IMPLEMENTATION OF LIFE SKILLS EDUCATION IN PUBLIC PRIMARY SCHOOLS OF NKUENE DIVISION, MERU COUNTY, KENYA

BY

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

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DEDICATION

I dedicate this work to the Almighty God who takes care of all of us, reveals and inspires into us the works of our hands; and to my family members whom I love very much.
ACKNOWLEDGEMENT

First, my warmest gratitude goes to God Almighty for giving me the opportunity and the strength to complete this research study. It is the grace and mercy of the Lord that I am able to complete and to get this far.

Secondly, I acknowledge my loving husband Gituma, who gave me peace and support. Lots of appreciation goes to my sons Benson Mutugi and Paul Mbaabu.

I also acknowledge my supervisors; Prof. Grace Bunyi and Dr. Charles Magoma for their invaluable support, commitment and guidance which propelled me into completing this project.

My great appreciation and indebtedness goes to the head teachers, teachers and pupils of Nkuene Division who took part in this study and without whose co-operation it would not have been possible to complete the study. Deep appreciation to the District Education Officer in Imenti South District for assisting me during the process of data collection.

I cannot forget to thank my friend Lucy for her support and encouragement throughout my course.
ABSTRACT

Regardless of their diversity in culture, economic condition and social and political structures, developing countries share a set of common and well defined goals. The introduction of life skills education at both basic and tertiary education is meant among other things, to improve all aspects of quality education, ensuring equitable access to appropriate learning and facilitating education for all (EFA) and Millennium Development Goals (MDG) initiatives'. The purpose of this study was to explore the status of implementation of Life Skills Education in Nkuene Division. The study examined how the programs are being implemented in primary schools in Nkuene Division. The study intended to meet the following objectives: to find out the status of implementation of Life Skills Education, to establish teachers' opinion towards Life Skills Education, to determine the method/ pedagogies of implementation of Life Skills Education and lastly, to investigate the preparedness of primary schools in the implementation of Life Skill Education. The targeted population consisted of the District Education Officer, 12 head teachers and 72 teachers and 180 pupils. All the 12 head teachers and the District Education Officer formed part of the sample. Purposive sampling was used to select 6 teachers of Life Skills Education in each school representing lower and upper primary classes which was equivalent to 19.7% of the total population of teachers. Data was collected using a questionnaire, interview guide and observation schedule. In an attempt to improve the validity and reliability of the questionnaire, a pilot study was conducted in two primary schools in Nkuene Division. A Spearman's correlation co-efficient of 0.82 allowed the use of questionnaire for data collection. Data obtained was analyzed using statistical package for social sciences (SPSS) to determine the status of the implementation of LSE in the Division. The study found out that in terms of in-service training, teachers were not adequately prepared to implement LSE. In an attempt to implement it, it was found that they encountered problems like inadequate teaching and learning resources and inadequate guidance on the implementation. Besides, LSE curriculum is yet to be implemented in a number of schools. Curriculum developers need to organize in service courses to guide teachers on the implementation of LSE. The researcher recommended that every school should have a L.S.E motto, whose reinforcement should start immediately the pupils join the school. Such a motto would ensure that every school is sufficiently equipped to adapt the whole school's approach to L.S.E. There is a need for teachers to receive training in L.S.E. in the teachers training colleges. Teachers in the field should also attend in-service training on L.S.E., seminars and workshops where they can get acquainted with the relevant knowledge and skills which is necessary for their teaching and guidance roles to their pupils. The MOEST should ensure there is monitoring and evaluating of L.S.E. Making L.S.E education examinable will ensure that the subject is being taught in all primary schools effectively. Involving parents and communities in the development of life skills curriculum can help to ensure their acceptance of sensitive issues. The ministry of education, the school governance and the parents should source funds to purchase material for implementation of life skills education. The researcher suggests that a study should be conducted on the strategies being employed by school administrators to cope with the challenges faced in implementation life skills education to pupils. The present study has not addressed a wide scope. A more extensive study that would cover larger samples should be conducted. This will verify the findings of this study about the status of implementation of L.S.E. It is also important to conduct a study to find out the parents assessment on the teaching of L.S.E in primary schools and at home. This may enable an opportunity to map out the parents'/communities assessment on the subject and also it could give a chance to the teachers to know the expectations of the parents/community.
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<th>Full Form</th>
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<tr>
<td>U.N.E.S.C.O</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>U.N.C.E.F</td>
<td>United Nations Children Education Fund</td>
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<tr>
<td>L.S.E</td>
<td>Life Skills Education</td>
</tr>
<tr>
<td>E.F.A</td>
<td>Education for All</td>
</tr>
<tr>
<td>M.D.G</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>D.E.O</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>M.o.E</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>W.H.O</td>
<td>World Health Organization</td>
</tr>
<tr>
<td>K.I.E</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>T.A.C</td>
<td>Teachers Advisory Centre</td>
</tr>
<tr>
<td>D.C.E.C.E</td>
<td>District Centre's for early Childhood Education</td>
</tr>
<tr>
<td>T.O.T.s</td>
<td>Trainer of Trainers</td>
</tr>
<tr>
<td>Q.A.S</td>
<td>Quality Assurance and Standards</td>
</tr>
<tr>
<td>T.S.C</td>
<td>Teachers Service Commission</td>
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CHAPTER ONE
INTRODUCTION

1.0 Introduction

In this chapter, a background of the study is presented, followed by the statement of the problem, purpose of the study and the objectives of the study, then research questions, and significance of the study and assumption of the study. In addition, delimitations and limitations of the study are presented followed by the theoretical and conceptual frameworks and lastly the operational definition of terms is given.

1.1 Background of the study

Education is the means by which individuals are equipped with knowledge, skills and values that enable them to become productive citizens. Education is therefore, very important in the development of both the individual and the nation. It helps people to adjust to change - a benefit which is important today because social changes take place with increasing speed and affect the lives of more people (The world Book, Encyclopedia; 1990).

Ages 0-19 are critical formative years for development of behavior and skills in an individual (http://wikieducator.org/life skills Education-%). There is an argument that, during this period, learners in pre-schools, primary and secondary schools, including those with special needs in learning, face varied challenges, which need to be addressed through education which caters for both mental and psycho-social skill.
These challenges include among others, negative peer pressure, gender bias, violence, early marriages, teenage pregnancies, indiscipline, career choices, early sexual onset, drugs and substance abuse, rape, incest and HIV and AIDS pandemic. In addition, the second decade of life (10-19 years), is a period of rapid development, when young people acquire new capacities and are faced with many new situations that create not only opportunities for progress, but also risk to health and wellbeing (World Health Organization, 1998).

The Kenya Institutes of Education (KIE, 2008) states that these foregoing mentioned challenges are compounded by various factors, such as complex developmental changes during adolescence, lack of positive role models, negative mass media influence and inadequate and unreliable sources of information especially on human sexuality.

The need to focus on life skills as a critical response to the challenges facing young people today is highlighted in a number of international recommendations, including the Convention on the Right of the Child, the International Conference on Population and Development and Education for All. An example of one of these highlights is the UNGASS Declaration which states that, by 2005, at least 90% and by 2010 at least 95% of young men and women should have access to information, education (including peer education and youth-specific), HIV education, and services necessary to develop life skills required to reduce their vulnerability to HIV infection, in full partnership with young persons, parents, educators and health care providers (http://wiki.educator.org/Life_Skill_Education).
In 1986, the Ottawa Charter for health promotion recognized life skills in terms of making education better health choices. The 1989 Convention on the Rights of the Child (CRC) linked life skills to education by stating that education should be directed towards the development of the child’s fullest potential. The 1990 Jomtien Declaration on Education for All (EFA) took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life.

It is noted by UNICEF, (2010) that “Today’s children navigate complicated situations which need more than numeracy and literacy skills. The agency describes life skills as psycho-social and interpersonal skills, which can help children, evaluate and respond to personal and global situations”. Life Skills Education (LSE) can also help children contribute to and improve their environment.

Life skills based education is now recognized as a methodology to address a variety of issue of child and youth development and thematic responses. LSE provides a combination of knowledge, values, attitudes and skills that are related to critical thinking and problem solving, self-management and communication, in addition to interpersonal skills.

Many countries are now considering the development of LSE in response to the need, to reform traditional educational system, which appear to be out of step with realities of modern social and economic life. Problems such as violence in schools and student
drop out are crippling the ability of school systems to achieve their academic goal hence the need for Life Skills Education. Life Skills Education also raise the foundation for learning skills that are in great demands in today's job markets.

