TEACHING LIFE SKILLS CURRICULUM IN PRIMARY SCHOOLS IN LURAMBI DIVISION, KAKAMEGA COUNTY, KENYA

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REG: E55/CE/12851/09

A RESEARCH PROJECT PRESENTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT FOR A MASTERS DEGREE IN EDUCATION (CURRICULUM STUDIES)
KENYATTA UNIVERSITY

NOVEMBER, 2014
DECLARATION

This is my original work and has not been submitted to any other university for any other study program.

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In memory of my beloved father Joseph Kiyai and my dear late mother Josinah Mugasia. You sacrificed for my education. My life is your vision.
ACKNOWLEDGEMENT

First of all, I thank God Almighty for granting me health and ability to do this work. I am very grateful to my university supervisors, Prof. Bunyi and Dr. Libese for their positive guidance towards the production of this work. My dear friends, Charles Ahenda and Mary Sagala for their wonderful support. I cannot forget my head teacher Mrs. Pache Esther who ensured a conducive environment at work and my dear colleagues who encouraged me on, and lastly my dear husband and children for being patient and understanding on the many occasions I was away endeavoring for this work. May our Lord bless you abundantly.
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ACRONYMS AND ABBREVIATIONS

S.T.D.   Sexually Transmitted Diseases
H.I.V.   Human Immune Deficiency Virus
A.I.D.S. Acquired Immune Deficiency Syndrome
M.O.E   Ministry of Education
D.Q.A.S. Directorate Quality Assurance and Standards
L.I.S.P. Life Skill Promoters
N.F.E.   Non-Formal Education
K.I.E.   Kenya Institute of Education
M.o.E.S.T. Ministry of education, science and technology
UNFPA   United Nations Population Fund
WHO     World Health Organization
UNICEF  United Nations Education Foundation
ABSTRACT

This study is a survey of the teaching of life skills curriculum in public primary schools in Lurambi Division of Kakamega County, Kenya. Life skills education was introduced in the Kenyan education curriculum by the government in 2008. This was with a view that acquisition of knowledge and psychosocial skills would enable learners to cope with problems they encounter in life and face them with vigor and skills. These problems arise from changes in the environment learners interact with and include drug and substance abuse, conflicts, early pregnancies, wastages, child abuse, school unrests among other anti-social behavior. Acquisition of Life skills promote good discipline in schools leading to good academic achievements and healthy relationships. Despite the good intentions the government and the curriculum developers had when introducing the curriculum, these problems still prevail hence giving room for this study. The objectives of this study were to identify teaching and learning resources used in teaching life skills and whether they were adequate, what issues affected teachers during its implementation, the attitudes the teachers and pupils had towards the subject, factors influenced by the community during implementation and lastly aimed at establishing the extent to which the subject was taught. Literature review was done from different sources which included written books, newspapers, magazines and the internet. The study adopted a descriptive survey method of investigation. Data was collected by means of questionnaires for teachers and pupils and interview schedules for the head teachers. From a population of 47 public primary schools, the study sampled 10 schools using convenient sampling basing on their location for ease of access. Respondents for the study included all head teachers, 30 teachers of life skills and a total of 90 pupils. Data collected were analyzed using both descriptive and inferential statistics. The findings revealed that life skills was offered in all schools under study. All schools had life skills text books and chalk boards for use as learning and teaching aids though the text books were inadequate. A few schools also had charts and magazines. Majority of the pupils and teachers reported not to like life skills. Teachers also reported that they rarely taught life skills citing being overburdened with other teaching loads as the main cause. They observed that even though none of them had been involved in the development of life skills curriculum, very few had been trained on how to teach the subject. The head teachers also reported that teachers were getting very little assistance from the government and that life skills as a subject was not popular within the community. The study recommended that all schools were to give life skills the same priority accorded to other subjects during procurement of text books and also use teaching aids during its implementation. The study also recommended that teachers should be actively involved in curriculum planning and designing not only through in servicing but also through encouragement and support from the community, curriculum developers and the government.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

There is a rapid economic, social, political and technological change in the world today. These changes mainly affect the youth leading to multiplication of problems affecting boys and girls hence distractions in schooling. Merki and Merki (1996) states that serious crimes in schools continue to increase and that, students are performing violent acts at increasingly younger ages. There is a need to teach conflict resolution; help learners to build their self esteem and about dangers of drugs which will help in turn to minimize these problems. Tumwesigye (2004) highlights that in order to effectively fight HIV/AIDS and other STIs, young people need to be equipped with the necessary life skills.

Gerald (2009) observes that young people need to learn how to take more responsibilities for their actions and learn to control their lives. Many children do not seek guidance and counseling services from their schools due to fear hence live with their own problems which later on cause maladjustments in their lives. Life skills education has been suggested as the solution to promoting pupils overall growth, development and ability to make valid choices which will enhance discipline in schools. Rodgers (1998) stresses that schools should improve sex education which should start from primary grades while Kay (2003) says that children should be taught how to protect themselves from the evils of abuse.

According to World Health Organization (1993), life skills are relevant in everyday life and form the foundation of life skills education for the promotion of mental well-
being and positive health behavior. More situation specific skills such as assertiveness, dealing with peer pressure, effects of drugs and unprotected sex, dangers of getting involved in vandalism to mention but a few could be built on this foundation. An indigenous Christian based charitable trust. Life Skills Promoters at (http://www.lifeskills.or.ke) founded and registered in Kenya by a group of Kenyans felt that young people needed value based abilities to cope with life's challenges. They believed that if the young people are empowered with life skills, they are able to make the right choices through; situational analysis, critical thinking and making informed decisions therefore avoiding risky behavior and reducing their vulnerability to HIV/AIDS. Life skills education as advocated for by Tuko Pamoja (2006) equips learners with psychosocial competencies and interpersonal skills that can help them make informed decisions, solve problems, build healthy relationships, empathize with the needy and manage their lives in a healthy and productive manner. The Ministry of Education manual (2008) also confirms this.

The rapid changes in life, school unrests and emergent issues in Kenya raised a lot of concern from parents and other stakeholders leading to the Ministry of Education (MOE) and stakeholders through the Directorate Quality Assurance and Standards (DQAS) to introduce life skills education in all primary and secondary schools in the county as a core subject in the school education curricula. This is confirmed from a circular from DQAS (QAS/A/2/IA/75) which was sent to all education field officers and head teachers of primary and secondary schools in the country informing them of the move to implement life skills education in schools. This was done in bid to empower students to know how to interact with others as well as to minimize/eradicate cases of school drop outs, wastage rates, poor academic
performance, vulnerability to STDs and HIV/AIDS (Kim, 2008) and schools unrests.

Life skills as a subject is allocated 1 period per week whereby from primary level 1 to form 2, one lesson of Physical Education (P.E.) was surrendered to life skills.

Kenya Institute of Curriculum Development (KICD) which was formerly known as Kenya Institute of Education (KIE), which is in charge of curriculum development in Kenya, came up with primary school life skills curriculum syllabus in September 2008. Text books for individual classes were also developed by renowned publishers and were recommended for use by KIE in mid 2009. By October 2009 most schools had purchased the text books to be used in the teaching and learning and apart from them, no other material or equipment for use in its implementation were availed to schools. The primary life skills syllabus KIE (2008) has ten topics from standard one (1) to standard eight (8). These topics are similar and content builds on as one progresses. These topics are; self-awareness, self-esteem, coping with emotions, coping with stress, interpersonal relationships, empathy, effective communication, assertiveness conflict resolution and lastly skills of effective decision making. Life skills as a subject is not examined summatively. The Kenya legal and ethical issues network on HIV/AIDS (2011) note that despite the introduction of life skills education in primary and secondary schools in Kenya, and the productive benefits that come with it, teachers and pupils have continued to face problems. Major concerns are in regard to pupils' behavior in terms of conflict, wastages, unwanted pregnancies, early marriages, drug and substance abuse, child abuse, school unrests and many other anti-social behaviors among others.
Lurambi division primary school head teachers were given awareness on the teaching of life skills in their respective schools and were urged to ensure its proper implementation. Visits to schools by QAS officers and other education field officers insist on evaluating the effectiveness of the implementation of the subject. Despite this, the extent to which the subject is implemented is not promising. The teacher as the key implementer of the curriculum and the determinant of the success of any curriculum innovation should be facing problems in its implementation. It is against this background that the proposed study investigated into the teaching of life skills in primary schools within Lurambi Division.

