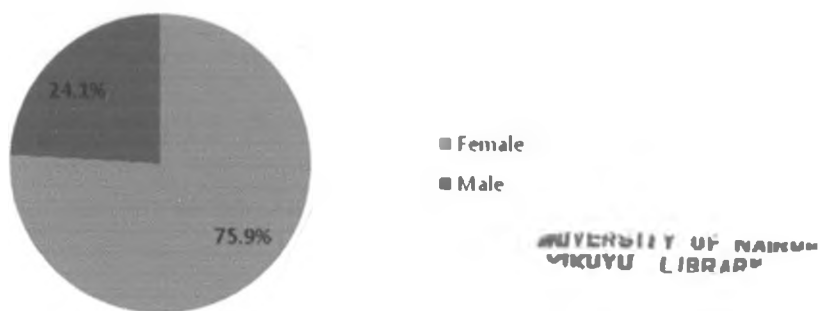
A total of 148 teachers out of the 150 teachers completed and returned the questionnaires. This translated into 98.7 percent return rate. In addition, 40 pupils and 15 parents completed the questionnaire and the interview translating to 100% return rate

4.3 Demographic information of the sample population

The demographic information sought to establish background information of teachers, pupils and parents who were the main respondents of the study. Their demographic background was based on gender, age and academic qualification. The analysis of teachers

gender composition revealed that 75.9 percent of teachers were female with only 24.1 percent as male. Figure 4.1 indicate the teachers' gender

Figure 4.1 Teachers' gender



From figure 4.1 it can be noted that majority of teachers (75.9%) were female and only 24.1 percent of teachers were male. The results indicated that there were more female teachers than male teachers. This could be attributed to the fact that most of the married women teachers preferred to join their husbands in urban and sub urban centres. The analysis of age distribution of teachers established that teachers who responded had varied ages as shown in table 4.1

Table 4.1: Teachers' ages

| Age in years | Frequency | Percentage |
|--------------|------------|------------|
| 26-35 | 26 | 17.3 |
| 36-45 | 62 | 41.8 |
| 46-55 | 47 | 31.7 |
| 56 and above | 13 | 9.1 |
| Total | 148 | 100 |

The findings showed that those who were between 26-35 years were 15.3 percent while those between 36-45 years were 36.8percent. Those aged 46-55 years were 29.7 percent and those aged 56 and above were presented with 8.2 percent as shown in table 4.1

This data reveals that teachers aged 36-45 years were the majority (41.8%) followed by those aged 46-45 years.(31.7%). This shows that teacher's aged 36-55 years dominated the teaching fraternity in Kiambu district. This could be attributed to the fact that the government had stopped employment of teachers since 1998 up to recently explaining why fewer teachers 17.3% are in the 'youth' age bracket. Teachers were also needed to indicate their academic qualifications. Table 4.2 shows the academic qualification of teachers.

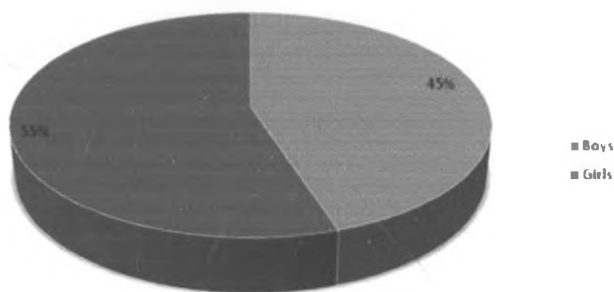
Table 4.2 Educational qualifications of teachers

| Qualification | Frequency | Percentage |
|----------------------|------------------|-------------------|
| P1 certificate | 91 | 61.4 |
| Diploma | 41 | 27.8 |
| Graduate (degree) | 16 | 10.8 |
| Masters (degree) | 0 | 0 |
| TOTAL | 148 | 100.0 |

The educational/profession background of teaches reveal that all teachers were well trained with the majority having the minimum requirement of a P1 certificate 61.4%. A good number of teachers had Diploma education (27.8%) and a few (10.8%) were graduate degree educated. This shows that teachers in Kiambu district are highly qualified to handle life skills education so that the academic/professional qualification might not have been a

negative influence implementation of life skills education. Figure 4.2 illustrates the pupils gender.

Figure 4.2 Pupils gender



From figure 4.2 there were 40 percent boys and 60 percent girls used in the study. It can therefore be deduced that there was almost equal number of boys and girls in public primary schools of Kiambu district though girls seem to be slightly more. Table 4.3 indicates the age distribution, residence and parents' occupation. The three variables will be analyzed as follows:

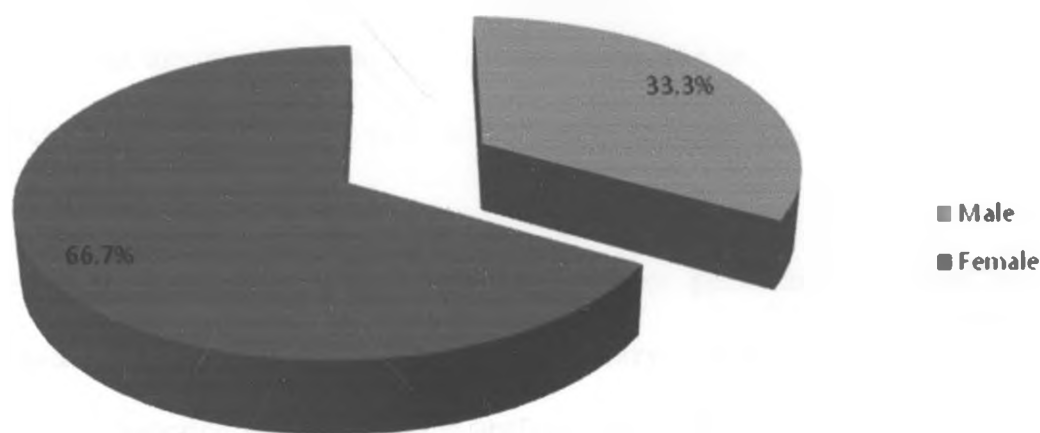
Table 4.3 Pupil's age, area of residence and parent occupation

| Child age | Frequency | % | Residence | Frequency | % | Occupation | Freq | % |
|-----------|-----------|-------|--------------|-----------|-------|---------------|------|-------|
| 12 | 12 | 30.0 | Town rented | 22 | 55.0 | White collar | 9 | 22.5 |
| 13-14 | 21 | 52.5 | Rural own | 15 | 37.5 | Casual | 11 | 27.5 |
| 15 | 5 | 12.5 | Town own | 2 | 5.0 | Self employed | 20 | 50.0 |
| 16 | 2 | 5.0 | Rural rented | 1 | 2.5 | | | |
| | 40 | 100.0 | | 40 | 100.0 | | 40 | 100.0 |

From the above analysis a sample of 40 pupils were used in the study from 10 schools in Kiambu district. All the interviewed pupils were in classes 7 or 8. The pupils initially sampled in class 6 were able to answer effectively the question asked during piloting stage hence the researcher ended up using classes 7 and 8. The analysis shows that majority of pupils (52.5%) were aged between 13 and 14 years. This was the right age for their class. There are however 7 pupils who were 15 and 16 years of age. This can be attributed to the fact that some may have repeated classes or joined later after the introduction of free primary education (FPE).