UNESCO promotes quality education as a human right, and supports a right-based approach to the implementation of all activities. Education must be placed and understood in terms of the larger context. Quality education must reflect learning in relation to the learners as individuals, family and community members and part of a wider society.

Introduction of Life Skills Education differs in objectives and content differs from country to country and from locality to another (WHO, 1996). However, across cultures, Life Skills Education is similar in three important ways. At the heart of life skills Education is the learning of life skills. The World Health Organization defined life skills as the “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO 1993).

Life Skills Education, with its experiential, participatory and activity-based methods imposes a burden on teachers and instructors who have never experienced such ways of learning themselves and due to the fact that they have no adequate training which could allow for the personalization and internalization of skills hence, the tendency is to revert to familiar teaching approaches (life-skills-based-education-in-). This
study, therefore seeks to establish if this is the case in public primary schools in Nkuene division.

Selection of teachers and instructors for life skills training is needed. This is because just as some people make better Math's or language teachers, so too do some people make life skills teachers. It is clear that the LSE subsides or fails based upon teaching quality. As a result, there is urgent to provide ongoing quality training to life skills teachers and instructors before any introduction and implementation is attempted.

At the United Nations inter agency meeting held at WHO Geneva (WHO 1999) Life Skills Education was considered as crucial for:

- Promotion of health child and adolescence development.
- Primary prevention of some key causes of child and adolescent death, disease and disability.
- Socialization
- Preparing young people for changing social circumstances

(http://www.actionresearch.net)

In 2004, UNESCO discussed the links between life skills lifelong learning and sustainable human development and identified the need for a life skills based education conceptual framework (including monitoring) (http://www.unicef.org)

National life skills education initiative selected from different regions of the world are briefly described below: Initiatives to develop and implement LSE is highlighted, directly and indirectly in a number of international recommendations for example in England,
citizenship framework in primary schools has become a compulsory subject in secondary schools from September, 2002.

In South Asia, life skills programming is either general in nature, helping learners to make better choices or specific, targeting risk behaviors and situations. In South Asian schools, life skills are taught as a stand-alone curriculum; or a component of an existing curriculum. They cover a range of health and non-health issues and more complex and sensitive issues being reserved for higher grades (ibid).

In Zimbabwe, LSE was developed as a holistic, empowering and long-term approach to AIDS education in primary and secondary schools. The program is designed to facilitate the development of positive attitudes and behaviors to better equip students to avoid HIV infection and AIDS.

In Colombia, LSE is part of the strategic health promotion plan of the Ministry of Health. The aim is to provide students with education about dealing with life. In Iceland, LSE is a compulsory subject in school education (HE-182 Regional Framework for introducing life skills—Edu.....).

Throughout the Eastern and Southern Region (ESR), there has been a growing awareness that LSE for children and adolescents has been for a long time been largely neglected in education programmes. The former education system which has to prioritize the imparting of academic knowledge without acquisition of psychosocial skills is in an
inadequate way of preparing young people for the complex challenges that exist in our world today (http://wiki educator org/life skill education). This new challenge requires immediate and effective response from a socially responsible system of education.

Life skills education was introduced into Kenyan secondary and primary schools curriculum in the year 2008; to equip students with adaptive abilities and positive behavior that would enable them deal effectively with the demands and challenges of everyday life (http://kelitkenya .org). This is because the government realized that there are some necessary skills in life which the school curriculum does not cover and which can be well handled through LSE. Life Skills Education addresses topics on critical and creative thinking, decision making, problem solving, and communication skills (KIE, 2008).

Before the introduction of LSE in Kenya, there were already individuals and religions groups who were teaching it. The life skills Education is still part of the scripture union of Kenya programs (WWW.su-international .org/new). This was after they realized that education system was lacking something. The question that triggered to development of LSE is that we have many more educated people in the society today, yet vices like tribalism, corruption and immorality are still rampant in the society.

KIE (2006) states that in the Traditional African Society, proper structures and mechanisms were an integral part of education to help the children and the youth develop and grow as responsible and productive members of the society. Due to breakdown of
traditional family and educational ties, the young people have been left vulnerable. As a result to this the government introduced Life Skills Education (LSE) to empower the youth to deal with challenges of life.

By introducing LSE in schools, the government was responding to the challenges that the country faced in recent time, one of them being post-election violence that rocked the country at the end of 2007 and early 2008 (WWW.the-star.co.ke/news/article-40685). Among other things to address were the tribalism, intolerance and lack of nationalism which the education system lacks. The simple answer was that the educational system was addressing the 'head' a not the hearts of the learners. The current education system is not holistic as it emphasizes the academic components only. Most of the pupils lack moral values such as respect for elders as well as lack of guidance and counseling. Current schooling is geared towards passing examinations only (Mutunga, 2003). Primary school learners lack basic life skills such as decision-making, understanding family roles and other related skills that are developed through participatory activities at home. Mutunga (2003) continues to urge that the current education process is not training learners to think and solve life problems. It is not imparting necessary skills to enable the learners to survive and be self-reliant; and it is not equipping learners with skills and values to relate well with others in the society, which is the main aim of education.

Inculcating an all-round education is being faced with major obstacles which include: the mass media such as television and movie shows, press especially pornographic which
litter the street of major towns'. Packed timetable in the 8.4.4 is another obstacle. Life Skills Education is considered as an extra burden to teachers which interferes with completing the syllabus and attaining a higher mean grade. Therefore, teachers concentrate on academic subjects.

The central role of teachers in curriculum implementation is widely recognized. Fullan (1991) made an observation that education change depends on what teachers do and think. In spite of the fact that over 90% of primary school teachers in Kenya are trained, the teacher centered methodologies they adopt are not appropriate for basic learning competence like Life Skills Education.

The approach used in the teaching of life skills education is interactive. It uses role play, mini-dramas, games, puzzle, music and dances, group discussions and a variety of other innovative teaching techniques to keep learners wholly involved in the sessions (Kenya Institute of Education, 2008). The learning of life skills education is supposed to be experiential and learner centered, where the teacher acts as a facilitator to help the learner interact with the various activities. The teacher is expected to prepare well in advance the teaching and learning resources and identify relevant assessment methods (ibid).

1.2 Statement of the problem

Despite the fact that the government introduced Life Skills Education into Kenyan secondary and primary schools curriculum in the year 2008, to equip students with adaptive abilities and positive behaviors that would enable them deal effectively with the demand and challenges of everyday life, implementation of the subject in the school
curriculum is questionable (http://kelinkeny.org). Lewy (1977) notes that although an innovation may be excellent, its implementation is not automatically guaranteed. He continues to say that, good innovative programs have failed in the past because of flaws in implementation process. The probability of LSE being left unattended is very high because of its non-examinable status. Are teachers effectively implementing the LSE in Nkuene Division, Meru County? Hence the study sought to establish the status of implementation of LSE, in public primary schools of Nkuene division, Meru County.

1.2.1 Purpose of the study

The study aimed to determine the states of the implementation of life skills education in public primary schools in Nkuene Division, Meru County.

1.3 Objectives of the study

The study focused on the following specific objectives:

1) To find out the status of implementation of Life Skills Education in public primary schools in Nkuene Division, Meru County.

2) To establish teachers’ opinion towards implementation of life skills education in public primary schools in Nkuene Division, Meru County.

3) To determine teaching/learning pedagogies used in the implementation of Life Skills Education in public primary schools in Nkuene Division, Meru County.

4) To find out the challenges facing the public primary schools in the implementation of Life Skills Education in public primary schools of Nkuene Division, Meru County.
1.4 Research Questions

The study was guided by the following research questions;

1) What is the status of the implementation of Life Skills Education in public primary schools of Nkuene Division, Meru County?

2) What are the opinions of the teachers towards Implementation of Life Skills Education in public primary schools in Nkuene Division, Meru County?

3) What are the appropriate teaching and learning pedagogies that are used in Implementation of Life Skills Education in public schools in Nkuene Division, Meru County?

4) What are the challenges facing the implementation of Life Skills Education in public primary schools in Nkuene Division, Meru County?