1.2 Statement of the Problem

Life skills is a very important subject in the curriculum of any country as it empowers learners with knowledge and value based skills to help them deal with problems and issues in life. Life skills approach was introduced in the Kenya primary school curriculum in 2008 to help control incidences of school unrests, dropout rates and promote health education among others. This seems not to be the case in Lurambi Division. Cases of primary school dropouts due to unwanted pregnancies, early marriages and sexual harassment are still on the increase. These also include other numerous indiscipline cases that lead to chaos in schools. There also have been reported 2 cases of pupils attempting suicide in the Division after the release of the 2011 K.C.P.E. results. Such issues disrupt school programs and lead to the objectives of life skills education not being fully realized. It was in view of the above factors that this study investigated into the teaching of life skills curriculum in primary schools in Lurambi Division.
1.3 **Purpose of the Study**

The purpose of this study therefore was to probe into the teaching of life skills in primary school education. The study examined these challenges from all dimensions in the implementation of the program in primary schools in Lurambi Division, Kakamega County.

1.4 **Objectives of the Study**

The study focused on the following objectives:

i) To identify the teaching and learning resources used in life skills teaching.

ii) To find out whether the text books used when teaching life skills are adequate.

iii) To find out issues that affect teachers when teaching life skills curriculum.

iv) To determine the attitude of teachers and pupils towards Life skills curriculum.

v) To identify factors from the community that influence the teaching of life skills curriculum.

vi) To establish the extent to which Life skills is taught in primary schools in Lurambi Division.

1.5 **Research Questions**

The study will seek answers to the following questions:

i) What teaching/learning resources are used in teaching life skills?

ii) Are the teaching and learning aids used in teaching life skills adequate?

iii) What issues affect teachers during the teaching of life skills curriculum?

iv) What is the attitude of teachers and pupils towards Life skills curriculum?

v) What factors from the community influence the teaching of Life skills curriculum in primary schools in Lurambi Division?
1.6 Assumptions of the Study

In the proposed study, the following assumption were made:

- All respondents (pupils teachers and head teachers) included in the study would be cooperative and provide reliable responses.
- All the primary schools selected for the study had implemented the teaching of life skills in all classes.
- The teachers and the pupils sampled would have adequate knowledge about life skills to fill in the questionnaires

1.7 Limitations of the Study

The following were the limitations of the study.

- The study limited itself to only one division due to constraints such as financial implications, inaccessibility and spatial distribution of the schools. For more conclusive results, all the primary schools in the country should be studied.
- There was a dearth in literature on life skills curriculum as it is a new area of study.
- As life skills education is a new curriculum in primary schools, some schools had not yet implemented it and therefore limited information needed.

1.8 Delimitations of the Study

The proposed study confined itself to teachers and pupils in public primary schools leaving out private primary schools and Secondary schools even though the curriculum is designed for all. Second, only 10 public primary schools from a total of 48 in the division were studied.
1.9 Significance of the Study

The findings of the proposed study have both theoretical and practical implications for the future of life skills education in Lurambi division and the county as a whole. Theoretically, the study may contribute to the advancement of knowledge about life skills curriculum in Kenya. The study also highlights factors that influence pupils’ ability to deal with problems encountered in life positively. Practically, the study may lead to the improvement of the strategies for the teaching of life skills education by identifying the strengths and constraints in the implementation process. The study may be of immediate benefit to the ministry of education (MOE) in the formulation of future curriculum innovations. Similarly, the results of the study may inform curriculum developers (KIE) on the achievement of objectives outlined for the life skills subject. This should lead to appropriate development and implementation of the life skills curricula, primary teacher training and other key stakeholders in education in the country. The study will finally form a base on which discipline in schools can be realized leading to good academic performance.

1.10 Theoretical Framework

The proposed study was guided by Albert Bandura’s social learning theory which states that an individual with a healthy personality is one who actively masters his environment, shows a unity of personality and is able to perceive the world around him/her correctly. Bandura (1977) in his examination of the social learning theory established the important role of modeling through observational learning. In this formulation, he established a social element of learning that was pegged on three main concepts; observational learning which means individuals can learn through observation, intrinsic reinforcement which implies that learning does not necessarily
lead to a change in behavior. He further observed that during the modeling process, factors involving both the model and the learner determine the success of social learning and that this process can only be achieved if specific steps are adhered to thus; attention, retention and reproduction. Bandura considers learning as an active acquisition, processing and structuring of experiences. It is this emphasis on the individual as an active processor of reality that lies at the heart of the conceptual basis for teaching life skills using active learner centered methods. Primary school going children, thus from 6 to 14 years can be helped by the teachers to cope up with a wide range of activities and personalities. Teachers should assist students by helping them to learn about life and themselves, and mould them into unified self images that communities will find meaningful, there should also be a mainstream adult culture that is worthy of the children's' respect and open lines of communication. Schools can also provide clear rites of passage for the learners so that they understand the changes taking place and cope up with them accordingly.

This study therefore acknowledges the fact that in order for an individual to have good personality he/she should learn through interactions in the environment and also through being taught. This is the reason why life skills is taught in schools in order to equip learners with the necessary skills to enable them cope up with changes in the environment and adjust to them or overcome them with confidence and skill.
1.11 Conceptual Framework

The study adapted the following conceptual framework which clearly shows the place of life skills as a link between motivating factors of knowledge, attitudes, values, and positive health behavior.

According to MOEST (2004) framework, Knowledge combined with skills combined with positive attitudes and new or reinforced positive values acquired in life skills education, together promote healthy behavior and also contribute to the prevention of anti social behavior and behavior that has negative effects on an individual’s health. Life skills if well implemented can enable learners to translate knowledge (what they know) and attitudes and values (what they think, feel and believe) into action as actual abilities. Life skills in the curriculum is based on what to do, where to do, when to do and how to do.

![Diagram of Conceptual Framework]

Source: Ministry of Education, science and Technology (MOEST)(2004)
1.12 Operational Definitions of Terms

For the purpose of this study, the researcher came up with operational definitions of some of the significant terms that were used

• **Life skills**

Life skills are the adaptive abilities and positive behavior that enable individuals to deal effectively with the demands and challenges in life.

• **Challenges**

These are the aspects that trigger or hinder the teaching and learning of life skills.

• **Implementation**

This is the actual realization of the life skills curriculum in a classroom setting.

• **Coping skills**

They include a set of cognitive and behavioral efforts that are acquired by learning from observing another individual.

• **Decision making skills**

Programs that teach individuals a strategy for identify problems, creating solutions and making choices among alternatives on their own without following other peoples’ suggestions or views.

• **Assertiveness**

The ability to express our feelings, thoughts and opinions at the right time and in a suitable way without annoying others.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, literature was reviewed basing on the following sub-headings; definition of Life skills, teaching/learning resources used, life skills teaching methods and human related issues in the implementation of life skills in the country.

2.2 What is Life Skills Curriculum?

Life skills are abilities for adaptive and positive behavior that enable individuals deal effectively with the demands and challenges of life. Life skills as a subject was introduced in the Kenya Education curriculum to be taught in all primary and secondary schools as a core subject through a circular from the Ministry of Education in 2007. The subject entails acquiring skilful approach to problem solving, interpersonal relations and decision making depending on one’s cultural traditions and how behaviors are valued. Gordon (1999) acknowledges the importance and inevitability of change in life. Based on his argument, an individual’s mind and physique is always in a state of change. This change could however take a positive or negative bearing depending on the experiences surrounding the individual and the general perception based on knowledge gained. The UNICEF annual report (2009) notes that well developed societies exist when people are allowed to live positive and creative lives. These positive and creative lives however, can only exist if individuals develop necessary life skills. These life skills are specifically important for young children especially the primary going age. According to Watson and Brazier (2000), the ability of the children to cope with the day to day dynamics of living depend on self confidence, creativity and the culture instilled in the child as he/she grows up.
According to Erick Erickson’s theory of personality and social development, and his 8 stages of personality development as explained by Eggen and Kauchak (1997) each of these 8 stages has a central problem or crisis that has to be solved if a child has to move successfully to the next stage and further recommends teachers as the best placed individuals to encourage initiativeness in their learners so that they act and make their own choices successfully. Basing on Bandura (1977) social learning theory, these acts can be related to life skills as a subject which enhances psychosocial development in learners as they learn in social groups. This clearly shows the importance of acquiring life skills at younger ages.