The same table shows 55 percent of pupils stayed in town in rented houses, 37.5 percent resided in rural areas where the houses were their own and only 5 percent and 2.5 percent resided in their own houses and rented rural houses, respectively. This shows that Kiambu district being a sub-urban area of Nairobi city has many residents who are not original local people as a majority (55%) live in rented town houses. The same case applies to the type of occupation of their parents where it showed that 50.0 percent were self employed where they did different types of businesses in the surrounding towns. Parent's gender is illustrated by figure 4.3

Figure 4.3: Parent gender



The above analysis shows that 66.7 percent of parents were female and 33.7 percent were male. This can be attributed to the nature of women being able to volunteer information unlike men who tend to withhold information. The parents marital status and educational background is summaries below in table 4.4

Table 4.4 Parents marital and educational level

| Marital status | Freq | % | Educational level | Freq | % |
|----------------|------|------|-------------------|------|------|
| Single | 5 | 33.3 | Primary level | 2 | 13.3 |
| Married | 9 | 60.0 | Secondary level | 7 | 46.7 |
| Widowed | 1 | 6.7 | College level | 5 | 33.3 |
| Separated | 0 | 0 | University level | 1 | 6.7 |
| | 15 | 100 | | 15 | 100 |

From the table it can be noted that there are more married parents (60%) followed by single parents who are 33.3 percent. Only one parent was widowed and none of the parents was separated. Educational level analysis indicates that majority of parents were educated from secondary school level and beyond, it can therefore be concluded that the interviewed parents understood the importance of their children to acquire life skills education. There was however 2 parents (13.3%) who were standard eight dropouts.

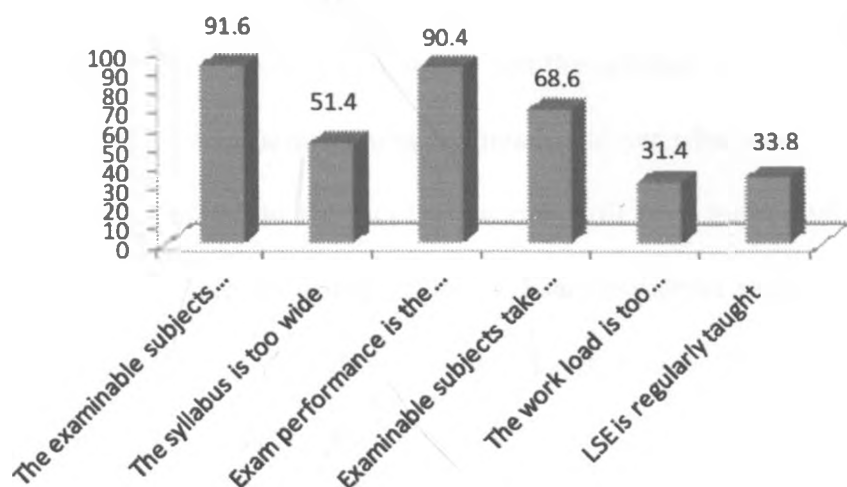
4.4 Research question one: to what extent does performance influence the implementation of life skills education in public primary schools?

The following sub-section provide data and analysis aimed at answering research question one. This part of the study tried to identify the extent to which performance has influenced teachers in the implementation of life skills education.

4.4.1 Influence of exam performance on implementation of LSE

When teachers were asked about their opinions about the influence of performance to the general teaching and learning of LSE, a summary of their responses were as shown in the table 4.4

Figure 4.4 Teachers opinions about what influences them when implementing LSE



The results indicated that there was a general agreement that teachers emphasized examinable subjects more (91.6%), followed by opinion that exam performance is not the only important thing in life (90.4%). However the latter statement is a contradiction of the first one. This could be attributed to the fact that 8.4.4 education system uses exam scores as a measure of how good a teacher is performing. Therefore it can be deduced that teachers would like to teach life skills education but since it is not an examinable subject they ignore it. This implies that performance in exams has negative influence on life skills education implementation.

At third place was the opinion that examinable subjects took all their time (68.6%). This is in agreement with the first statement where teachers agreed that though life skills education is important for the development of children holistically, much of their time is spent

teaching the core subjects. This strive to excel in the subjects they are teaching means that if a subject does not produce test scores, it was as good as insignificant.

The other view which was highly rated as that the syllabus was too wide (51.4%). Teachers felt that the pressure to perform was too much and yet what was to be covered was a lot. This could be attributed to the fact that schools still used traditional methods for teaching and learning. This implies that if schools in Kiambu district were to adopt new methods of teaching such as using PowerPoint technology instead of the usual writing notes in the chalkboard using chalk, teachers would not be talking of a wide syllabus and would consequently spare some time for life skills education.

Other opinions that pointed to the influence of performance of implementation of LSE was the view that the work load was too much for them (37.4%). However, this view was not highly rated. This could be attributed to the fact that Kiambu district does not have a problem with understaffing according to the staffing officer. There were enough teachers for every school meaning that teachers handled a manageable number of lessons. The lowest rated opinion was that LSE is regularly taught (33.8%). This view supports all the above views, from this finding it is evidenced that pressure to perform in exams influenced teachers in the implementation of LSE.

Teachers also provided information on other reasons they were not able to teach LSE. The table below shows some of the other reasons teachers gave that discouraged them from implementing life skills

Table 4.5 Teachers other reasons they were not able to teach life skills education

| Statement | Frequency | Percentage |
|--|------------------|-------------------|
| It is not in the timetable | 57 | 38.5 |
| LSE time is used to boost other subjects | 134 | 90.5 |
| Allocated time is not enough | 104 | 70.3 |
| I did not receive any training | 105 | 70.9 |
| Lack of follow-up by head teacher | 92 | 62.2 |
| No follow up by DQASO | 59 | 39.9 |
| Little emphasis by Ministry of Education | 44 | 29.7 |
| Lack of motivation to teach it | 38 | 25.7 |

N = 148

From these findings it was established that majority of respondents (90.5%) used the time scheduled for LSE to teach other subject so as to boost the mean score of the core subjects. The second rated reason was the fact that teachers had not received any training on life skills education (70.9%), which is closed followed by allocated time is not enough at 70.3 percent. These reasons are all attributed to the fact that LSE is not given the preference it deserves and passing exams is preferred hence performance in exams influence teachers highly such that they neglect to teach LSE.