1.6 Significance of the Study

The findings of this study will be valuable in a number of ways. First, the findings will inspire the heads of institutions and the teachers on how to teach effectively Life Skills Education. Secondly, the findings will give useful insights to the Ministry of Education to broaden their thinking in relation to the monitoring of the implementation of the curriculum. Also the findings of the study will generate more knowledge in this area and this and might prompt other researchers to undertake similar studies in other levels of education system. Finally the findings will inform the education policy makers to appropriately deal with issues of the teaching and learning of Life Skills Education in primary schools.
1.7 Delimitation of the study
Delimiting a study involves a purposive and conscious action in order to make the research manageable. Therefore, the study was carried out in Nkuene Division, Meru County. It was confined to a period of three months. It was carried out in public primary schools which are convenient to the researcher.

1.8 Limitation of the study
The study covered only one Division of Meru county due to financial and time constraints. It was not be possible to cover the opinions of parents because tracing them would require considerable time resource and other logistics. There was a time limit within which the researcher will present the findings for assessment.

1.9 Assumption of the Study
The study was based on a number of assumptions. First, that all the respondents would be cooperative, and provide reliable responses. Secondly, is that the introduction and implementation of Life Skills Education was not adequately carried out in public primary schools. Lastly, the government, parents and community would be interested in the implementation of LSE which exhibit the returns to the society and individual development resulting to quality education.

1.10 Theoretical framework
Wiersma (1985) says that theories help to provide a framework by serving as the crucial factors and provide a guide for systemizing and inter-relating the various facets of research. In carrying out the proposed study, the social learning theory will be adopted.
The theoretical and empirical work of Bandura (1969) on social learning encourages a great deal of addition study in the area of social skills training. He argues that children who are not exhibiting appropriate social behavior can learn to do so through behavior procedures such as modeling and differential reinforcement. He concludes that an individual who has observed a behavior may not engage in it until he or she believes that performance of the behavior will be reinforced. Social skills training could improve the behavior of children and adolescents with a variety of behavioral problems, ranging from aggression to social withdrawal.

In the social learning theory view, a person will develop an adequate personality only if he or she is exposed to good models and is reinforced, for social learning theorists believe in reciprocal behaviours. Thus, social skills training can be a means of remediating skills in deficit. Hence LSE is can help to train the learners about these social skills. We learn our behavior from interactions with other people, but our behavior influences how other people interact with us.

Hence, while teaching Life Skills Education role modeling is very important. Social learning theorists view the primary challenges of personality development as the development of adequate social relationship. To do this, the person must learn both appropriate ways to relate to other people and appropriate cognitions (beliefs, expectations) about himself or herself and about the relationship with others. Adequate social relationships are important because few people are happy without them, but also because they influence the process if social learning. Therefore, it is paramount for
schools to embrace social learning theory in teaching and learning Life Skills Education for quality education and training.

1.11 Conceptual Framework

Forman (1993) argues that some children may lack specific behavior repertoires because of inadequate learning. In this case, social skills training can be used to help them develop new behavior. Introduction and what influences implementation of life skills Education is depicted in the conceptual framework below.

Figure 1: Conceptual Framework

<table>
<thead>
<tr>
<th>Independent variables</th>
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<tr>
<td>Challenges of implementation</td>
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<tr>
<td>orientation and training workshop and</td>
<td></td>
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<tr>
<td>seminars</td>
<td></td>
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<tr>
<td>Teaching/learning methods</td>
<td></td>
</tr>
<tr>
<td>Model, role play, drama, story telling</td>
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<tr>
<td>Implementation of life skills education curriculum</td>
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<tr>
<td>Attitude/values</td>
<td></td>
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<tr>
<td>Teachers</td>
<td></td>
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<tr>
<td>Pupils</td>
<td></td>
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<tr>
<td>Administrators</td>
<td></td>
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<tr>
<td>Adequacy</td>
<td></td>
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<tr>
<td>Teaching/learning resources</td>
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<td>Teaching time</td>
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In the above conceptual framework, the model captures the main variables and their interrelationships. The main task for the study is to investigate the introduction and the implementation of LSE in the primary schools curriculum. Variables such as teacher preparedness in terms of orientation, training, workshops and seminars, attitude of teachers and pupils, adequacy of time and teaching and learning resources, quality of teachers, teaching, learning pedagogy, supervision in term of monitoring and evaluation will lead to effective implementation of Life Skills Education curriculum in schools. If LSE is effectively introduced in schools the outcome would be quality education to the individual learners.
1.12 Operational Definition of Terms

*Behavior*— refers to all activities of an individual that can be observed by another individual.

*Implementation*— refers to making changes that have been decided officially.

*Stand alone*— refers to a subject which is taught on it’s own and not being part of integration.

*Monitoring*— refers to carefully watching and checking a situation in order to see how it changes over a period of time.

*Life -long- Life skills*— refers to continuing or existing all through one’s life.

*Life skills*— refer to abilities for adaptive and positive behavior that enable individual to deal effectively with demands and challenges of everyday life.

*Life skills education*— refers to a programme that promote healthy choices, making informed decisions, practicing healthy behavior recognizing and avoiding risky situations and behavior.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
In this chapter, a review of literature related to the study is presented. First, it focuses on the meaning of life skills and the conceptualization of Life Education Skills. Secondly, the importance of life skills education in relation to social benefits, economic benefits, healthy benefits and cultural benefits. Thirdly, review of orientation and training of Life Skills Education is addressed. Then, the review focuses on the teachers' attitudes which will influence the implementation of Life Skills Education in schools. Lastly, the review deals with why the proposed study is justified at this level of education.

2.1 Meaning and Conceptualization of Life Skills:
The World Health Organization (WHO) defines life skills as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demand and challenges of everyday life.” (Wachira, 2009; Thungu, 2008). The term “life skills” refers to a large group of psycho-social and interpersonal skills that can help learners make informed decisions, communicate effectively and develop copying self-management skills that can help them to lead a healthy and productive (UNICEF, 2010; Forman, 1993).

UNICEF (2010) defines life skills as “behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills. Life Skills Education is a program that promotes positive health choices, making informed decisions, practicing health behavior, recognizing and avoiding risky situation
and behavior (KIE, 2002) Life Skills Education is expected to equip the learner with psychosocial competencies and interpersonal skills to enable him or her to make informed decisions, solve problems, think critically and creatively, communicate effectively and relate well with other people (KIE, 2002; Word Bank, 2002). Graham (1988) says that the acquisition of knowledge is but one component of global education; it needs to be accompanied by, and integrated with the developments and refinement of skills and exploration or personal attitudes and values.

The general objectives of the primary Life Skills Education include enabling the learner to:

- Appreciate self as a unique human being.
- Demonstrate ability to make informed and rational decisions on issues affecting himself or herself and others.
- Demonstrate ability to participate in community development.
- Acquire attitudes, values and develop a psychosocial competency that promotes responsible living.
- Demonstrate ability to cope with everyday challenges (KIE, 2008).

Orley (1997) argues that learning life skills is a desirable activity on its own as it helps individuals to deal effectively with everyday demands and does not have to be justified as preventing anything. It is not a program that is offered only when and where there are mental and behavior disorders (WHO, 1999). Effective application of life skills can influence the way children feel about others and themselves, which in turn can contribute to the children's self-confidence and self-esteem. School education should emphasize not
only academics but also the mental well-being of children to make it a positive place of learning. Moreover, schools are crucial in building or undermining self-esteem and sense of competence as teachers and peer play an important role in the development of self-esteem of school going children (Woolfolk, 2001).

Giussani (2001) also laments that the school does not teach values. Emphasis is only on passing exams. Rote memory seems to be encouraged at the expense of learning and understanding the material that is taught in schools. Schools concentrate purely on academics at the expense of other issues which are important such as acquiring the right values. Success in school, therefore, is pegged purely on grades obtained. Values such as honesty and the importance of always doing what is right take as second position. To learn life skills one must first have self-awareness and also identify what he wants from life. Life skills do not give us extra skills; it is only tapping and honing the skills on us for one's own betterment. Life skills groom one for personal development and make the individual realize his or her own talents.

Over the past two decades, Life Skills Education has come to be seen as important for young people to negotiate and mediate challenges and risks and enable productive participants in society. Life Skills Education has been introduced in different ways in formal schools as a new subject or integrated to various degrees within the teaching practice and contents of other subjects. In some cases it is offered as an extra or co-curricular provision.