2.3 Life Skills Teaching / Learning Resources

According to Tepperman and Blain (1999), Resources in education have been in use for a long period of time. Learning resources provide the opportunity for learner centered methods of education. They stimulate interest, stimulate imagination, raise questions and discussions and desire to find out more or solve some problems. This encourages thought, action, participation and learning through doing or discovery. Teachers should make full and varied use of educational events in which the pupils hear, touch, plan, make, do and try. This ensures that learning becomes interesting thus generates eagerness in the learners to learn and discover. Such learning is more likely to be more effective and permanent.

Teaching/learning resources have been identified as essentials for student learning. Material resources include teaching/learning aids, relevant text books and other reference books used in teaching life skills. Schuler (1962) defines these resources as tending to lean on the side of financial resources. According to him, resources range
from monetary to commitment by the key players in the program. This also includes willingness to change with the change in the environment in which the children grow in, the moral capacity of teachers to stand as role models, human capital denoted by how equipped or trained a teacher and other key players are to the effective implementation of the program and many others. In regard to this factor, funding for the life skills program in most cases is not given priority compared to other areas of learning e.g. science based subjects or those courses deemed as directly leading one to a corporate career. Studies i.e. the Kenya legal and ethical issues network on HIV/AIDS (2011) and the Human rights watch (2003) show that most of the studies on life skills have been carried out by non-governmental organization. This is also acknowledged by Kabue et al (2009). A good example is seen when the program gained support from the Kenya government in 2008 by way of a ministry of education’s directive to KIE to incorporate life skills curriculum in primary education. According to Kenya Legal and Ethical Issues on HIV/AIDS(2011) and Tuko Pamoja (2006), Life skills program was initially run by bodies such as USAID, AFIA 11, UNICEF, and UNAID and others before its inclusion in the school curriculum. These groups were formed for the sake of teaching the youth about life skills.

Onganga (2007) in his study on HIV/AIDS education in Kisii district revealed a shortfall in social capital to deal with implementation of the program. This comes due to the inability of the stakeholders to mobilize, support and encourage the program. In this regard, the study portrays a situation whereby students are caught between what they learn in schools and what is required of them in the community. In addition to this, the administration was also caught in dissonance as regards the implementation of the HIV/AIDS program as envisioned in terms of the teaching and learning
resources. Onganga (2007) and the Kenya legal and ethical issues network on HIV/aids (2011) report that there is a serious shortage of material resources necessary to carry out life skills implementation in primary schools.

Primary Life skills syllabus (2008) suggests resources to be used to include; newspaper clips, audio visuals, magazines etcetera which involve the use of role play and formation of focus groups. These resources require that the learners read, observe, and discuss them in small groups then role play the content. The availability of such kind of resources could depend on funds available to purchase and maintain them and the kind of policy put in place. Other resources which may be useful in life skills implementation include media which is refuted by Mbaine (2006) who claims that media is in thirst of selling its products as long as it’s what the youth want to see or hear regardless of their negative effects. Walkin L. (1982) observes that it is difficult to convert ideas and unfamiliar information by word alone. For words to have meaning, they must be either related to personal experiences or to concrete objects. Teaching aids serve to open up channels for the communication of information and create a variety of sensory impressions.

Such claims are supported by Davis (1981) who claims that audio video claims have the following functions:-

i) Aids to instruction

ii) Aids to learning

iii) When used sensitively attract and hold attention.

iv) Supplements verbal information.

v) They are interesting, challenging and reinforcing unlike words.
He also adds that a picture is worth a thousand words.

According to Sampath in Karingithi (1988), the eye is the most important gate way to the mind to most people. The visual impression is the one which can be best interpreted most readily understood than sensory experience. Psychologists further add that we learn 15% from the sense of taste, 1.5% from the sense of touch, and 3.5% from the sense of smell, 11% from the sense of hearing and 83% through sight. This means that 94% of what we learn is from combined sense of hearing and sight. Thus, Vision and hearing are the most important channels of communication. He further claims that we remember 10% of what we read, 20% of what we hear, 30% of what we see and 70% of what we sad and did.

These findings indicate that in learning a wealth of experiences that will make it easier to move from known to unknown with some measure of confidence is necessary. Initially in this process, words are less important than experiences. Learners must acquire first the kind of concrete experience and background that will enable them to perceive, interpret and to assimilate facts, concepts, ideas and skills.

In Kenya’s pursuit of the program, KIE sought to structure the syllabus for life skills in primary schools. Professional publishers were therefore involved in coming up with relevant text books but due to the challenges this study seeks to uncover, there were no books in market until September, 2009. In addition there were no other resources in terms of material and equipment necessary for use in life skills implementation. This study seeks to find out how well equipped primary schools in Lurambi Division are with the necessary resources for implementation of the Life skills program and their use.
2.4 Life Skills Teaching Methods

WHO (1993) suggests brain storming, group discussions, debate, role play and homework assignment as ideal methods for teaching life skills as they interest the learners. This is so because as stated by Bandura (1977) these methods build upon what pupils learn from people around them and hence helps them distinguish between what is right from that which is wrong so as to emulate the good behavior and avoid the bad one. MOEST (2004) suggests active and experimental learning activities so as to build effective methods of teaching life skills to include, brainstorming, group discussions, use of role models, debates and role play.

The Kenya primary Life skills syllabus (2008) specify the use of learner centered approach to learning as ideal methods of teaching Life skills. These methods include; role play, group discussions, sharing of experiences and use of role models. This is acquired by observing how other people behave and the consequences that arise from these behaviors making a learner make an informed decision of the matter at hand.

Poor teaching mechanisms that are contrary to what studies like that of Lutomia and Sikolia (2006) and Mwaniki et al (2007) suggest. According to Lutomia and Sikolia (2006) and also supported by Mwaniki et al (2007), learners should be mobilized in groups so that they can engage in peer education by way of activities such as play and discussions. Small group work methods contribute a lot to character development. It also provides an opportunity for students to discuss in a free and informal atmosphere about their experiences and also express their opinions. In this way, they are trained to think for themselves. Peer education that can best be used by primary schools specifically targeting girl guides was suggested by USAID (2011) and AFIA 11 (2010).
Mc Guir and Prestly (1981) notes that due to lack of resources, teachers in most schools turn to adhoc pedagogies such as lecture method mindless of the relevance of the subject to the learners and therefore risk feeding pupils with inconsistent information.

It is quite clear from these readings that life skills require active learning where pupils are fully involved. It is based on this that this study seeks to find out the teaching methods used in life skills implementation and how effective they are in conveying the content to the learners.

2.5 Human Related Issues in Life Skills Curriculum

Human related issues include the teacher as the main curriculum implementer, the learners as the recipients of the intended curriculum, the immediate community of the school, government and other key players in the Education curriculum.

2.5.1 Teacher Related Issues

Teacher related issues comprise of those issues that are brought up by teachers or those that affect them when teaching life skills. These issues include:-

i) Teachers’ preparation

ii) Life skills teaching methods

iii) Support

iv) iv. Attitudes of teachers
Life skills teaching methods

According to Brown and Atkins (1988), the various methods of teaching may be placed on a continuum. At one extreme is the lecture in which the teacher controls and participation by the learner is very minimal. At the other extreme is the pupil centered which involves active learning. It should however be noted that even at the end of each continuum, there is some control and participation by both the teacher and the learner. This means that during learning, a pupil may decide whether to ask questions or disrupt the class. Pupils learning is likely influenced by suggestions from the teacher, the resources used and the tasks that he/she has provided. In the Kenyan situation, this is applicable as a variety of teaching methods are used depending on the nature of the content, the learner and the resources available.