Other reasons that were cited were lack of follow up by head teachers (62.2%) who did not encourage their teachers to teach LSE for the obvious reason that it will not count as far as performance is concerned. This was followed by the view that there was no follow by District Quality Assurance and Standards Officers (DQUASO) at 39.9 percent, LSE is not allocated in the timetable (38.5%), lack of motivation to teach LSE had low influence at 25.7 percent. This could be attributed to the fact that teachers did not need extra motivation to teach a subject like LSE which was so important to holistic development. This confirms

an earlier finding by Musau, (2007) that teachers are not able to balance the teaching of core subjects with other support subjects.

4.4.2 Ways of improving life skills education implementation as far as performance is concerned

These referred to the strategies that can be used to improve implementation of LSE according to teachers' suggestions. This was an open ended question which allowed for diverse views. Table 4.6 presents teachers suggestion

Table 4.6: Teachers suggestions on ways of improving life skills education

| Suggestion | Frequency | Percentage |
|--|------------------|-------------------|
| A complete paradigm shift. Talents should be developed | 105 | 70.9 |
| Administrators to make sure LSE is taught | 75 | 50.7 |
| Allocate more time, one lesson is not enough | 73 | 49. |
| Integrate teachers by offering incentives | 60 | 340.5 |
| Make LSE examinable | 48 | 32.4 |
| | 59 | 39.9 |

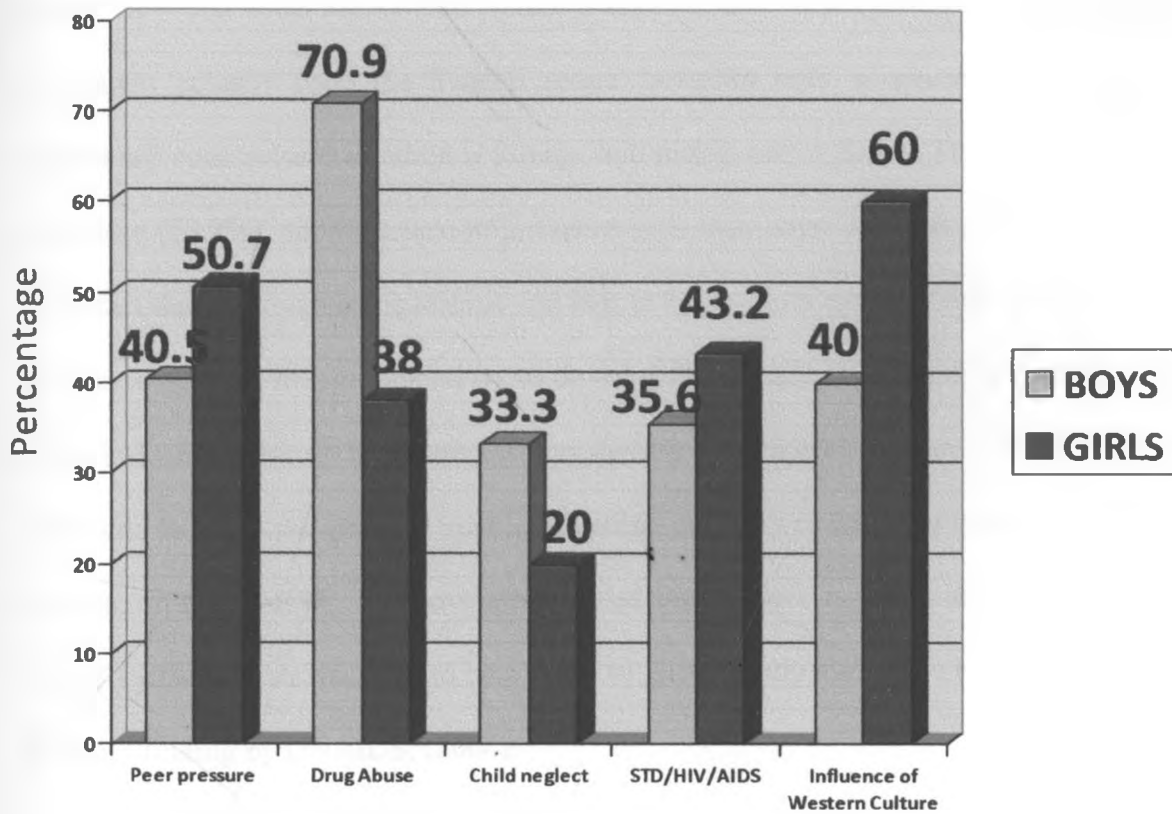
This study showed that much needs to be done if LSE was to be successfully implemented. Teachers gave suggestions that can improve LSE teaching and learning as follows. An overwhelming majority suggested that the subject be made examinable (70.9%), followed by those who advocated for allocation of more time as the one allocated was not enough (50.7%). Emphasis of passing exams was seen as the greatest impendent to LSE teaching

since teachers mostly emphasized examinable subjects hence there was a suggestion that there be a complete paradigm shift as to what success in life really is, and that part from academic achievement, pupils unique talents should be developed, (49.3%), teachers suggested that LSE be integrated in existing examinable subjects (40.5%). Other suggestions were: administrators to follow-up that LSE is taught (39.9%), motivate teachers to teach life skills education (32.4%). These findings concur with Rungu, 2008

4.5 Research question 2: How does gender influence teachers in the implementation of life skills education?

This research question attempts to answer the question on how gender (Pupils gender) influences teachers in their endeavor to implement life skills education. The subsequent subsections of the section attempts to provide data¹ aimed at answering research question two. From this study it was established that gender influenced teachers in LSE due to their altitudes on what skills a boy and a girl should have and to what extent. Parents were asked to say the major threats they saw facing boys and girls in their upbringing at school and home

Figure 4.5 Parents opinion on threats facing pupil's upbringing in today's world in relation to their gender



As rated by parents, drug abuse was the most significant threat facing boys in Kiambu district (70.9%). This could be attributed to the fact that boys like experimenting with the most risky behaviors like taking alcohol to find out how it would feel. This however is not the case with girls as they were rated at 38 percent threat. This is because the African culture abhors women taking drugs especially alcohol as it is considered very unattractive. These results were in agreement with results reported Odira, (2006); Ngovi (2005) and Obiri (2002) who found out that drug abuse was one of the main causes of indiscipline especially in boys schools.