Life Skills Education's psycho-social aims require a conceptualization of the curriculum that includes not only knowledge and skills but also behavior, attitudes and values. This
has been a driver to use more participatory and interactive teaching and learning methodologies in the delivery of the Life Skills Education. These are difficult changes in traditional education systems. Life Skills Education seeks outcomes of changed attitudes and behavior and it has highlighted the need for new forms of monitoring and assessment, able to capture attitudinal and behavior change (GLSE-phaseFinal-report-march-2012-).

2.2 Orientation and training of Life Skills Teachers

Heinemann Macmillan English dictionary (2006) defines ‘orientation’ as the information or training that you are given before you start a new job or activity. Training is needed to provide the knowledge, skills and desire to implement programs (Hunter, 2001). Beyond the basic goals of transferring knowledge regarding Programs operation, effectiveness, and delivery, training session help decrease resistance and generates enthusiasm and commitment to the orientation (http://www.reachoflouville.com).

Training has been identified as an important factor that plays the role in the implementation of Life Skills Education. Staff training is critical for success because it provides the knowledge and skills needed to implement the curriculum and communicates the importance of a program fidelity (http://www.implementationscience.com).

Lawton (1982) argues that if teachers are going to undertake a task, then they need special training in both the content of moral education and the appropriate teaching methods. Dalin (1978) says that those who have to implement innovations are generally
faced with lack of knowledge about the effective practices or the consequences of alternative plans.

According to Sifuna (1975), Shiundu and Omulando (1992), Oluoch (1982) and Githinji, (2007) one of the factors in curriculum implementation is the pre-service and in-service training of teachers. Pre-service is the training of teachers on a certain curriculum before they start teaching; while in-service is the training of teachers on how to implement a certain curriculum while they are already in the field. The idea of training teachers is emphasized by Mwenda, (2001) who carried out a study on attitude and instructions methods on Family Life Education (FLE) "Carrier subject" teaching in the secondary school curriculum. The study found that slightly fewer than 50% of the teachers responding had acquired extra skills in handling LSE topics within their subjects.

Another study by King'ori (2011) shows that little time was spent on in-servicing and orientating teachers on the teaching of LSE as 75% indicated that they had not undergone any orientation courses. The majority of the head teachers also indicated that they had none of their teachers trained in the teaching of L.S.E. which implied that this area was neglected. These findings indicate that as much as the teachers may be academically and professionally trained, lack of updating through training can negatively affect the implementation of LSE.

Oluoch (1982) in this respect recommends that the in-service training should include those teachers still in training institutions so that they are conversant with the new
curriculum before they leave the college. Githinji (2007) concurs and adds that inservicing teachers through seminars and workshop is important. She argues that the Ministry of Education should ensure monitoring and evaluating, LSE. Hunter (1998) concurs and says that training encourages conformity, and school -based training is often a very conservative process of professional common formation. World Health Organization (2004) commends training as important key to success.

Kenyatta Institute of Education has so far orientated 1140 trainers of trainers (T.O.T.S) who includes, teachers, Education officers, Teachers' Advisory Centre (TAC) tutors, and District Centre's for Early Childhood Education (D.I.C.E.C.F) officers on how to mainstream Life Skill Education into the regular school curriculum. Consequently, KIE organized and conducted an orientation work shop on Life Skills Education for 120 curriculums developers and 30 officers from directorate of education. The aim of this exercise was to create awareness of how Life Skills Education should be incorporated into the school curriculum (http://wikieducator.org/Life Skills Education) Hence, the study to seek opinions of the teachers on training since this is one of the factors hindering implementation of Life Skills Education.

Life Skills- based education succeeds or fails based upon teaching quality .Given this, there is an urgent need to provide quality training and ongoing support to life skills teachers and instructors. Lazerson (1985) argues that good teaching is the product of continuous learning. He continues to say that; improvement in teaching then must proceed with the active involvement of teachers. New programs increase teachers'
burdens and further confuse what is expected of them and their students. New programs often demand of teachers more knowledge and new techniques. Too often, programs to improve teaching are designed and then imposition upon, the school; seeing it as an imposition, teachers in schools rarely adopt the programs. They fail to ‘own’ the programs and they do not become part of their repertoire (Ibid).

According to Cohn (1987), unless teachers have a firm grounding in the subjects they teach, they will be highly dependent upon existing materials or a text, regardless of its quality. He argues that closely related to a teacher’s knowledge of the subject matter is the teachers’ understanding of the structure of the discipline itself.

2.3 Importance of Life Skills Education

Life Skills Education plays a very vital role to increase the awareness among the youth about all social problems and to alleviate social evils from the society. Life Skills Education helps the individual to improve the decision contribution making skill, ability to take everything in the right sense and improve the society (http://changingminds.org/articles/Life).

Life Skills Education aims at equipping the learner with psycho-social competencies and interpersonal skills that would help him or her make informed decisions, solve problems, think critically and creatively, communicates effectively, build healthy relationship empathize with those in the need, and manage his or her life in a healthy and productive manner (K.I.E 2008). U.N.C.E.F (2010) also supports this view. It says that life skills are also linked to the development of good attitudes.
Mwangi (2009) argues that the contemporary world poses many challenges to children he continues to say that quality education does not only impart knowledge and skills to an individual but it also recognizes the whole person, the effectiveness as well as cognitive domain. Thungu (2008) talks of Life Skills Education as taking a comprehensive behavior approaching aimed at not only providing information but also ensuring the total development of the individual. Life Skills Education has long term benefits to the society which include: social, health, cultural and economic benefits. Education is part and parcel of the society. It is established by that society to accomplish certain purposes (UNESCO 1990). Therefore LSE has long term benefit to the society.

2.3.1 Educational Benefits.

Findings by Githinji (2007) show that LSE has a lot of relevant information for the pupils; and it helps in building close and free relations between pupils and teachers. Life Skills Education leads to desirable behavior change; and avoids problems such as truancy, absenteeism, drug and substance abuse, and teenage pregnancies. Further, LSE helps learners to improve their performance.

2.3.2 Social Benefits.

Life Skills Education improves the socialization process among learners. The learners are able to relate with others in a friendly way; enables learners to choose good and reliable friends. This type of education helps learners to use their leisure time properly; assists learners to recognize and avoid risky; bring situations about meaningful inter-relations among learners, teachers and the school community and helps in character building.
Life Skills Education sharpens one’s negotiation, social and cognitive skills. Learning life skills has helped many people to build their mental and social-wellbeing which in turn prepares them to face the real world and its dynamics. Life Skills Education prepares and equips an individual to function as an effective social being. Life Skills Education is essential for excellence in any field. (www.gracenglamour.com/importance-of-life).

According to Forman (1993) social skills training programs can teach children and adolescents specific overt verbal and non-verbal behavior for use in copying with social situation. The WHO further says that practicing life skills leads to qualities such as high self-esteem sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be (WHO, 1993).

2.3.3 Health Benefits of Life Skills Education

Life Skills Education aims at providing students with a tribute to a meaningful life. Developing life skills helps the adolescents to translate knowledge, attitudes and their health behavior such as acquiring the ability to reduce specific risk behavior and adopt healthy behaviors that improves their lives in general. All learners, and particularly those with diverse backgrounds and abilities, need skills on health knowledge to be able practice healthy habits and avoid unhealthy ones (U.N.I.C.E.F, 2010).

Life Skills Education leads to prevention and control of diseases such as Sexually Transmitted Infections (S.T.Is) and AIDS; leads to less strain on health facilities; helps people to be responsible for their own and other people’s health. The skills learnt help
learners to deal with such issues as the prevention of substance abuse, as well as the promotion of healthy nutrition, sanitation, hygiene and mental health. A study by Githinji (2007) on perceptions of primary school pupils and teachers on adequacy of HIV/AIDS Life Skills Education highlights the importance of LSE at that early age to sensitize the children on how to protect themselves from this deadly disease. For example, children can learn about communicable diseases, such as HIV/AIDS, and responsible behavior to prevent contracting such illness.

2.3.4 Economics Benefits of Life Skills Education

Education is acknowledged as a means of transforming and empowering communities. The youth gain skills, knowledge and attitudes necessary to enable them to become productive members of the society (Nyerere, 2009). Primary Life Skills Education focuses on equipping individuals with skills relevant and appropriate and which can prepare them to be successful at the world of work. It leads to high productivity due to a motivated, strong and energetic labour force; resources such as time and money are saved as learners acquire skills to manage themselves and their environment.