A poor approach to life skills curriculum by the stake holders and teachers creates confusion and affects the effective implementation of the subject. Although WHO (1993) recommends role play and homework assignments as teaching methods that interest learners and cause positive behavior change in them, teachers mainly use lecture method as it is claimed to be less involving and time saving unlike the proposed approaches. This makes the lessons to be difficult to teach hence creates negative attitudes from pupils.

Teachers’ preparation

Teachers also find it difficult to teach content that that they do not fully understand and one which they have doubts in. This is mainly due to lack of in-service as mentioned earlier. Chimombo et al (2001) notes that training in Life skills education should be supported by all the major players in the program for its effective success.
The teacher as the major determinant of the success of any curriculum has a vital role in implementation. As suggested by MOEST (2004), Life skills require a learning environment in which a teacher can organize active and experimental learning activities. It is important that the teacher be trained in active and experimental teaching methods and have prior knowledge of his/her pupils’ ability and understanding as well as knowledge of the intended curriculum in order to have scope for follow up of life skills lessons.

**Teachers’ attitudes**

Chimombo et al (2001) acknowledges that there are teachers who are quick to point out how inferior life skills education is due to the fact that it receives little attention: it’s not examined nationally and is accorded only one period in a week. According to Rodgers (1998), and also confirmed by Chimombo et al (2001), some teachers teach subjects that they subjectively think are appropriate to the learners. This in turn leads to abandonment of life skills because the teachers think that the subject is less important in the cooperate world as compared to others. The network of adolescence and youth of Africa (2011)in their situational analysis survey of primary schools in the country to ascertain the level of implementation of life skills education revealed that one of the challenges hindering adequate life skills implementation was inadequate trained teachers in sex education.

According to WHO (1993) Problems facing implementation of life skills curriculum arise from the inability for the provision or availability of these necessities in addition to lack of trained teachers in the particular area of study to carry out the implementation in the most effective way.
2.5.2 Pupils Attitude towards Life Skills Curriculum

Pupils as the major recipients of the curriculum also face hindrances during its implementation. M.O.E.S.T (2004) identifies learners’ problems to be caused by; adolescence, peer pressure, sex, HIV/AIDS, generation gap and drug abuse. These issues greatly divert the learners from societal norms and hence require life skills to be able to deal with them effectively. Mbaine (2006) claims that media is in thirst to sell its products regardless of what the consequences to the youth may be. The fact that life skills is not examined nationally makes learners view it as a less important subject hence do not take interest in it.

According to the life skills manual from KIE (2008), Life skills was accorded 1 P.E. lesson right from class 1-8. This led pupils to be deprived of a lesson which they love as it enhances their growth socially, mentally and physically. This led to pupils having negative attitudes towards the program right from the start. As the Kenyan education curriculum is mainly examination oriented, learners don’t see the need for engaging in subjects that tend to waste their valuable time for study. In addition to this, strong influence from adults who tend to be role models to the growing children and the impact of culture, religious affiliations and traditions, pupils tend to shy away from discussing such private matters as sex issues in class especially before an adult who in this case is the teacher. According to Plan of Action 2005 - 2015 most pupils come to hate Life skills due to the way teachers present it to them. This is to say that if teachers were to use student friendly or learner centered approaches, then the subject would gain interest in the learners.
2.5.3 Community Influenced Challenges

Kukreja and Kukreja (2005) notes that these challenges arise from outside the school setting and include; social cultural beliefs and practices (Peer pressure, traditional beliefs and practices initiation and religious conservatism). All these depend on what people expect of others as per the societal and religious norms. According to Bandura (1977), when a child interacts with behaviorally wrong groups of other children, they tend to emulate that particular bad behavior. This circumstance results in a situation where there is need to teach children about coping with peer pressure. MOEST (2004) Claims that traditional practice such as female circumcision may work against health awareness through programs initiated by life skills curriculum. Traditional beliefs e.g. male chauvinism may also limit creativity and self reliance practiced under life skills curriculum. The communities where these primary schools are found do not support the idea of their children being taught how to be autonomous through the acquisition of life skills. This, they claim makes the children not to listen to advice from the adults thus creating a sense of rudeness and immorality. They may go as far as poisoning the learners by feeding them with lies about the negative effects of learning life skills in schools.

According to the Kenya legal and ethical issues network (2011); religious conservatism causes a challenge in teaching of life skills in primary schools in Kenya. Even after the government issued a directive of the inclusion of life skills in the primary and secondary curriculum, some religions still stand firm and preach against the teaching of sex education in the institutions claiming that this spoils the young generation. Many religious groupings view topics related to sexual matters as being immoral and against the teachings of the scriptures. This view has far reaching
consequences since the learners affected remain with no choice other than to keep quite even when they require support and guidance in life through Life skills education.

Onganga (2007) in his study on the same topic in Kisii district noted that the contest on the topic along patterns of religious beliefs hamper meaningful HIV /AIDs intervention measures like the life skills curriculum in primary school education. As observed by readings such as Morisky (2006); The human rights watch (2003); Onganga (2007); UNI CEF (2011); Mishra (2000) and Nduati & Kiai (1997). The church stresses on abstinence and faithfulness on sexual related issues instead of teaching about using other protective measures to prevent them from unwanted pregnancies and STIs/HIV AIDS.

The Kenya legal and ethical issues network (2011) uncovered that cultural orientation such as early marriages and female genital mutilations as hindrances to life skills implementation. Onganga (2007) claims that these cultural practices directly affect the teaching of HIV/AIDs education as pupils have to choose between education and cultural tradition. According to the rapid assessment report on the effectiveness of life skills education in Kenya, young girls are introduced to sex too early and are given inaccurate information on sex and health issues. This situation is further compounded with the risk that those charged with the responsibility of educating the children on life skills and more so on HIV/AIDs could be the same people who embrace the culture or are indirectly affected by it.
Un- enlightened communities such as those of the interior Lurambi division view topics about sex as immoral discussions that shouldn’t be addressed to children and especially publicly in schools. Tradition demands that children obey their elders so as to get blessings, so does the church. This fact makes the pupils feel that they permanently belong to the community and not to the schools where Life Skills is offered. Morisky (2009) observes that with such views in mind, children struggle to uphold their culture at the expense of the intended curriculum.

This study will therefore probe the inappropriate approaches that are adopted in teaching life skills curriculum in primary schools and other relevant parties that influence the program in Lurambi division of Kakamega County.

2.5.4 Government policy and administrative issues in life skills curriculum

Mwaniki et al (2007) refer to policy and administrative issues as being structural. Life skills as pointed out earlier, is an independent discipline that is offered in primary and secondary schools in Kenya. The Kenyan government directed KIE to incorporate Life skills in the education curriculum (MOE, 2007), with no clear policy to guide its implementation and without going through the stages of curriculum implementation for surety of its success.

Life skills is a compulsory subject and has its own syllabus for both primary and secondary schools and unlike other subjects in the curriculum, is not examinable by the Kenya National Examination Council (KNEC) at the end of both primary and secondary education. Life skills is an additional load on the time table denying physical education one lesson each week. The fact that this subject is not examined nationally makes it loose its intended value.
The effectiveness in life skills changing the society is not clear and lacks a clear government policy on life skills management of life skills. Onganga (2007) and Human rights watch (2003) both recommend that for there to be effective implementation of the program, there should be a clear supportive policy from the government. The ability to mobilize the children in groups or teach by entertainment can be influenced by the kind of policy instituted. The administration on the other hand should be ready to offer guidance to pupils and teachers on the best way the curriculum should be implemented.