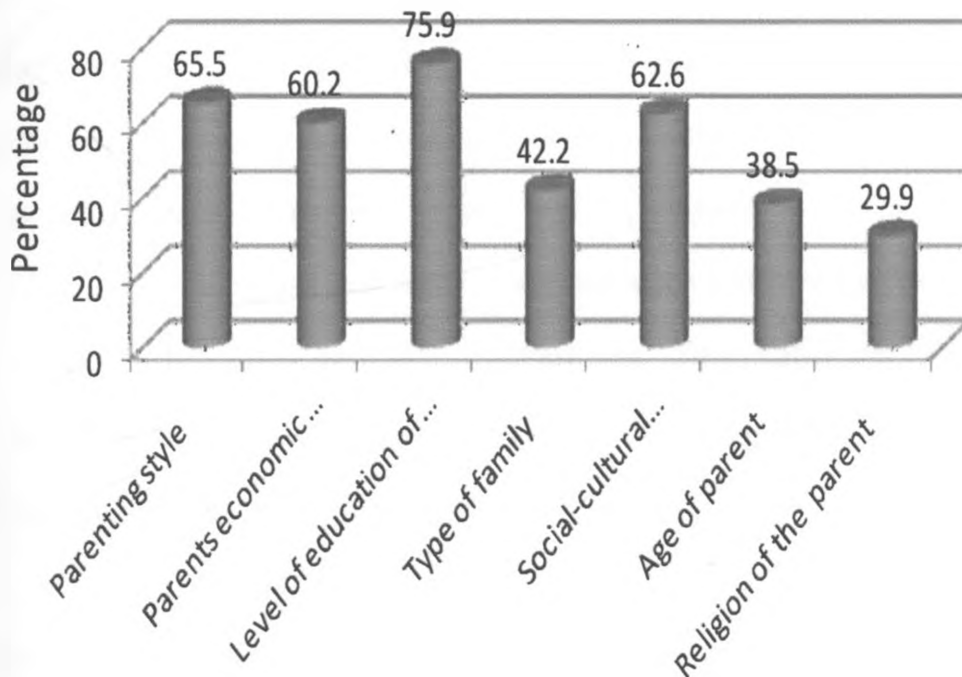
Influence of western culture was rated second at 60.0 percent for girls. However, this was seen to affect girls more than boys. Parents complained about the girl child being a “copy cat” with issues such as dressing styles, skin complexion, and size of their bodies with the general view that when the African culture is lost, African values and skills will be lost too. One parent actually used the Swahili adage “*mwacha mila ni mtumwa*” to mean that abandoning ones culture to adopt a foreign one makes one a slave. Peer pressure was at third place (50.7%), and was seen to influence girls than boys too. This could be attributed to the fact that girls value friendships and like to belong to a group. Girls were thought to feel pressured to fit in a group and try to do the different things the group was doing. Such things influence wearing the latest fashion, having a boyfriend and experimenting on sex. This could later get the girl into trouble of getting pregnant or catching sexually transmitted diseases, or even AIDS. This explains why at fourth place is STDs and HIV/AIDS as a threat (43.2%) which was seen to be a threat to girls slightly more than boys. This confirms an earlier finding by UNAIDS, (2004).

Parents also indicated that there was a threat on the boy-child neglect (33.3%) compared to 20 percent of girl-child neglect. Parents in Kiambu district attributed this to the fact that there has been rapid campaign about girl child empowerment such that the boy child has been neglected. Parents cited cases of abuse of illicit brew which has taken over many young men in Kiambu. This is because the boys might have felt that no one cares about them and with the high rate of unemployment in the country, they feel helpless and resort to alcohol. It is from these findings the research confirmed that gender remains a major influence on implementation of LSE.

4.6 Research question 3: How do parents' characteristics affect the implementation of life skills education in public primary schools?

These are characteristics of the pupils' parents that influence how a child acquires life skills which are teachings about life issues at home whether directly or indirectly. Teachers were asked to rate the perceived home issues that influence pupils in their acquisition of life skills consequently affecting teachers when implementing life skill education. The percentage ratings of the scores were shown in figure 4.6

Figure 4.6: Parents characteristics that affect pupils in acquisition of LSE according to teachers



The analysis shows that the level of education of parents played the most significant role in determining life skills a child acquired (75.9%). Teachers felt that this is attributed to the fact that parents acted as role models and since most learning is by imitation, learned parents had acquired more and refined life skills themselves which they passed to their children. Illiterate parents were still practicing retrogressive behavior such as poor person hygiene, lack of knowledge on issues such as balanced diet, and health. It can therefore be deduced that they lacked life skills so could not pass the same to their children. When these children came to schools, they had limited life skills compared to those with educated parents. This influenced the way teachers could implement LSE since the playing field was not level. These findings are in agreement with Borland et al (1998) and Loughran (1995) who found that love, warmth and reassurance from parents led to children who had a high self esteem and confidence.

From the results (67.5%) was ranked second citing parenting style of a parent as a crucial determinant of life skills. Literature revealed that different people have different parenting styles where some are grouped as authoritarian, authoritative and so on. Influence of parenting style in life skills acquisition means that some parents were strict or careful about life issues whereas others were lenient and carefree. This implies that children from these parents learned varying skills and took these skills to school. This consequently influenced teaches when influencing LSE.

Other characteristics that were highly rated were socio-cultural orientation of a parent (62.6%) and parent's economic background (60.2%). This could be attributed to the fact that culture controls most of our behavior and what we classify as moral or immoral. This

implies that socialization and economic background determine life skills acquired by children. Due to poverty many families stay in neighborhoods that are full of poor role models where economic hardships lead them to involve themselves in crime, illicit brews, prostitution and may other vices.

The type of family a child comes from was also seen to influence life skills. (42.2%) though it was not a major influence. This was supported by parents after they were asked whether it makes any difference what kind of family a child comes from a good majority agreed that the family type is a great influence. These findings concur with those done by Patterson (1985) and Egeland (1998) who found out that the family environment affected the way a child turned out to be and that maladjusted behavior was not common where parents were positive role models to their children. However, this finding contradicts an earlier finding by Borland et al (1998) when they found out that children from single parent families had other members of the extended family to emulate like uncles and aunts through single father families were found to be almost non-existent in Kiambu district at 6.7 percent.

The religion and age of parents were also cited but seen to have minimal impact at 38.5 percent and 29.9 percent respectively. This could be attributed to the fact that religious teachings also deal with skills and moral values. Children who attended Sunday school were said to have more positive values and skills compared to those who did not. The age of the parents mattered though not much. Older parents were said to have more skills than younger ones. There was therefore a much lower influence of age and religion of parents to life skills hence life skills implementation

implies that socialization and economic background determine life skills acquired by children. Due to poverty many families stay in neighborhoods that are full of poor role models where economic hardships lead them to involve themselves in crime, illicit brews, prostitution and many other vices.

The type of family a child comes from was also seen to influence life skills. (42.2%) though it was not a major influence. This was supported by parents after they were asked whether it makes any difference what kind of family a child comes from a good majority agreed that the family type is a great influence. These findings concur with those done by Patterson (1985) and Egeland (1998) who found out that the family environment affected the way a child turned out to be and that maladjusted behavior was not common where parents were positive role models to their children. However, this finding contradicts an earlier finding by Borland et al (1998) when they found out that children from single parent families had other members of the extended family to emulate like uncles and aunts through single father families were found to be almost non-existent in Kiambu district at 6.7 percent.