2.3.5 Cultural Benefits.

Life Skills Education enables people to adopt and maintain meaningful cultural practices that may put self and others at risk; promotes harmonious interaction between people of different cultures; helps in the clarification of values in the society. Life Skills Education is a value addition program for the youth to understand self and able to assess their skills, abilities and the area of development.
Life Skills Education is a basic learning need for all young people. Various skills like: leadership, responsibility, communication, intellectual capacity, self-esteem, and interpersonal skills. We need to create Life Skill Education as the cornerstone of various youth programs. Hence the study seeks to find out the status of the implementation of Life Skills Education in primary schools, with an aim of identifying solutions to these problems.

2.4 Quality of Teachers and their Attitudes.

According to Morish (1976) aspects of educational development and improvements involve changes in both knowledge and activities of teachers, which in turn will be closely related to the way in which the individual teachers conceives their professional role and identity. Since both attitudes and values are at stake in all mechanical-structural changes in education, personal attitude will inevitably come into play. The usual effects upon the adopter is high anxiety, a prolonged resistance and the necessity for a much deeper involvement in both ‘unlearning and relearning’ that is effected simply by giving him or her written information about any new practice.

The first major role of a teacher is to present the explanatory hypotheses to the students as clearly as possible? But the teacher may fail to implement the above process first because he/she may not be in position to appreciate the new characteristics that are already part of a teenager at the adolescence stage of development. These characteristics include a deviant attitude that is difficult to understand and later, a conformity that usually lacks conviction. Second, the educator or teacher may lack flexibility to deal with a teenager at the adolescent stage. These shortcomings may occur as a result of poor
education of a particular educator on how to handle students at the adolescent stage of development (Giussani 1995).

In a school situation, one of the known learning needs is attitude. Parkinson (1976) defined attitude as either mental readiness or implicit predisposition that exerts some general and consistent influence on a fairly large class of evaluative response. Thurstone (1931) also defines attitude as the effect for or against psychological objects. Thurstone proposed that there is need to test people's attitudes. This can be accomplished by assessing people's opinions and beliefs which he considered to be verbal expression of attitudes.

Therefore in the implementation of school curriculum the teacher's attitudes is very important. It is believed that the attitudes influence believes and our perception. Consequently our perception are influenced by environment and our significant others. Hawes (1979) says that for effective curriculum implementation, there is need to change the attitudes of policy makers, administrators and teachers. Thus, a study which focuses on attitude of primary school teachers towards the life skills education curriculum as one of the factors that effects the implementation of Life Skills Education curriculum is very useful.

Successful implementation of Life Skills Education needs more than just a teacher who has sufficient pedagogical and content of Life Skills Education. As LSE deals with the teaching of value, teachers whose conduct is perceived by learners as in appropriate are
unable to be successful facilitators of the program as their high moral standards are important requisites for the successful implementation of the programs (Prinsloo; 2007). Certain teachers may be unsuitable to teach LSE even if they have sufficient pedagogical and content knowledge of the subject as their conduct may not make them role models of value they teach.

Learners learn value through observing and imitating their teacher’s behavior (Jansen 2008). Teachers need to be role models of good behavior if they wish their learners to develop the desired values. The teaching of values in life skills need to be re-enforced by teacher’s professionally appropriate behavior if children are to develop desired value. Implementing curriculum innovations requires that the implementers’ values and attitudes change so that they are congruent with the values and attitudes espoused by the innovation (Mutunga, 2003). Hence the importance of attitude when implementing Life Skills Education in schools is crucial.

2.5 Life Skills and Teaching methods.

Life Skills Education involves the use of interactive and participatory teaching and learning methods and experiential and activity-centered pedagogy. Examples of interactive learning activities include: debates, role play, games, case studies, storytelling and simulation. These ranges of activities also develop Life Skills and are closely related to self-esteem, promotion of emotional intelligence, empathy, interpersonal communication, cooperation, negotiation and problem solving.
The pedagogy required for effective implementation of LSE will be difficult for individual teacher to develop and apply. This is because it likely to challenge and be undermined by prevailing and entrenched approaches (Broler; 2005). A more focused and defined learning and teaching is therefore the starting point of any educational process, with clarity about which skills should be taught as Life Skills, why these skills are chosen and how they should be taught (ibid).

A case from Uganda shows that teachers do not have the confidence to carry out experiential learning activities such as role-plays, so they revert to more conventional teaching methods. Since Life Skills Education is not examinable subject it is not perceived to be important (http:www.cedol.org/). As result a significant portion of the curriculum is not covered. The study, therefore seeks find out if this the same in Kenya.

There are quality standards in design and the realities of implementation, in the dependence on participatory methodologies for the effective delivery of Life Skill Education: issues such as inadequate teachers and insufficient teacher training, class size and lack of resources hinder the use such methodologies. Teachers are therefore engaged in covering the syllabus, thus developing skills basic to Reading Writing and Arithmetic. Instilling the right values through LSE may not be a priority for the teacher (Sanna; 2008). Values are however not learned as other subject, they are better taught by living them. To emphasize teaching of values in LSE Krilik (2008) argues that values are learned; “as they do not pass from parents to children in the form of DNA”. The skills should not just be heard but also seen in the teacher. The teacher is a role model. The
close interrelation with the learners during the activities has a strong psychological advantage. It creates a strong bond which boosts the learners’ confidence (Wachira; 2009).

2.6 Implementation of Life Skills Education in schools.

Several factors may hinder implementation fidelity; they include in-depth training for program’s implementers, strong support from key participant characteristics of the program itself, and comprehensive implementation monitoring. Staff training is critical for success because it provides the knowledge and skills needed to implement the program, fosters support commitment to the program, and communicates the importance of program fidelity. Studies have demonstrated a relationship between teachers training and greater implementation and better student outcomes. The study seeks to indentify whether teachers underwent any training before implementing LSE in schools.

The government may put emphasis on those subjects which it feels will develop skills, knowledge base and attitude in learners required by the industry. The government may ask the teachers to put serious consideration and more teaching and learning time on those subjects. This may result in teachers paying more attention to those subjects which are seen to be the government priority at the expense of other curriculum subjects.

Assessment in the form of examination influences curriculum in that due to the great value given to public examination certificates by communities and schools, teachers tend to concentrate on subjects that are examinable and are thought to promote academic excellence. Rooth’s (2005) study in South Africa indicates that life orientation is not
being taken seriously because it is not being taught at all despite the fact that it is included on the timetable. The non-examinable status of life orientation in South Africa is thus undermining its implementation. This study would like to establish whether this is also happening in Kenya.

Life Skills Education demands personal and professional attributes that are difficult to develop through existing system of teacher selection and training: these attributes include: empathy with children, classroom management for collaborative learning and understanding of the children’s psychology and development. Sensitive thematic areas of LSE demand confidence, sound knowledge and sensitivity, and may make demands on LSE teachers, similar to counseling role, which they are not equipped to provide. The selection, preparation and deployment of suitable teachers is a challenge for all systems, but the impact of LSE, which seeks to establish new teaching paradigms with new content, is a risk to efficient, effectiveness sustainability.

Professional development of teachers has relied on initial training courses, often of good quality and well resourced. However, too often critical elements required of LSE teachers are missing from this training (the training of psycho-social skills, the engagement with social norms for example) and has lacked follow up and institutionalized arrangement for ongoing monitoring and support.

Life Skills Education teachers have no professional “identity” as specialists with specific job-description, and their training and experience with LSE has not been formally recognized in career development. This risk reduces the status of LSE, if they move
schools or simply decide to revert to their original subjects (and may not be replaced in LSE program).

2.7 Resource; materials

UNICEF has often contributed to initial input of material resources, within pilots and to support training, sustaining resources provision in problematic especially where original resources have been expensively produced. There is no consensus as to how much material resource is needed. KIE (2008) asserts that resources are valuable possessions used to enhance the teaching/learning process. Materials needed in LSE implementation are equipments media and books. Intangible resources include, time, human skills, energy and knowledge. Resources help in increasing learners’ attention span thus improving implementation of LSE. Sifuna (1974) points out that learning material are a major determinant of the success or failure in a teaching/learning situation.