2.6 Summary

Basing on the review of related literature at hand, it was noted that most of the studies concern themselves to the components of life skills as a subject its relevance to the learners and how the program should be implemented (MOE, 2007). The related studies further suggest how to handle the related issues and also analyze problems caused by lack of knowledge on them (Chirwa, 2009). However, all the related research’s fail to go deep into finding if the subject is being implemented and how it is done and this is what this study intended to fill. The primary life skills syllabus and the teachers’ handbook (2008) gave the objectives of the curriculum and techniques of handling the subject at all levels of primary school. Since life skills is beneficial to the learner, the school and the society at large, there is need that the teacher who is implementing the curriculum should also be considered and efforts undertaken to review the performance in implementation of the curriculum, the hindrances the teacher encounters and hence provide possible solutions to these sighted problems so that life skills curriculum can be fully implemented in primary schools in order to attain the skills intended. As noted by WHO (1993) process and evaluation studies should be carried out and results shared with all the relevant decision makers that could affect the future of the program.
CHAPTER THREE
RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

Research methodology is the process of arriving at dependable solutions to problems through a planned systematic collection, analysis and interpretation of data which is an important tool for advancing knowledge, promoting progress and enhancing effective interaction between human beings and their environment. Research methodology is the kind or style a researcher uses in conducting a study.

3.2 Research Design

The study adopted a descriptive survey design in order to establish challenges to the implementation of life skills curriculum in Lurambi Division. Orodho (2010) quotes Borg and Gall (1985) who state that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study generated both qualitative and quantitative data where applicable as Orodho (2010) recommends that combining both approaches results in maximizing their strength and minimizing their limitations. The study did so with a view of identifying solutions so that the problems encountered by the teachers and learners are minimized in future. Mugenda and Mugenda (1999) claims that this method is the most appropriate in gathering data at the particular time to describe the nature of implementation of life skills in the stated location.
3.3 Location of the study

The proposed study was carried out in primary schools in Lurambi Division, Kakamega County, Kenya. This Locale was chosen because of the numerous issues e.g. school unrests, early pregnancies, drug abuse etc. that affect pupils in and out of school when the teaching of life skills in schools is expected to curb them.

Figure 3.1: Map of Lurambi Division

Lurambi division background information
Lurambi Division is in a rural setting. It has few roads which are loose surface with a short slip of tarmac of the main Kakamega-Mumias road passing across the southern zone. These loose surface roads are poorly maintained leading to poor access during rainy seasons. The division experiences long rains between March and June and short rains from September to November. Most of its soils are fertile and ideal for farming. The residence practice mixed farming. Sugarcane farming which provides the highest income to the residence is also practiced on small scale where the cane is taken to Mumias, West Kenya or Butali sugar factories or to other local Jaggaries for processing. Some residence especially those found near river valleys practice sand mining. There are also a few market centers where trade is practiced.

3.4 Target Population

Orodho, (2009) defines all the people under consideration in a field of inquiry as constituting a target population. Lurambi division is divided into 3 educational administrative zones with a total of 58 primary schools out of which 48 are public schools 1 of which is a girls day and boarding the rest mixed day,6 are privately owned and 4 are non-formal education (NFE) institutions. The researcher studied the 48 public schools whereby all the 48 head teachers, 288 teachers as well as 7280 pupils in Lurambi Division public primary schools constituted the target population for this study.

3.5 Sample and Sampling Procedure

Since it was not possible to interview all the pupils, teachers and head teachers in 48 public primary schools, the researcher used purposive sampling technique to select the schools to participate in the study. As suggested by Orodho (2009), this type of
The sampling technique involved the researcher in using her prior knowledge of the nature of the population under study in order to select units that are a true representative of the population. All head teachers of the schools under study were respondents in the study. Teachers who were respondents in this study from each sample school were selected using convenient sampling so as to involve three teachers from each school to represent lower primary, middle primary and the upper primary respectively. Convenient sampling was also used to select pupils to be used in the study. This sampling method was selected as it enabled the researcher to involve pupils from classes 6 to 8 (9 pupils from each school thus 3 from classes 6, 7 and 8 totaling to 90 pupils) who at this level are able to understand and respond to the research tools to be administered to them with ease.

The sample size included variations to be used based on own judgment of their location and typicality i.e. accessibility. 10 public primary schools were sampled for the study to represent 20.83% of the entire public primary school population in Lurambi division. 3 Teachers were selected for the study from each sample school making a total of 30 teachers (12 males, 18 females) in the Division. 10 Head teachers of the sampled schools were also targeted (2 females and 8 males). There were 9 pupils per selected school amounting to 90 pupils (45 males 45 females) in the division under study. Thus in total, the study involved 10 primary schools, 10 head teachers, 30 teachers and 90 pupils.
3.6 Research Instruments

The researcher used questionnaires and interview schedules to obtain data from the respondents. These data collection instruments as suggested by Orodho (2009) are ideal and reliable for the groups to be studied and will provide quantitative data for the study. Interview guides were conducted to the head teachers so that they give their feedback on implementation of life skills in their schools and its reception by the community. This is because they are in charge of curriculum and instruction in the schools hence will help gather information about life skills curriculum in the school. The sampled teachers and pupils were given structured questionnaires through which their opinions regarding a variety of issues about life skills will be collected. There were different questionnaires for pupils from those of teachers which included 3 sections. The first was on personal information of the respondent, the 2nd life skills teaching and lastly respondents views on the subject.

3.6.1 Validity

Orodho (2010) defines validity as the degree to which a test measures what it purports to be measuring. For the purpose of this study, the researcher selected 4 judges (2 primary school teachers and 2 colleagues in research) to assess the relevance of the content in the developed questionnaires. The 4 people examined the questionnaires individually after which they provided their views. Their recommendations were incorporated in the questionnaires to be used in the study.
3.7 Pretesting and Piloting of Instruments

As noted by Orodho (2010), piloting of data collection instruments is very necessary before the study is done as it enables the researcher to verify the reliability and validity of the research instruments. Basing on this fact, the researcher used one school from the neighboring Navakholo Division (Simuli primary) to pre-test the questionnaires and interview schedule. This helped to identify errors and omissions such as unclear or grouped questions, wrong phrasing of questions and provision of insufficient space so that they were adjusted in the research tools used in the study.

3.7.1 Reliability of Measurement

As observed by Orodho (2009), reliability implies the degree to which similar results could be obtained with a repeated measure of accuracy of the same concept so as to determine its reliability. In this case, the researcher used test-retest method to test reliability of the questionnaires and interview schedules. This method was selected because the researcher was able to compare responses in both tests given to same respondents at an interval of 2 weeks. That is, if the results would identical or consistent, then the instruments would be considered reliable and if not, then the test would be considered unreliable leading to restructuring. The researcher also had to keep in mind the caution by Mugenda and Mugenda (1999) that apart from test-retest method being effective in testing the reliability of an instrument; it may also provide reliability estimates that are automatically false due to respondents change in attitude, behavior and rate of maturation during the interval period. Basing on these facts, the researcher used test-retest method to test the reliability of the research instruments.
3.8 Data Collection

The researcher travelled to the sampled schools where she interviewed the head teachers of the schools on their opinions of life skills curriculum using the interview schedule developed. The researcher was assisted by the panel heads of life skills in the schools to select teachers and pupils from each sample school basing on their willingness and ability to give their response without fear on life skills curriculum through the use of the specific developed questionnaires.

3.9 Data Analysis

Based on the study design to be adopted, the proposed study will be analyzed using quantitative data. Data will first be classified basing on differences in kind. This data will then be analyzed through quantitative data analysis. Qualitative data analysis will involve intensive content analysis as shall be drawn from the checklists. Quantitative data analysis will involve examination of trends, determining measures of dispersion i.e. measures of central tendency such as the mean, the mode and the median and measures of dispersion. Pie charts will also be used to represent opinions expressed by the respondents basing on the variables outlined in the questionnaires and interview guides. Data will then be tabulated for easy understanding, comparison and computation. Tables, graphs and data tabulation will be used to report findings. The results from the data will then be presented in form of narrative report, charts, illustrations and tabular form.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, the researcher presents analysis of the data collected and goes further to discuss the analysis. The purpose of this study was to investigate the teaching of Life skills curriculum in primary schools in Lurambi Division in Kakamega County. A sample of 90 pupils, 30 teachers and 10 head teachers was used. The findings of this study are discussed in form of mean scores and frequency distributions. Information is further presented in pie charts, bar graphs and tables. The following subsections in this chapter show the findings of the study in the order of the research objectives but before that, an analysis is made of the demographic information for easy and clear understanding.