The religion and age of parents were also cited but seen to have minimal impact at 38.5 percent and 29.9 percent respectively. This could be attributed to the fact that religious teachings also deal with skills and moral values. Children who attended Sunday school were said to have more positive values and skills compared to those who did not. The age of the parents mattered though not much. Older parents were said to have more skills than younger ones. There was therefore a much lower influence of age and religion of parents to life skills hence life skills implementation

4.7 Research question 4: How has informal education influenced the implementation of Life skills education?

A part from formal education which is programmed and structured, informal education was found to play a role in influencing implementation of life skills education. This is all what goes on in a school apart from the structured curriculum. Pupils were required to indicate whether some chosen issues were going on in their school and to what extent.

Table 4.7: Pupils response on issues happening in their schools

| Issues /happenings | Frequency | Percentage |
|-------------------------------------|-----------|------------|
| Bullying | 17 | 34.5 |
| Clubs and societies | 29 | 72.5 |
| Caning | 31 | 77.5 |
| Strikes | 0 | 0 |
| Discrimination | 12 | 30 |
| Drug Abuse | 5 | 12.5 |
| Boy-child relationships | 7 | 17.5 |
| Exam cheating | 11 | 27.5 |
| General harsh treatment by teachers | 24 | 60.0 |
| Computer lessons | 5 | 12.5 |

The finding showed that the most frequent happening in schools was caning (77.5%) followed by clubs and societies (72.5%). Third on the list was harsh treatment of pupils by teachers which included offending remarks and giving pupils no time to explain themselves (60.0%), the other frequent happening was bullying (42.5%), followed by discrimination and exam cheating at 30.0 percent and 27.5 percent respectively. Girl-boy relationships, drug abuse and tribalism had negligible occurrences and strikes were rated to be non-existent in public primary schools in Kiambu district.

The results indicate that there were both positive and negative aspects in daily occurrences in schools. This implies that these aspects influenced the implementation of life skills education and that hidden and informal curriculum had a way of passing life skills to children. It should be noted that learning of skills also takes place through the unstructured happenings in an institution (informal learning).

The highest rated issue was caning at 77.5%, despite the governments burn of corporal punishment, pupils agreed that caning was still going on. This could be attributed to the fact that breaking a cycle of using negative disciplinary measures is hard to break considering the fact that teachers went through the same system where they were caned themselves. However, positive aspects were also found to be happening in schools such as clubs and societies which were seen to teach positive skills. This therefore was helping teacher in life skills implementation. The other positive element was computer lessons though it was a very rare happening at 12.5 percent.

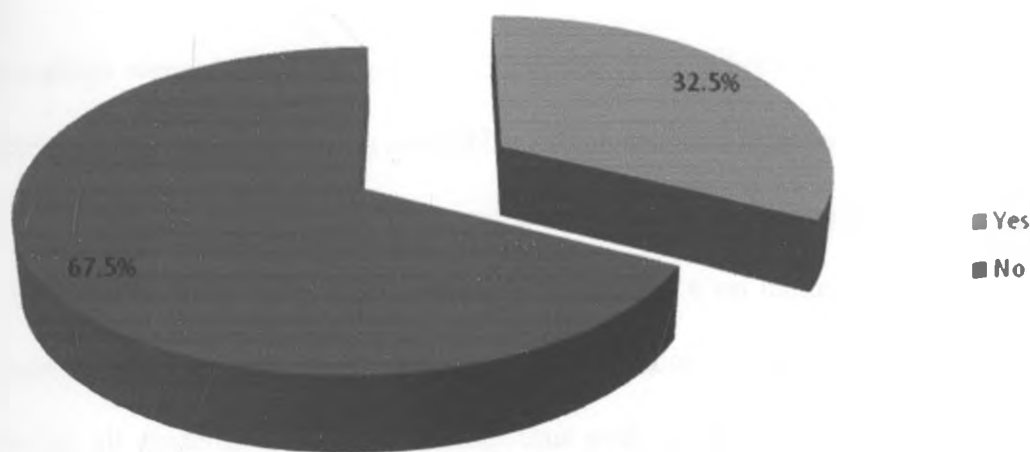
Boy-girl relationships was not a common practice in primary schools (17.5%). However pupils pointed out that they were confused as to whether it's wrong or right to have a friend of the opposite sex. They feared being judged if found to be in a relationship. The study revealed that not much is told to pupils on where to draw a boundary when it come to relationships hence some preferred to keep it a secret or avoid it altogether. The danger in this was that it led to experimentation and "stealing" which could have dare consequences, such as pregnancy and STDs or even HIV/AIDS.

Bullying was reported at 42.5 percent and seemed to be a fairly common practise in schools. Pupils reported being hit, pushed and called names by fellow pupils. This could be attributed to the fact that most bullying acts go unreported as some pupils see them as part of school life or fear being seen as cowards, in fact one particular pupils reported that if bullied he would patiently wait f or his time to come when he would do the same to a weaker pupil. This implies that a cycle is created where children do not learn how to handle bullying in the right way. The findings concur with Linda Meeks et al (2003) when they found out bullying is a common practice in American schools

4.8 Research question 5: To what extent does teaching methods used influence the implementing of life skills education?

This research question attempts to answer the question on how teaching methods influence teachers in their endeavor to implement life skills education. The subsequent subsections of the section attempts to provide data aimed at answering research question five. Figure 4.7 summarizes the question asked to teachers on whether they had received any form of training before life skills education was introduced.

Figure 4.7: Teachers responses on whether they received any training on LSE education?



From the figure it can be noted that majority of teachers did not receive any training on how to implement LSE. This implies that they did not know the methods to use to teach it best. Then pupils were asked to provide information on the main ways through which they received life skills at school. Table 4.9 has a summary on these ways as rated by pupils.

Table 4.8: Pupils responses on ways they received life skills education

| Ways/methods | Frequency | Percentage |
|---|-----------|------------|
| Morning assemblies | 21 | 53.3 |
| Organized meeting sessions | 20 | 50.6 |
| Clubs and societies | 23 | 58.3 |
| Through invited guest speakers | 15 | 36.9 |
| Through other subject e.g. science, CRE | 14 | 35.4 |
| During LSE lesson | 18 | 45.0 |

The result indicated that pupils received life skills mainly from clubs and societies (58.3%). This could be due to the fact that life skills education was not an examinable subject in the Kenyan curriculum. This means that it was rarely taught in class but could still be acquired from other ways.