The studies in some countries like Armenia and Myanmar show that the pressure on teachers’ time and limited school resources prevent teachers from implementing the proposed interactive methodologies that would enable children to influence the teaching and coverage of LSE. Similarly in Kenya, lack of learning materials and weaknesses in teacher training and teacher support are significant constraining factors in the effective roll-out of the participatory methodologies seen as integral to the teaching of LSE in schools. Studies in Kenya have confirmed that teachers in charge of LSE are often selected because they have the lowest work load regardless of their qualifications, experience or training on the subject. Hence the study seeks to establish whether this happens in Nkuene Division.
CHAPTER THREE  
METHODOLOGY

3.0 Introduction.

This chapter focuses on the research design, location of the study, target population and sample size and sampling procedures. The section also describes the research instruments, data collection procedures, and data analysis techniques.

3.1 Research Design

This study employed an exploratory approach using a descriptive survey design to investigate how implementation of Life Skills Education in primary schools of Nkuene Division, Meru County is carried out. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2005).

Borg and Gall (1989) note that descriptive survey research is intended to produce statistical information, about aspects of education that interest policy makers and educators. The choice of the design is based on the fact that in this study, the researcher is interested on drawing conclusions regarding the implementation of Life Skills Education curriculum in primary schools in Nkuene Division, Meru County.
3.2 Location of the study

The study was conducted in Nkuene Division of Meru County. The researcher chose this because of the limited time and financial resources. The area is also accessible in terms of transport. Singleton (1993) noted that the ideal setting for study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Primary schools are chosen because they offer basic education and no similar research to the best knowledge of the researcher has been carried out in Nkuene Division, Meru County.

3.3 Target population

There are 30 public primary schools in Nkuene Division. The population of the study comprised all public schools, head teachers, students, and all teachers in those schools in the Division. The schools are distributed into three zones. There are 385 teachers and 12,851 pupils in these public primary schools.

3.4 Sample Size and Sampling Techniques

According to Orodho (2002), a sample is a small portion of a target population. He says that sampling is selecting a given number of subjects from a defined population as a representative of that population. Stratified random sampling technique was used to select students on gender basis and the sample from the two zones. The researcher applied purposive sampling technique where the DEO, the 12 head teachers, 72 teachers, three (3) from upper and three from lower classes and a total of 150 students from standard
seven and eight. Purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to the objectives of the study (Mugenda and Mugenda, 2003). The entire sampling matrix yielded a total sample size of two hundred and sixty five (265) respondents for the proposed study. The table below shows the matrix of the sample size.

**Table 1: Sampling matrix**

<table>
<thead>
<tr>
<th>Target population</th>
<th>sample per school</th>
<th>sample=N265</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEO</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Head teachers</td>
<td>12</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
<td>72</td>
<td>16</td>
</tr>
<tr>
<td>Students</td>
<td>15</td>
<td>180</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>265</td>
<td></td>
</tr>
</tbody>
</table>

These respondents are best placed to furnish the researcher with relevant information regarding implementation of Life Skills Education curriculum in the schools in Nkuene Division, Meru County.

**3.5 Research instruments**

The data for the study was collected using questionnaires and observation and interview schedules. There was an interview schedule for the Education Officers, questionnaires for the head teachers, teachers and pupils; and an observation schedule to investigate general
state of resources, availability of learning aids and material resources, and gather information on whether implementation is carried out as per the government policy.

Gall and Berg (1996) pointed out that questionnaires are appropriate because they collect information that is not directly observable as they inquire about feelings, motivations, attitudes, and accomplishment as well as the experiences of individuals. They further observe that questionnaires have the added advantage of being less costly and use less time in data collection. Orodho (2005) says that anonymity is also possible through use of questionnaires and therefore respondents are likely to be free to express their views.

3.5.1 The Head teachers', Teachers' and Pupils Questionnaire.

The questionnaires for head teachers, teachers and pupils were divided into two sections A and B. Section A sought the background information of the head teachers, teachers and pupils and the institutions. Section B sought information on implementation of Life Skills Education in primary schools.

3.5.2 Observation Schedule for the Researcher

Mugenda and Mugenda (2003) say that the observation schedule permits the observer to spend time thinking about what is occurring rather than on how to record it and this enhances the accuracy of the study. It helps supplement the information gathered though the questionnaire.
3.5.3 The Interview Schedule for the DEO

An interview schedule was used to collect information from the DEO on the implementation of Life Skills Education curriculum in public primary schools. According to Mugenda and Mugenda (2003) the interview schedule makes it possible to obtain data required to meet the objectives of the study.

3.6 Pilot Study

The research instruments were piloted in two schools in Nkuene Division. Mikumbune Primary school and Nkubu primary school. Wiersma (1985) observes that piloting is very important for it helps to identify misunderstanding, ambiguities and useless or inadequate items. After piloting it no item was found to be ambiguous apart from the numbering of the items which were later collected. The two head teachers, four teachers and six pupils from each school responded to the questionnaire. Also the pilot study acquainted the researcher on how best to collect information of implementation of LSE.

3.7 Validity

Validity according to Orodho (2010) is concerned with establishing whether the questionnaire content is measuring what it is supposed to measure. Borg and Gall (1989) and Orodho (2005, 2010) argues that validity is the degree to which a test measures what it purports to measure. Gall etal (1996) points out that, content experts help determine content validity by defining in precise terms the domain of the specific content that the test is assumed to represent and then determine how well content is sampled by the test items.
3.8 Reliability

Gay (1992), Mugenda and Mugenda (2003) and Orodho (2005, 2010) define reliability as a measure of the degree to which a particular measuring procedure gives/yields consistent results or data after repeated trials. The reliability of the instrument was tested during piloting. The open ended question responses were categorized and assigned values, depending on the relevance of given responses. All questions were divided into equal halves, taking the odd numbered items against the even numbered items and a split-half correlation coefficient was calculated using the formula:

\[
r_{\text{split half}} = \frac{N \sum (XY) - \sum (X) \sum (Y)}{\sqrt{\left[N \sum (X^2) - \sum (X^2)\right] \left[N \sum (Y^2) - \sum (Y^2)\right]}}
\]

A split-half coefficient was obtained. Then to get the coefficient of the total test, the Spearman Brown prophesy formula was needed and it was calculated as follows:

\[
2(split \text{ half}) \over 1+\text{split half}
\]

The coefficient of reliability was got and since it was above 0.70, it was considered reasonable and the item was considered reliable. Reliabilities of 0.70 and above are usually considered reasonable minimum in education.

3.9 Data Collection Procedures

A research permit was obtained from the Ministry of Education (MoE). Thereafter, the office of the District Education Officer (DEO) was contacted for a written authority to conduct the research in the district. Then the ten schools were visited and the researcher introduced herself to the school head teachers and establishes a rapport by explaining her
intentions and the importance of the study to them. In the second visit, the researcher personally administered the questionnaire to the respondents. Also, the respondents were assured that strict confidentiality would be maintained in dealing with the responses. The filled-in questionnaires were collected after a week. The researcher also used the observation and interview schedules to collect further data for analysis.

3.10 Data Analysis and Presentation

All complete instruments were assembled and information organized. This study generated both qualitative and quantitative data. Therefore, both quantitative and qualitative techniques were used to analyze data obtained. The analysis was represented in graphs, charts and tabulations after such data has been subjected to statistical analysis. Descriptive statistics involved the use of frequencies and percentages. Bell (1993) maintains that when making the results known to a variety of readers, percentages have a considerable advantage over more complex statistics.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter presents results of the analyzed data obtained from the respondents in the survey carried out in 12 public primary schools in Nkuene Division of Meru County in Kenya. The survey’s objective was to assess the status of implementation of LSE, in public primary schools of Nkuene Division, Meru County. Descriptive statistics that includes percentages, bar-graphs pie-charts and frequency tables were used with the Microsoft excel 2007 package to analyze data. Guided by the research objectives, the researcher presented the results in this order:

- A brief discussion of the background of the respondents
- Analysis of the Head teachers, teachers, students and D.E.O in the District views from the questionnaires on instruction in Nkuene Division, Meru County.
- Discussion of the findings on the topic under study.

This section focuses on the background information of the respondents in the study area. Such information is important in understanding the respondents to the study. The analysis was done based on the respondents’ class (for pupils only), and academic qualifications and the duration in the respective schools (for Head teachers and teachers).

A total of 12 headteachers and 72 other teachers responded to the questionnaires on their academic qualification. The findings on the academic qualifications of the teachers and
the principals showed a major effort towards pursuing of studies. This is because the study found that 8% of the head teachers possess masters and (42%) bachelor’s degrees. Another 33% had diplomas and the rest 17% of the head teachers possessed certificate. On the cases of other teachers, 45 had certificates, 40% possessed ordinary diplomas and the rest 15% had higher diplomas. This paints a picture on the quality of education amongst the teachers.