Demographic information

The study captured 10 head teachers, 30 teachers and 90 pupils in 10 public primary schools and whose personal information is summarized in the table below;

Table 4.1: Demographic information

<table>
<thead>
<tr>
<th>Sex</th>
<th>H/Teachers</th>
<th>Teachers</th>
<th>Pupils</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>12</td>
<td>45</td>
<td>65</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>18</td>
<td>45</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>30</td>
<td>90</td>
<td>110</td>
</tr>
</tbody>
</table>
4.1 Teaching and learning resources used in Life skills curriculum

The first objective of this study sought to find out what resources schools used in teaching Life skills. Primary life skills syllabus2008 recommended resources to be used in its implementation to include: text books, chalkboard, magazines, newspaper clips, charts and audio visuals. Teachers were asked to identify which of these resources were used in their schools and the information was summarized as in table 4.2

Table 4.2: Availability of life skills teaching and learning resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>No. of schools</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td>10</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Charts</td>
<td>10</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Chalkboards</td>
<td>10</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Magazines</td>
<td>10</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Newspaper clips</td>
<td>10</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Audio visuals</td>
<td>10</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

According to the table above, it is evident that there are life skills text books and chalkboards for all classes in all the schools (10). However, only 3 schools used magazines while only 1 school had newspaper clips. All the 10 schools did not use audio visuals. Teaching aids generally contribute immensely to learning. Resources enhance learning and enable learners to have a common starting point and path to follow hence without their use; it paints a clear picture of learner’s negativity in implementation of the subject.
This study concurs with that of Onganga (2007) whose study on HIV/AIDS in Kisii District revealed a shortfall in the use of learning resources yet they were useful agents for relaying information. Likewise, the Primary schools Life Skills Syllabus 2008 recommended the use of teaching aids during the implementation of Life Skills so that the pupils learn by participation.

Schuller (1962) advocated for resources to be used in teaching so as to create interest in learners and enhance participative learning. This, according to this findings is practiced on a minimal level hence the perception of the subject by the learners cannot be positive.

### 4.2 Adequacy of Life Skills Textbooks

The research also sought to get the views of the life skills teachers if there were adequate text books for teaching life skills in schools. The teachers gave their responses on the likert scale and their responses were as shown in the table below:

<table>
<thead>
<tr>
<th>Response</th>
<th>frequency</th>
<th>percentage</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>10</td>
<td>33.33</td>
<td>119.99</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>26.67</td>
<td>96.01</td>
</tr>
<tr>
<td>U</td>
<td>2</td>
<td>6.67</td>
<td>24.01</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
<td>20</td>
<td>72</td>
</tr>
<tr>
<td>SD</td>
<td>4</td>
<td>13.33</td>
<td>47.99</td>
</tr>
<tr>
<td></td>
<td>N=30</td>
<td>100</td>
<td>360</td>
</tr>
</tbody>
</table>

(SA-strongly agree  A-agree  U – undecided  D- disagree  SD- strongly disagree)
In regard to this tabulation, the following figure 4.1, was derived to illustrate these figures

**Figure 4.1: Adequacy of life skills text books**

According to this analysis, it is not clear whether the priority levels accorded to life skills by schools when procuring text books is as of the other subjects. It however is possible that most schools divert resources to other subjects which are deemed valuable.

### 4.3 Issues affecting teachers during implementation of Life Skills

The third research objective sought to find out issues that affected teachers encountered in the teaching of Life Skills. This was done basing on teachers’ opinions recorded on their questionnaires. In this regard, teachers were asked whether they had received any in-service in life skills teaching and their responses were as tabulated overleaf:
As shown in the table above, 28 of the respondents reported that they had not had any kind of training or in-service in life skills. This implies that a majority of teachers lack professional expertise on how to teach life.

Training in life skills education should be supported by all the major players in the program for its effective success. The fact that teachers of life skills lack training complement the study by Network for Adolescence and Youth of Africa 2011 which revealed that inadequately trained teachers hindered the level of implementation of life skills in primary schools in the Kenya.

In order to establish what the hindrances to effective life skills teaching were; teachers gave their opinions on a multi response question whereby they were to tick on the issues that affected them and their responses were as stipulated in Table 4.3.2;

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>6.67%</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>93.33%</td>
</tr>
<tr>
<td>Total</td>
<td>N=30</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 4.3.2: Teachers response to ’Difficulties encountered when teaching life skill’

<table>
<thead>
<tr>
<th>Response</th>
<th>frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The size of my class is too large</td>
<td>16</td>
<td>53.33%</td>
</tr>
<tr>
<td>There are no resources for teaching life skills</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>The local community is opposed to life skills education</td>
<td>10</td>
<td>33.33%</td>
</tr>
<tr>
<td>Pupils are not receptive to new ideas</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>I am over burdened by other duties</td>
<td>27</td>
<td>90%</td>
</tr>
<tr>
<td>Life skills is not necessary as a subject</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>Lack of in-service in life skills teaching</td>
<td>24</td>
<td>80%</td>
</tr>
<tr>
<td>N=30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to these findings, 90% of the teachers who hailed the majority cited being overburdened as the main hindrance to life skills curriculum implementation. 80% noted lack of in-service in teaching life skills as the hindrance realized during its implementation as they lacked mastery of content. Other major obstacles observed were large classes (53.33%) and lack of enough resources (50%). The other issues which the teachers faced had below 50% responses indicating they were not widely felt.

4.4 Pupils’ attitudes towards life skills curriculum

The fourth objective of the study was to determine the attitudes of the pupils towards life skills curriculum. Pupils were asked to give their views in their questionnaire and their opinions were recorded as shown in Figure 4.4.1 below:
Figure 4.2: Pupils’ response to ‘do I like life skills as a subject?’

Figure 4.2 above illustrates 75.56% of the pupils disliked life skills while 24.44% liked it. This is an indication that only a few pupils preferred the subject while the majority did not favor it. These findings concur with that of Chirwa (2009) who said that pupils’ poor attitudes led to substandard life skills implementation and attributed this to impacts of culture and use of poor teaching methods by teachers.

The study also went further to find out whether the gender of the pupils influenced their attitudes towards life skills. Figure 4.3 shows this relationship between pupils’ sex and their attitudes towards life skills.
Figure 4.3 illustrates that 24% of the males compared to 25% of the females reported to like life skills. This implies that both the males and females are comfortable studying the subject as there is a minimal (1%) deviation. This finding adheres to the MOEST (2004) which advocated for life skills curriculum in order to help deal with pupils’ problems effectively.

The study also sought to find out reasons as to why pupils disliked the subject and findings were as shown in table 4.4.3:
Table 4.4.3: Pupils response to’ reasons why I dislike life skills’

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content is difficult to understand</td>
<td>5</td>
<td>7.35%</td>
</tr>
<tr>
<td>The subject is not interesting</td>
<td>32</td>
<td>47.06%</td>
</tr>
<tr>
<td>Life skills is not examinable</td>
<td>28</td>
<td>41.18%</td>
</tr>
<tr>
<td>Lack of time</td>
<td>3</td>
<td>4.41%</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100%</td>
</tr>
</tbody>
</table>

47.06% reported the reason for disliking life skills to be that of the subject not being interesting. This shows that these pupils considered life skills as a boring hence not worth learning. 41.18% of the respondents who disliked the subject reported that they felt so because the subject was not examinable indicating that they only liked practicing those subjects that had an effect on their academic certificates and have better career prospective.

4.5 Issues influenced by the community towards life skills curriculum implementation

This fourth objective sought to uncover the issues that are brought up by the community and influence teaching life skills curriculum. Opinion was sought from head teachers to give their own opinions as to whether life skills was popular among the community around the school. Responses obtained were as shown in table 4.4 below:
Table 4.4: Life skills popularity in the community

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Not popular</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>N=10</td>
<td>100%</td>
</tr>
</tbody>
</table>

This finding indicates that most of the head teachers (8) were of the opinion that life skills was not popular in the community around the school.

According to Kenya Legal and Ethical issues Network (2011), factors that were identified to cause unpopularity of life skills among communities in Kenya were religious conservatism, and cultural orientation. As observed by Morisky (2009), children feel they permanently belong to their communities and hence struggle to uphold their culture at the expense of the intended curriculum.