School assemblies were also rated high at 53.3 percent. This is because schools in Kenya have a routine of morning and evening assemblies which are used to announce major events of the day and to comment about discipline and general conduct of learners. It should also be noted that teachers take advantage of assemblies to advise on matters such as general hygiene, warn students about risks surrounding them such as drugs. This makes it compulsory for all students to attend assembly thus getting frequent life skills teachings. This helps teachers to inculcate skills consequently helping in life skills implementation.

Organized meeting sessions especially with pre-teen and teenage children was one of the methods schools used to transmit life skills (50.6%). Most pupils pointed out that they have termly meetings where teachers gathered to advise on issues especially adolescent challenges. Pupils were advised on girl-boy relationships and dangers of pre-marital sex.

A relatively small percentage than expected admitted to receiving life skills education during the allocated time of LSE lessons (45%). This again could be due to the fact that life skills education is not an examinable subject in the school curriculum and school grades seems to determine future success in Kenya specifically in Kiambu district.

Other methods that were used by teachers according to the pupils were: peer group meetings (40.6%), inviting guest speakers (36.9%). A good percentage of pupils (35.4%) indicated that life skills education was also contained in the other subjects like science and CRE and social studies in an integrated manner. However, it is worth noting that learning in order to pass an exam is different from learning which leads to attitude change. This is mainly because methods that are recommended for teaching life skills lead should be interactive. This implies that life skills education implementation need methods that go beyond the acquisition of knowledge which teachers in Kiambu district were found not to be using. This sentiments were confirmed by Oyot and Patel , (1992) when they said that teaching should not be limited to passing of knowledge.

4.8.1 Instructional materials as a means to successful implementation

A part from a lack of emphasis on non-examinable subjects especially from administrators, teachers admitted that other factors such as lack of materials and inadequate training was hampering the methods they were likely to use to implement LSE. Pupils were asked to indicate whether they were using given materials using the scale; Nil, Few, Many, So many as shown in table 4.9

Table 4.9 Pupils responses on materials they were using in their schools

| Material | Nil | Few | Many | So many |
|----------------------|-------------|-------------|-------------|----------------|
| Pamphlets - HIV/AIDS | 13 31.3% | 21 53% | 4 9.6% | 2 6.1% |
| Newspapers | 3 8.4% | 26 63.9% | 7 16.9% | 4 10.8% |
| Magazines | 13 32.5% | 22 58.4% | 5 12.4% | 0 0 |
| Supplementary books | 21 53.0% | 17 42.5% | 2 4.8% | 0 0 |
| Audio visual aids | 71 85.5% | 13 14.5% | 0 0 | 0 0 |
| Pupils course books | 14 35.2% | 21 52.3% | 5 12.5% | 0 0 |

According to the table, audio visual aids were found to be non-existence in 85.5 percent of schools with most Pupils saying they did not use them. The only available audio aid used was LSE radio lessons which were used in a few schools. This could be attributed to the fact that due to lack of funds schools were not able to purchase audio-visual aids. Lack of electricity connection in schools could also be another reason for this.

From the table, it can also be noted that reference books which could be used to supplement course books were lacking with 53.0 percent pupils claiming that they did not use such books. However 42.5 percent said they had a few supplementary books. These books could be in form of story books that children read at home which taught about skills and moral values in form of stories. Newspapers were found to be many (63.9%). This could be attributed to the fact that many people buy newspapers and that newspapers are not

expensive, pupils get a chance to read these newspapers especially the kids section in some of the local dairies.

There was however a few magazines and pamphlets according to 55.4 percent of pupils, It can therefore be deduced much needs to be done by providing a variety of relevant LSE materials as this is influencing implementation of life skills in that teachers do not have the tools to use.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the research process briefly. This chapter also provides a summary of main findings of the study, conclusions and recommendations for further research.

5.2 summary of the project

The purpose of the study indentified factors influencing teachers in the implementation of life skills education in public primary schools in Kiambu district, Kiambu County. This study is aimed at coming up with recommendations that could help improve life skills education implementation.

The objectives of the study was to establish the extent to which performance in exams, gender, parents characteristics, informal education and teaching methods have influenced teachers in the implementation of life skills education.

Literature review focused on global overview of life skills education, the role of life skills education on performance. The role of the hidden and informal curricula, Gender and life skills education, parent's characteristics and their influence on LSE implementation, teaching methods and life skills education and a brief summary of literature review.

Descriptive survey research design was adapted. The instruments used were two questionnaires and an interview schedule. The main target population was teachers,

followed by a few pupils and parents, data was analyzed using the statistical package for social sciences (SPSS) and results resorted in form of tables, graphs and pie charts.

5.3 Summary of findings

The findings showed that teachers emphasized examinable subjects more followed by the fact that teachers knew doing well in exams was not the only important thing in life. This means that teachers would like to teach life skills education but were not able to due to the fact that they had to perform exemplary in core subjects. Examinable subjects took all the teachers time, and the syllabus was too wide was an opinion by 51.4 percent.

Results indicated that there were other reasons that made teachers not to teach LSE. Some of the reasons were the fact that teachers had not received any training on life skills education and lack of follow up by head teachers to mention but a few.

Findings also indicated that parents' opinions on threats facing boys and girls were varied. Drug abuse was found to be a threat to boys more than girls, influence of western culture threatened girls than boys, peer pressure threatened girls than boys, STDs and HIV/AIDS threatened girls than boys, boy- child neglect was seen to be an emerging threat in Kiambu but was lowly rated at 33.3 percent.

Parents' characteristics also influenced children who later influenced teachers in LSE implementation. For example the level of education of a parent was seen to determine what skills were inculcated to a child.

There were things/ happenings in schools that influenced LSE implementation. Among them was caning which was found to be the most occurring incident. However, apart from negative issues, positive issues were happening such as clubs and societies. Computer lessons were seen to be minimal in public primary schools of Kiambu district.

According to pupils audio visual aids were non existent in their schools (85.5%). Other lacking LSE materials were supplementary books (53.0%). However newspapers were many at 63.9 percent. Pupils reported there was a few number of magazines (55.4%) pamphlets (53%) and pupils' course books (52.3%). Lastly when teachers were asked if they had received any training on LSE (67.5%) said they had not received any training while 32.5 percent agreed that they had had received some training..

5.3 Conclusions

This study established that one of the factors that made implementation of life skills education to lag behind was an education system that was geared towards performance in examination as a measure to determine future success, this has resulted to neglect of subjects that are seen not to be contributing to exam mean score.

Other factors hampering the implementation of life skills education was lack of training and relevant materials. Such materials include textbooks, audio visual aids, supplementary books and other support materials. Parents characteristics were seen to influence implementation of life skills education due to the fact that pupils come from homes and since charity begins at home, these children bring life skills they have acquired at home.

Gender was another factor that was seen to influence life skills education in that both parents and teachers had beliefs that certain skills do not affect boys and girls at the same level. This has led to teachers and parents approaching the gender issue differently when handling children, specifically when handling LSE.