According to the findings, most of the Head teachers have been in the profession as teachers for more than 3 years as given 58%. Specifically, about 25 % of the respondents had been in the profession for more than 10 years.

The analysis of Students by Gender is show on table 2 below.

Table 2: Students by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>95</td>
<td>53%</td>
</tr>
<tr>
<td>Girls</td>
<td>85</td>
<td>47%</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2 shows the number of the students who were interviewed based on the gender. As shown by the table, the researcher was keen on gender consideration; that is the gender margin between the percentage of the total boys (53%) and girls (47%) was minimal. This shows that the findings of the researcher were very diverse and not biased on the gender basis.
4.1 Status of the implementation of Life Skills Education

a. whether there were enough learning and teaching resources for Life Skills Education

Table 3: Availability of learning and teaching resources for Life Skills Education

<table>
<thead>
<tr>
<th>Response</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42</td>
<td>58%</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>42%</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

In the head teachers questionnaire they were asked to indicate where there were adequate teaching and learning resources for L.S.E in their schools. Table 3 shows that 42 teachers which are represented by 58% said that the materials required for teaching and learning of L.S.E were inadequate while 30 teachers which are 42% indicated that they were adequate.

Figure 2: The status of learning and teaching resources for Life Skills Education
Figure 2 clearly illustrates that most of the schools in Nkuene Division have inadequate materials for L.S.E implementation.

b. Level of satisfaction of teaching/learning materials for L.S.E implementation

Table 4: Level of satisfaction of teaching/learning materials for L.S.E implementation

<table>
<thead>
<tr>
<th>Responses</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Satisfactory</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Average Satisfactory</td>
<td>18</td>
<td>25%</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>49</td>
<td>68%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4 shows that the teaching/learning materials for the implementation of L.S.E were found to be unsatisfactory. This is because as the table shows, 49 of the respondents which is 68% of the participants said that the materials were unsatisfactory. 18 respondents which is 25% said that the materials were average satisfactory and the rest said the material were Satisfactory. Most of the teachers said that the resources were unsatisfactory because most of the important materials for the implementation of the L.S.E. were lacking. This is well illustrated by figure 3 below.
Figure 3: Level of satisfaction of teaching/learning materials for L.S.E Implementation
c. Adequacy of time for teaching L.S.E

Table 5: Number of L.S.E. lessons per school in a week.

<table>
<thead>
<tr>
<th>Schools</th>
<th>No. of L.S.E lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
</tr>
<tr>
<td>G</td>
<td>1</td>
</tr>
<tr>
<td>H</td>
<td>1</td>
</tr>
<tr>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>J</td>
<td>1</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>L</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Table 5 shows that only one lesson was allocated for L.S.E per week per school in all the schools under study. The heads of the schools said that the lessons were not enough for the implementation of L.S.E hence more lessons needed to be added for the L.S.E to be fully implemented. All the head teachers said that the materials for L.S.E implementation are lacking due to the fact that the ministry of education has not provided the schools with the materials. They also said that lack of these materials
hinders smooth learning and the consequent is poor implementation of the L.S.E. All the head teachers argued that it was the obligation of the ministry of education to provide materials for learning and teaching so as to ensure L.S.E is implemented in the schools in the area under study.

The finding shows that all other teachers were of the opinion that the amount of time allocated for L.S.E per week was only 35 minutes which is equivalent to one lesson. The teachers in the schools said that one lesson were not adequate for the implementation of L.S.E hence more lessons need to be added for the program to be fully implemented. They argued that the timetable should be adjusted such that more lessons are incorporated so as to enhance the implementation of the subject.

Figure 4: Adequacy of time for teaching L.S.E
Figure 4 above illustrates the distribution of the LSE lessons in the schools that were studied. This explains the inadequacy of the LSE lessons in the primary schools in the division understudy.

d. allocation of time for the L.S.E

Table 6: Allocation of L.S.E. lessons

<table>
<thead>
<tr>
<th>L.S.E. Lessons allocated</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>67%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 6 shows that out of all the head teachers' participants 8 of them which represent 67% said that there were lessons allocated for the L.S.E. The remaining 4 head teachers' which represents 33% of the participants said that there were no lessons allocated for the subject. When answering on the whether L.S.E had been implemented. In the schools where L.S.E is implemented, the head teachers said that it is the duty of the heads of the school to impose the implementation of this program. They also explained that the lessons of L.S.E are mostly fixed during the P.E lessons. This then shows that even the schools that have already allocated time for the L.S.E lessons, the real implementation has not taken place. According to the explanation of the head teachers implementation of the L.S.E means putting the subject into effect and ensuring that it has been considered with the seriousness as other subjects in the curriculum.
Figure 5: Allocation of time for LSE

Figure 5 illustrates how the head teachers’ participants responded to the question of lessons allocated for the L.S.E.

e. Whether teachers make schemes for L.S.E

Table 7: Whether teachers make schemes for L.S.E.

<table>
<thead>
<tr>
<th>Are schemes of work prepared</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>67%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>
As shown from table 7, 8 head teachers which represent 67% gave affirmative answer on the preparation of schemes of work by their teachers, while the rest 4 of the respondents which represent 33% said that teachers did not make schemes for the teaching of the L.S.E.

Figure 6: Whether teachers make schemes for L.S.E

Figure 6, illustrates the findings of the researcher on the issue of making schemes of work for the LSE. The head teachers who gave an affirmative answer were part of the teachers who confirmed that their schools had allocated lessons for LSE. The respondents to the negative answer said that the reason as to why teachers did not make schemes is because L.S.E was not taken seriously like other examinable subjects.
f. Training of teachers on L.S.E

Table 8: Orientation to L.S.E.

<table>
<thead>
<tr>
<th>Orientation to L.S.E</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>83%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 8 shows that 10 headteachers of the schools which is equivalent to 83% of all the participants’ said that there wasn’t any orientation done for the implementation of L.S.E in their schools while 2 headteachers which represents 17% asserted that orientation was done for the implementation of L.S.E in their schools. This according to Morish (1976), aspects of education development and improvements involve changes in both knowledge and activities of teachers which in turn will be closely related to the way in which the individual teachers conceive their profession role and identity.

Table 9: L.S.E training of teachers

<table>
<thead>
<tr>
<th>L.S.E training</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>92%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 9 shows that 11 headteachers among the respondents, which represents 92% disagreed that teachers in their school were not being trained on L.S.E. delivery. This shows that the implementation of this program had not been considered with the
seriousness it deserves. The researcher found out that those who said that training took place, confused the health education training with the L.S.E training. This response then shows that the current status of the L.S.E implementation is not satisfactory. The problem outstanding is that the teachers even the trained ones are not competent in training others and this means that they are not very useful in the implementation of L.S.E. This concurred with the findings by King'ori (2011) which showed that little time was spent on in-servicing and orientating teachers on the teaching of LSE, as 75% indicated that they had not undergone any orientation courses. The majority of the head teachers also indicated that they had none of their teachers trained in the teaching of L.S.E. which implied that this area was neglected. These findings indicate that as much as the teachers may be academically and professionally trained, lack of updating through training can negatively affect the implementation of LSE.

Some of the head teachers said that what hinders the teaching of the L.S.E in the schools is the lack of interest of teachers in the program while others said that the biggest problem in the implementation of L.S.E. is the failure of the ministry to lay the measures for serious implementation through support and monitoring. They suggested that L.S.E can be improved by providing enough learning resources and also training teachers on its implementation. The head teachers unanimously said that L.S.E is important because if it is implemented, it would contribute to holistic development of a child.
According to the findings in figure 7, it is very clear that as per the current situation, the implementation of the L.S.E in the primary schools under study was not to the desired level. This was suggested by the various views such as; allocation of less or no lessons in the timetable, lack of training amongst the teachers on the L.S.E, lack of the materials that are necessary for the teaching of L.S.E amongst others. According to these findings, it is then clear that the current status of implementation of L.S.E is poor. This means that a lot has to be done through combined effort of all the school stakeholders for the implementation of the L.S.E in the public primary schools.