As seen earlier in table 4.4.2, teachers also were of the opinion that the local community as being a hindrance to life skills curriculum implementation. In the findings, 10% of the teachers said the community was not receptive to new ideas. Onganga (2007) noted that it’s an obligation for children to obey their parents hence the child in this particular case is caught between conflicting ideas of what the parents and the school expect of him/her.

The research further sought to find out the role played by the government and educational administration in life skills teaching. This was established from responses from head teachers to whether teachers received professional guidance in the subject as shown in table 4.4.1:
Majority of head teachers (8) who reported not to have received professional guidance said that even though life skills was introduced to schools by a circular from the Ministry of Education (QAS/A/2/1A/75). The policy had no clear guide lines as per its implementation. This finding concurs with that of Klein (2011) who referred to policy issues as being structural and cannot be changed and this is the case of life skills curriculum which was initiated as a policy directive curriculum by the ministry. The research went further to find out whether the head teachers and the teachers were involved in designing and developing the curriculum and responses from the head teachers were as follows

Table 4.4.2: H/teachers response to ‘Are teachers’ involvement in the designing and development of life skills curriculum?’

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>N=10</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to this table, all head teachers (10) claimed that none of their teaching staff had been involved in the designing and development of the life skills program.

4.6 **Extent to which life skills is taught in primary schools**

This final research objective was aimed at establishing the extent to which life skills curriculum was taught in primary schools within Lurambi division of Kakamega County. Opinion was sought from teachers regarding how often they taught in the subject in their classes and their responses were as shown in figure 4.4

**Figure 4.4: Frequency in teaching life skills**

![Bar chart showing frequency in teaching life skills]

This findings as per figure 4.4 indicate that life skills generally is not implemented as required as only 23.33% of the teachers taught it regularly while the rest either taught rarely or never. This implicates that life skills as a subject allocated one lesson per week in primary schools is not effectively taken care of.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND
RECOMMENDATION

5.0 Introduction
This chapter gives a summary of the findings of the study. It also presents the conclusion and recommendations. The data were analyzed by use of SPSS package to produce the descriptive statistics. Frequency tables and charts were used to describe the data and draw conclusions of the findings.

5.1 Summaries of Findings
The research findings are as presented in chapter 4 and the following summaries are made in light of the objectives of the study:

- All the schools (10) had acquired the recommended life skills text books where majority of them used Better living however, they were not adequate. This indicates that the text books as a resource was available in all classes. It was also clear that all schools (100%) had chalkboards as a resource. When it came to other resources thus; newspaper clips, audio visuals and magazines, the response was very poor indicating that only a few schools had and used them during life skills curriculum implementation.

- Most of the pupils had negative attitude in life skills while only a few claimed to like the subject. This indicated that most of the pupils had a negative attitude towards life skills. Out of those who disliked the subject, it was also established that the pupils likes and dislikes of life skills was not really affected by gender as the males who disliked the subject were 76% compared to 75% girls, while the
boys who liked life skills were 24% while the girls were 25%. This indicates that the pupils attitude towards life skills was not did not influenced by their sex as the difference observed was very minimal.

- In regard to why the pupils disliked the subject, most of pupils (47.06)expressed the failure due to the fact that the subject was not interesting followed closely by 41.18% who reported that the subject was useless.

- 93.33% of the teachers reported not to have undergone any in-service in life skills teaching while only a few (6.67%) had been in-serviced in one way or the other. This shows that there is lack of professionalism in life skills teaching.

- The research also revealed that life skills as a compulsory subject was ill handled as only 23.33% of the teachers reported to teach regularly (once per week) while the rest either taught occasionally, rarely or had never taught the subject.

- Majority of the teachers 26.67% blamed the fact that life skills was not examinable as the main reason why they did not bother much about it as they concentrated much on the examinable subjects.

- 80% of the head teachers reported that life skills was not popular in the community and also were of the opinion that the teachers were not getting enough professional guidance from the government towards life skills teaching as none of the teachers was involved in the designing and development of life skills curriculum.

### 5.2 Conclusion

Despite the fact that life skills is offered in all primary schools in the division, it was found out that its implementation was not meeting the set objectives of the Kenya Institute of Curriculum Development. Several factors were found that led to this and
included:

- The first challenge that hampers the effective teaching of life skills is availability of teaching resources and materials. Apart from life skills textbooks and chalkboards, there were very few other teaching and learning materials for use in life skills curriculum implementation in the schools when some of them can be improvised by the teachers.

- Due to the attitude the teachers had on life skills in relation to other examinable subjects, little attention was given to the purchase of life skills text books.

- Most of the pupils do not like life skills as a subject hence concentrate on other subjects that are examinable and are career focused.

- In-servicing of teachers in a particular field enables adequate preparation for their work. This enhances exposure to new methods of teaching, new resource materials and even new knowledge which enhances competence. Since these are not available in the case of the of life skills, due to financial implications, teachers have therefore resorted to doing shoddy work in its implementation.

- Teachers felt that as the curriculum implementers, life skills as a subject was imposed on them as they were neglected in the initial stages of planning and development of the subject.

- The parents and community did not understand the importance of life skills and hence were not supportive of the new curriculum.

- The present education curriculum in Kenya is examination oriented hence creating disregard of non-examinable subjects by teachers and pupils.

- The government was in a hurry to implement the Curriculum hence did not lay down clear policies as pertains its effective implementation.
5.3 Recommendations

From the findings, it is recommended that:

- Each school should have enough text books and teaching/learning resources accessible to all the teachers and pupils of life skills.

- The teacher is the determinant of the success of any curriculum hence the curriculum developers should utilize them in the planning and development of a curriculum so that the teachers own it and make the best of it.

- Since the primary school curriculum is already overloaded, life skills could still be taught by integrating its topics in other subjects i.e. Religious education so that the content of the subject could be handled without complains of extra burden to both the teachers and the pupils.

- The government through the Ministry of Education should play a more significant role in putting forward clear policies as regards the teaching of life skills.

- In-service courses should be continuously enhanced to enable teachers develop and become more competent to deliver life skills content in more creative styles so as to spark students’ interest in the subject.

- Life skills education should be offered in all educational institutions especially teacher training colleges so as to equip teachers to be with the necessary knowledge and skills in life skills teaching.

5.4 Areas for further research

The study was carried out only in Lurambi Division, Kakamega County, Kenya. Accordingly, more research needs to be carried out in other parts of the country in order to gather adequate information concerning the subject.
REFERENCES


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http://www.hivos.ni/dut/community/partner

http:// www.hivos.ni/dut/community/partner

http:// www.lifeskills.or.ke

APPENDICES

APPENDIX A

QUESTIONNAIRE FOR LIFE SKILLS TEACHERS

Kindly respond to all questions honestly. The information you give will be kept confidential and will not be used in any way against you or your school.

SECTION A: School

Name of school ..................................................................................................................................................

Status of school. Please tick

Mixed day [  ]
Mixed day and boarding [  ]
Girls day and boarding [  ]
Boys day and boarding [  ]

Personal information

Please tick (√) where applicable

Sex Male [  ] Female [  ]

For how long have you been teaching?

0-2 years [  ] 3-10 years [  ] over 10 years [  ]

Name your teaching subjects in order of preference

1. ............................................................................................................................................................

2. ............................................................................................................................................................

3. ............................................................................................................................................................

4. ............................................................................................................................................................
SECTION B: Life skills curriculum

Please tick that which is appropriate

These questions will help the researcher to gather information on item number 2 of the research questions.

1. Are you a trained teacher?
   Yes [   ]  No [   ]

2. If yes, was life skills curriculum offered in the college where you trained?
   Yes [   ]  No [   ]

3. Have you had any in-service training in life skills?
   Yes [   ]  No [   ]

4. Do you teach life skills?
   Yes [   ]  No [   ]  (if NO, proceed to section B)

5. If the answer is yes, which class?

6. If yes, how often do you teach life skills?
   Occasionally [   ]  Regularly [   ]  Rarely [   ]  Never [   ]

7. Which text books of life skills do you use and how many are they

<table>
<thead>
<tr>
<th>School</th>
<th>Title(s) of book(s) used</th>
<th>No. of books</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Do you evaluate life skills curriculum?
   Yes [   ]  No [   ]
If yes, by what methods? Put a tick against any of the following which you use

<table>
<thead>
<tr>
<th>Method</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td></td>
</tr>
<tr>
<td>Continuous assessment</td>
<td></td>
</tr>
<tr>
<td>Project work</td>
<td></td>
</tr>
</tbody>
</table>

9. Here are some of the difficulties often realized in the teaching of life skills education. Please tick that which you experience most.