The other factors influencing LSE was found to be informal education. Things that happen in a school apart from the structured curriculum were found to be of great influence to life skills education. This is because children learn through observation and imitation of happenings that are around them.

5.4 Recommendations

In order to improve the implementation of life skills education, the researcher makes the following recommendations, based on the research findings.

- The government in partnership with private individuals and organizations should strive to provide enough and relevant materials for life skills education. Apart from course books, writers should be encouraged to come up with other life skills books.
- The government to also provide funds for training of teachers on the same matter as a good percentage of them said they had not received any training.
- The school administrators have a big role to play to make sure any kind of implementation is carried out. They should follow up to make sure life skills education is the timetable and taught just like other subjects, supervise the teacher's attendance of life skills education classes.

- Schools should be sensitized on the importance of life skills education. There should be a complete paradigm shift as to what makes a successful individual. Apart from stressing on academic achievement only, schools should also develop the inner person by teaching life skills in order to cater for a holistic development.
- More time should be allocated for life skills education. A majority of teachers had complained that allocating life skills education to one PE Lesson is seen as not giving the subject the seriousness it deserves. Life skills education should be allocated at least three lessons in a week.
- The schools should be creative in the ways they teach life skills education. ‘Talk and chalk’ method is completely inappropriate for LSE teaching. They should make LSE interesting by using a variety of methods such as inviting guest speakers, going for field trips, and using peer educators, discussions and audio visual aids.
- Both school administrators and teachers should ensure they create a conducive learning environment for pupils by being friendly, avoiding excessive caning and minding about what pupils are going through not just academic achievement.

5.5 Suggestions for further studies

In order to improve the implementation of life skills education, the researcher makes the following suggestions for further studies.

- The study did not address the role of administrators in implementation of life skills education hence the need for a study on this.

- The study only looked at influence of performance on life skills education; there is need to carry out a study on influence of life skills education on discipline.
- The study did not investigate the specific gender related influence of life skills education. A study need to be carried about specific gender related issues on LSE focusing on the boy child or the girl child.
- There is need to find out factors influencing life skills implementation in secondary school students.

REFERENCES

- Akinyemi, J. (2011) "Success in life is about inner values" Daily Nation Jan 23rd 2011 p36
- Alison, R. (2006). *Un leashing the power for change insights & Lessons from UNICEFs Multi Country Life skills initiative.*
- A Resource guide, (1975). *Sex education and family life for the visually handicapped child and youth.* Newyork US East 42nd Street.
- Ayot, H.O. & Patel, M.M. (1992). *Instructional methods: General Methods Educational Research & Publication Nairobi: Kenya (ERAP)*
- Backett, K.C (1992). *Taboos & excesses; health Moralities in middle class families.* Sociology of health & Illness Journal 14,2,73-255
- Beverly, H et al (2005). *The Central Vote of Teaching Social Skills.* Love Publishing Company, Colorando USA Denver,
- Birundu, J.S. (2003). *Participatory Leadership styles and their effect on student discipline in schools.* UON. Unpublished thesis.
- Borg R.W. & Gall, M.D. (1989). *Educational research, An Introduction.* Newyork Longman Inc.
- Borland et al (1998) *Middle childhood: The perspective of Children & parents.* Jessica Kings lay publishers. London
- Coan, R.W.. 1983 *Psychology of adjustment: personal experience & development.* United States of America. John Wiley & Sons Inc,
- Deanna H and Pryor L, 1999. *Pure parenting: Teaching Your teen why true love waits.* Life way press. Tennessee Nashville,
- Education Insight, (2010), *Melting point for education in East Africa: issue 25.* pg 6
- Erikson E.H (1965). *Childhood and Society,* Newyork. Marton
- Gagnon, J.H. (1965). *Sexuality and sexual learning in child psychiatry.* Journal on Sexuality Education 28: 212-228 June 5, 2011. p47.
- K.I.E, (2006) *Facilitators Handbook on life skill Education: For Presentation of drug & Substances abuse,* Kenya. K.I.E

- K.I.E, (2008) *Primary education curriculum Life Skills education syllabus*. Kenya.
- K.I.E, 2002 *Life skills education for the youth*. Kenya Institute of Education Nairobi Kenya
- Kirumira, O. (2003) *Life skills, Sexual maturation & Sanitation*. Uganda. Oxford Kampala, University Press.
- Loughran, N. et al (1995) *A review of the literature, children, Young people & offending in Scotland*. Edinburgh, Report to Scottish Officer.
- Maccoby, E. and Martin J.A, (1983) *Socialisation in the context of the family: Parent-child interaction* Wiley, Newyork.
- Meek, L et al. (2003) *Truly awesome Strategies for teaching health*. Comprehensive School health. Meeks heit Publishing Company. USA.
- Ministry of planning, development & vision 2030 (2009). *Kenya National population Census*. Nairobi Government Printer.
- MOE (2010), *Child friendly schools manual*, Government of Kenya Nairobi. Kenya.
- Mugenda, O & Mugenda, A.G. (2003) *Research methods; Quantitative & Qualitative Approaches*. Nairobi. ACTs Press
- Mulusa ,T.(1990) *Evaluation research for beginners: a practical study guide*. Bonn: Deutsche stifling for international Eritwicklung
- Musau J.K, (2007). *Emerging issues as a result of Banning of Corporal Punishment as a disciplinary method in primary schools*. Unpublished thesis, University of Nairobi.
- Ngovi, M (2005). *The role of parents in drug abuse prevention in public secondary schools in Nairobi*, Unpublished Thesis University of Nairobi.
- Odira, L.O, (2006) *Study of Methods used to manage student indiscipline in public primary schools*. Makadara. Nairobi-thesis.
- Orodho J, (2005) *Techniques of writing research proposals & reports in educational and social sciences*. (2nd Edition) Nairobi Kenezja HP.

APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University Of Nairobi

Department of Administration and Planning

P.O Box 30197-00100

Nairobi

The Head teacher

_____ Primary School

KIAMBU

Dear sir/Madam

RE: REQUEST FOR DATA

This is a request your participation in a study titled “ Factors influencing teachers in the implementation of life skills education in Public Primary schools of Kiambu district.

Kindly answer all questions as honestly as possible and to the best of your knowledge. Be assure that your name will remain confidential.

Thank you

LUCYLINE M. NDUNGU

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

This questionnaire is intended for the sole purpose of research. You are hereby notified that any information you give will not be used for any other purpose and will be treated with utmost confidentiality. Please respond to the items as honestly as possible.

Section A: Demographic information

1. Indicate your gender (tick one)

Male

Female

2. Indicate your age bracket in years (tick one)

a) 26 – 35

b) 36 – 45

c) 46 – 55

d) 56 and above

3. Indicate your highest professional qualifications

a) P1 Certificate

b) Diploma /SI

c) Graduate/degree

d) Masters degree

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

This questionnaire is intended for the sole purpose of research. You are hereby notified that any information you give will not be used for any other purpose and will be treated with utmost confidentiality. Please respond to the items as honestly as possible.

Section A: Demographic information

1. Indicate your gender (tick one)

Male

Female

2. Indicate your age bracket in years (tick one)

a) 26 – 35

b) 36 – 45

c) 46 – 55

d) 56 and above

3. Indicate your highest professional qualifications

a) P1 Certificate

b) Diploma /SI

c) Graduate/degree

d) Masters degree

e) Other (specify)

4. Indicate your highest academic qualification

a) KJSE (form 2) []

b) O level []

c) "A" level []

d) College []

e) Other (specify)

Section B

5. The statements below explain issues about performance that influences the implementation of life skills education. Please rate in your own opinion on the scale provided indicating how much they influence life skills education teaching and learning. The rating given are Not at All (NA), Slightly (S) Somehow (SW) Much (M) and VM(Very Much).

| | NA | SL | SW | M | VM |
|---|----|----|----|---|----|
| a) Examinable subjects are emphasized more | | | | | |
| b) The syllabus is too wide | | | | | |
| c) Exam performance is the only important thing in life | | | | | |
| d) Examinable subjects take all our time | | | | | |
| e) The work load is too much for us | | | | | |
| f) Life skills education is regularly taught | | | | | |

6. The statements below explain perceived parents characteristics that may affect children and consequently influence the implementation of LSE. Please rate them in your opinion to the scale provided. The choices given are (Not at all (NA), Slightly (SL), Somehow (SW) Much (M) and VM (Very Much)

| Parent characteristics | NA | SL | SW | M | VM |
|--|----|----|----|---|----|
| Parenting style of parents | | | | | |
| Parents economic background | | | | | |
| Level of education of parents | | | | | |
| Type of family | | | | | |
| Socio cultural orientation and parents | | | | | |
| Age of parents | | | | | |
| Religion of the parent | | | | | |

Section C

The following questions are open ended questions. This means that you are free to state your opinion without choosing from given options. Please give your opinion as honesty as possible.

7. Did you receive any training /in servicing on life skills education?

Yes [] No []

8. Give reasons why you may not be able to implement life skills education as required

1.

2.

3.

4.

9. What measure can the government take to improve the implementation of life skills education

1.

2.

3.

4.

10. Suggest other ways that can be used to improve life skills education teaching and learning.

APPENDIX II

QUESTIONNAIRE FOR PUPILS

Introductory letter

I am a student at University of Nairobi taking a Master of Education degree in Curriculum studies. I am conducting a research on the title "Factors influencing Teachers in the implementation of life skills education in Kiambu District. I have selected you as a participant in this study. You are hereby informed that the information you will give will be used for the sole purpose of the study. Do not write your name or name of your school.

Section A

Demographic information

1. Please indicate your gender (tick one)

Male []

Female []

2. Indicate your age bracket (tick one)

a) 12 []

b) 13-14 []

c) 15 []

d) 16 []

3. Please indicate where you live (tick one)

a) Town Rented house []

- b) Rural own house []
- c) Town own house []
- d) Rural rented house []
- e) Other specify _____

4. Please indicate your parents occupation

- a) Employed []
- b) Casual work []
- c) Self employed []
- d) Stay home parent []
- e) Other specify _____

Section B

5. The statements below explain things that may be happening in your school. Please indicate your opinion on how frequent these things happen using the rating almost daily, frequently, sometimes, rarely and never

| Happening | Daily | Frequently | Sometimes | Rarely | Never |
|------------------------|-------|------------|-----------|--------|-------|
| b) Bullying | | | | | |
| c) Clubs and societies | | | | | |
| d) Caning | | | | | |
| e) Strikes | | | | | |
| f) Discrimination | | | | | |

| | | | | | |
|--------------------------------|--|--|--|--|--|
| g) Boy-girl relationships | | | | | |
| h) Exam cheating | | | | | |
| i) Harsh treatment by teachers | | | | | |

6. The statements below explain the perceived ways in which you may receive life skills at school. Please rate them in your opinion using these choices: Never(N), Rarely(R) Sometimes (ST) frequently (F) and very frequently (VF).

| Method | N | R | ST | F | VF |
|--------------------------------|---|---|----|---|----|
| Morning assemblies | | | | | |
| Organized meetings sessions | | | | | |
| Clubs and societies | | | | | |
| Inviting guest speakers | | | | | |
| Other subjects e.g science CRE | | | | | |
| During LSE lesson | | | | | |

7. The statements below explain the LSE materials you may be using in your school.

Please rate them using the choices provided i.e Nil , few, many, so many.

| Materials | Nil | Few | Many | So many |
|---------------------------|-----|-----|------|---------|
| Pamphlets e.g on HIV Aids | | | | |
| Newspapers | | | | |
| Magazines | | | | |
| Supplementary books | | | | |
| Audio visual aids | | | | |
| Pupils course work | | | | |

Thank you for your participation.

APPENDIX III

INTERVIEW FOR PARENTS

Introduction letter

I am a student at University of Nairobi taking a Master of Education Degree in Curriculum studies. I am conducting a research on the title "Factors influencing Teachers in the implementation of life skills education in Kiambu District. I have selected you as a participant in this study. You are hereby informed that the information you will give will be used for the sale purpose of the study.

Section A

Demographic information

1. Parents gender
2. Parents marital status
3. Parents educational level

Section B

4. Do you think that peer pressure is a threat facing children in today world?.

Explain your answer

.....
.....

5. Do you think drug abuse is a threat to the upbringing of children in your area?.

Explain your answer

.....

.....
6. Do you think child neglect is a threat to children upbringing according to you?

Explain your answer

.....
.....

7. To what extent are STDs and HIV/AIDS a threat to the children in your opinion?

Explain your answer

.....
.....

8. To what extent is western culture a threat to children upbringing in your locality?

Explain your answer

UNIVERSITY OF NAIROBI
100 LRA

.....
.....

9. What other challenges do you face when bring up your children?

.....
.....

10. What are the dangers to be encounter if these issues are not addressed?

.....
.....



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471,2241349
4-020-310571,2213123, 2219420
Fax: 254-020-318245,318249
When replying please quote
secretary@ncst.go.ke

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

Ref:

Date:

NCST/RCD/14/012/1455

24th October, 2012

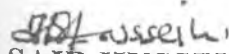
Lucyline Mumbi Ndungu
University of Nairobi
P.O BOX 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application for authority dated 9th October, 2012 to carry out research on "*Factors influencing teachers in implementation of life skills education in public primary schools in Kiambu District, Kiambu County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu District** for a period ending 30th November, 2012.

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Kiambu District.