- The size of my class is too large to allow effective teaching [ ]
- There are no resources for teaching life skills in the school [ ]
- The local community and the parents are opposed to the new ideas [ ]
- The pupils are not receptive to new ideas. [ ]
- I am over burdened by other school duties. [ ]
- Life skills as a subject is not necessary [ ]
- I have not been in serviced on how to handle life skills education. [ ]
**Section C**

10. Please tick the relevant option to you in the statements below to give your views about life skills.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>SA</th>
<th>Agree</th>
<th>A</th>
<th>Undecided</th>
<th>U</th>
<th>Disagree</th>
<th>D</th>
<th>Strongly disagree</th>
<th>SD</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I approach life skills with doubts resulting from a fear of incompetence to handle it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The organization of course content in life skills is clear and a sequential order</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with the amount and quality of In-service training given to teachers of life skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The recommended life skills course materials are well illustrated with diagrams and pictures which makes the subject easy to teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are enough life skills text books and other related learning materials provided in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life skills as a subject is not examinable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life skills is a very popular subject among pupils in this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would prefer teaching life skills to any other subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school administration shows keen interest in life skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life skills curriculum was introduced in the school curriculum before the teachers were adequately prepared to teach it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please give short answers to the following questions

11. Give your comments in connection with the teaching of life skills

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

12. What suggestion(s) do you offer about the teaching of life skills?

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
APPENDIX B

PUPIL'S RESEARCH QUESTIONNAIRE

Please answer all questions honestly. The information you give will be kept confident.

SECTION A: School

1. Name of school

2. Status of school (please tick)
   - Mixed day [ ]
   - Mixed day and boarding [ ]
   - Girls’ day and boarding [ ]
   - Boys’ day and boarding [ ]

Personal information

Where applicable tick in box or fill in the space accordingly

3. Your sex male [ ] female [ ]

4. How old are you?
   - 10 - 12 years [ ]
   - 13-15 years [ ]
   - 16 years and above [ ]

5. In which class are you?
   - 6 [ ] 7 [ ] 8 [ ]

6. Which subjects do you enjoy learning at school? please tick
   - Mathematics [ ]
   - English [ ]
   - Kiswahili [ ]
   - Social Studies [ ]
   - C.R.E [ ]
   - Life skills [ ]
   - Science [ ]
   - Creative arts [ ]
   - P.E [ ]

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SECTION B: Life skills (Response to these questions will help the researcher to find answers to item 3 of the research questions)

7. Do you learn life skills in school?
   Yes [   ]  No [   ]

8. If yes, how often?
   Regularly [   ]  Rarely [   ]  Never [   ]

9. Has life skills subject been timetabled in your class?
   Yes [   ]  No [   ]

10. Have you ever been evaluated in life skills?
    Yes [   ]  No [   ]

11. If yes, by which method (please tick that which is used)

    | Test                  |
    |-----------------------|
    | Continuous assessment |
    | Project               |

Section C

12. Do you use other learning materials in life skills apart from text books?
    Yes [   ]  No [   ]

13. Is life skills enjoyable as a subject?
    Yes [   ]  No [   ]
If Yes, tick against the topics you enjoy learning in life skills

<table>
<thead>
<tr>
<th>Topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Self awareness</td>
<td></td>
</tr>
<tr>
<td>Effective communication</td>
<td></td>
</tr>
<tr>
<td>Self esteem</td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td></td>
</tr>
<tr>
<td>Copying with emotions</td>
<td></td>
</tr>
<tr>
<td>Conflict resolution</td>
<td></td>
</tr>
<tr>
<td>Coping with stress</td>
<td></td>
</tr>
<tr>
<td>Decision making skills</td>
<td></td>
</tr>
<tr>
<td>Interpersonal relationship</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
</tr>
</tbody>
</table>

If No, why? Tick on reasons that apply to you

<table>
<thead>
<tr>
<th>Reason</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The content is difficult to understand</td>
<td></td>
</tr>
<tr>
<td>The subject is not interesting</td>
<td></td>
</tr>
<tr>
<td>Life skills is not examinable</td>
<td></td>
</tr>
<tr>
<td>Lack of enough time</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

INTERVIEW SCHEDULE FOR PRIMARY HEAD TEACHERS

SECTION A: School

Name of school..................................................................................................................

Status of school (please tick)

Mixed day [ ]
Mixed day and boarding [ ]
Girls day and boarding [ ]
Boys day and boarding [ ]

SECTION: B Personal information

Sex male [ ] female [ ]

Age ..................................................................................................................................

For how long have you been teaching?

0-2 Years [ ] 3-10 years [ ] Over 10 years [ ]

For how long have you served the school as a head teacher?

0-2 years [ ] 3-7 years [ ] over 7 years [ ]

SECTION C: Life skills

Responses to give answers to item number, 1, 2, 3 & 4 of the research questions

Do you teach life skills? Yes [ ] No [ ]

Do you get enough professional guidance in the teaching of life skills?

Yes [ ] No [ ]
If yes who provides the professional guidance

1. ..............................................................
2. ..............................................................
3. ..............................................................

Through what methods is the professional help provided?

1. ..............................................................
2. ..............................................................
3. ..............................................................

Have you or any teacher on your staff been involved in the designing and development of the life skills program at?

Yes [  ]  No [  ]

Please explain........................................................................................................................................

Are the following resource materials for teaching life skills available in your school?

Please tick that which is available.

<table>
<thead>
<tr>
<th>Resource</th>
<th>yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chalk boards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper clips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio visuals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do you think that life skills program is?

i) Enjoyable to pupils? ..............................................................................................................
   Explain....................................................................................................................................
   ................................................................................................................................................

ii) Popular among entire staff? .................................................................................................
    Explain....................................................................................................................................
    ................................................................................................................................................

iii) Popular among the community around the school? ..............................................................
     Explain....................................................................................................................................
     ................................................................................................................................................

What suggestions and comments would you offer in connection with the teaching of life skills?
........................................................................................................................................................
........................................................................................................................................................
........................................................................................................................................................
........................................................................................................................................................
APPENDIX D

SAMPLE SCHOOLS

<table>
<thead>
<tr>
<th>NAME OF SCHOOL</th>
<th>STATUS OF SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bushili primary</td>
<td>mixed day</td>
</tr>
<tr>
<td>2. Emulama primary</td>
<td>mixed day</td>
</tr>
<tr>
<td>3. Ingotse primary</td>
<td>mixed day</td>
</tr>
<tr>
<td>4. Eshikhoni primary</td>
<td>mixed day</td>
</tr>
<tr>
<td>5. Shikoti girls primary girls</td>
<td>day and boarding</td>
</tr>
<tr>
<td>6. Emusala primary</td>
<td>mixed day</td>
</tr>
<tr>
<td>7. Shisiru primary</td>
<td>mixed day</td>
</tr>
<tr>
<td>8. Ibinzo primary</td>
<td>mixed day</td>
</tr>
<tr>
<td>9. Ematetie primary</td>
<td>mixed day</td>
</tr>
<tr>
<td>10. Ikonyero primary</td>
<td>mixed day</td>
</tr>
</tbody>
</table>
APPENDIX E

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
Prof. Dr. Ms. Mrs. Ms.
Name of Institution
Rosemary Kendall
of [Address] Kenyatta University
F.O. Box 43844 00100, Nairobi,

has been permitted to conduct research in
Location
District
Province

on the topic: Teaching lifeskills curriculum in primary schools in Lurupi Division, Kakamega County

for a period ending: 31st March, 2013

C.NO 46855/3mt/10/2011

January 2012

KSH. 1,000

Applicant's Signature

National Council for Science & Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do so may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questioning will be held unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.