The ministry has to be concerned with the curriculum designing and amendment where necessary and also should be very strict to ensure that the same is followed by the teachers in teaching of L.S.E. The Heads of the schools have to take full responsibility in
ensuring that L.S.E just like the other subjects is taught and that it is allocated the lessons that are adequate for its due implementation.

4.2 Opinions of the teachers towards implementation of L.S.E in public primary schools

a. Importance of teaching and learning material in implementation of L.S.E

Table 10: whether teaching and learning materials are important in implementation of L.S.E

<table>
<thead>
<tr>
<th>Importance of teaching &amp; learning materials</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 10 shows that of all the head teachers who were interviewed 100% agreed that teaching and learning materials were important in implementation of L.S.E. They held that these materials are important in the implementation of L.S.E since teachers needed to make references on the current interests of the learners so as to give them the best. These findings show that the head teachers were very much ready for the implementation of the L.S.E in their schools.
Figure 8: Importance of teaching and learning material in implementation of L.S.E.

b. What extent is the training important in the implementation of L.S.E?

Table 11: Teachers’ opinions on the extent to which training of the teachers is important in implementation of L.S.E

<table>
<thead>
<tr>
<th>Extent</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great extent</td>
<td>10</td>
<td>83</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Small extent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 11 shows that the majority of the headteachers who responded to this question showed positive attitude on the implementation of the L.S.E program. This is because 10 headteachers who account for 83% asserted that the training of teachers is important in implementation of L.S.E. to a great extent. The rest of the 17% held the opinion that training was important to average extent. All these show that there is positivity of teachers in their training as means of better implementing the L.S.E. These findings are best illustrated in figure 8 below.

![Figure 8: The extent to which training of the teachers is important in implementation of L.S.E](image)

**Figure 9: The extent to which training of the teachers is important in implementation of L.S.E**
c. Teachers' opinions towards assessment of L.S.E

Table 12: Headteachers' opinions towards assessment of L.S.E

<table>
<thead>
<tr>
<th>Is assessment on L.S.E implementation</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>83%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 13: Teachers' opinions towards assessment of L.S.E

<table>
<thead>
<tr>
<th>Is assessment on L.S.E implementation</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>83%</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100%</td>
</tr>
</tbody>
</table>

Tables 12 and 13 shows that most of the headteachers and teachers indicated by 83% in both, agreed that assessment of the L.S.E is very important in its implementation. The teachers said that the assessment of L.S.E was important to a great extent and that the methods that are mostly used in the assessment were oral questions and answers.
Table 14: Rating of the attitude on the Life skills Education by pupils

<table>
<thead>
<tr>
<th>Opinions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Life skills education is promotes critical and Creative thinking</td>
<td>80</td>
</tr>
<tr>
<td>Learning Life L.S.E is waste of time that could be used to teach other subjects</td>
<td>0</td>
</tr>
<tr>
<td>Learning of L.S.E is not necessary because it is Not examinable</td>
<td>0</td>
</tr>
<tr>
<td>Content of L.S.E is very easy to understand</td>
<td>80</td>
</tr>
<tr>
<td>Learning of L.S.E is important in our lives</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 14 shows that generally pupils are positive on the implementation of L.S.E because the questions that were seen as being of benefit to the pupils were answered in an acceptance manner while the pupils responded in a negative way to other kind of questions that seemed to pin down the importance of L.S.E. Jansen (2008) concurred with
the findings that learners learn value through observing and imitating their teachers behavior.

f. Appropriateness of the methods used

Table 15: Appropriateness of the methods used.

<table>
<thead>
<tr>
<th>Schools</th>
<th>No of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Appropriate</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>5</td>
</tr>
<tr>
<td>G</td>
<td>3</td>
</tr>
<tr>
<td>H</td>
<td>6</td>
</tr>
<tr>
<td>I</td>
<td>6</td>
</tr>
<tr>
<td>J</td>
<td>5</td>
</tr>
<tr>
<td>K</td>
<td>5</td>
</tr>
<tr>
<td>L</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>
Table 16: Whether the methods are appropriate to the learners

<table>
<thead>
<tr>
<th>Are pedagogies appropriate to the learners</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Tables 15 and 16 shows that most of the teachers held the opinion that the methods that were described earlier were appropriate to the pupils. This means that the teachers had a positive attitude towards the use of the participatory and skills building methods. Since these skills are related directly with the L.S.E, it then means that the head teachers of the schools that were sampled had a positive attitude towards the implementation of L.S.E. Consequently; it is in line with the second research question which sought to understand the attitude of the teachers in the implementation of the L.S.E. The table 16 shows on the head teachers’ opinion on whether teaching/learning make use of participatory and skills building methods that allow sufficient opportunities to practice skills development.

In this section, the answers that were given displayed many facts pertaining to the opinions towards the implementation of L.S.E. The first views of the head teachers showed a positive attitude towards the implementation of the L.S.E. This is because the head teachers who were interviewed said that implementation of the L.S.E was very important for the lives of all the learners both in school and also the outside lives. The head teachers also gave comments that the learning materials are very important instruments in the implementation of the L.S.E. Generally it was found that the
assessment of the learners on the Life Skills Education was low though the learners cited clearly that the assessment was very important to their education. Another opinion that could be appreciated very much from the pupils is that they all had positive attitude towards the implementation of the L.S.E. Most of the pupils argued that L.S.E. is important in their lives hence its implementation is important. Also concerning the opinions about the methods that are currently used, the largest percentage said that the methods were appropriate to the learners. These findings show that there is a general positive attitude on the implementation of L.S.E.

4.3 Teaching/learning methods used in implementation of L.S.E.

a. The methods used in teaching/learning L.S.E.

Figure 10: The methods used in teaching/learning L.S.E.

Figure 9 above shows that 83% of the participants said that teaching/learning employ use of participatory and skills building methods that allow sufficient opportunities to practice skills development. Whereas 17% of the respondents were of the contrary opinion. It is widely understood that education is both theoretical and practical. When the pupils learn
through participation, whatever they get stick to their minds and the learners can apply it in future. These finding are illustrated in figure 7 below. These finding concurred with Foreman (1993), who asserted that social skills training programmes can teach children and adolescents specific overt verbal and non verbal behavior for use in coping with social skills.

b. Methods used in teaching L.S.E

![Figure 11: Teaching methods for L.S.E](image)

According to the findings in figure 10 above, 78% of the teachers said that they used participatory activity methods while the rest percentage said that they used the traditional methods. This then shows that the earlier method is of more impact towards the implementation of the L.S.E program. The teachers said that the participatory method involves giving the pupils the chance to participate through asking and answering of the questions and also participating in other methods such as due the real activities as it pertains to L.S.E. The teachers also suggested that other methods that could be used in teaching of L.S.E include drama and demonstration through charts.
d. Learners involvement in the acquisition of basic skills needed in L.S.E

On this issue, all the teachers’ respondents gave an affirmative answer. This is a confirmation that participatory method of teaching is very important in acquisition of the knowledge on L.S.E. This is therefore viewed as a powerful tool towards implementation of L.S.E. They said that involvement of pupils in learning activities makes them feel as part of the whole process of learning hence they get motivated to participate and this is tantamount to improvement of the pupils. Values are better taught by living them. To emphasize teaching of values in LSE Krilik (2008) argued that values are learned; “as they do not pass from parents to children in the form of DNA”. The skills should not just be heard but also seen in the teacher. Wachira (2009) also argued that the close interrelation with the learners during the activities has a strong psychological advantage as it creates a strong bond which boosts the learners’ confidence.
e. Resources and Methods that were used to teach the L.S.E lessons

Table 17: Resources and Methods that were used to teach the L.S.E lessons

<table>
<thead>
<tr>
<th>Resources</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts</td>
<td>152</td>
<td>84</td>
</tr>
<tr>
<td>Drawings</td>
<td>147</td>
<td>82</td>
</tr>
<tr>
<td>Pictures journals</td>
<td>150</td>
<td>83</td>
</tr>
<tr>
<td>Photographs</td>
<td>105</td>
<td>58</td>
</tr>
<tr>
<td>Debate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Resource person</td>
<td>134</td>
<td>74</td>
</tr>
<tr>
<td>Brochure</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library books</td>
<td>126</td>
<td>70</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>147</td>
<td>82</td>
</tr>
<tr>
<td>Newspaper cuttings</td>
<td>90</td>
<td>50</td>
</tr>
</tbody>
</table>

Most of the pupils mentioned that the materials used to teach them in L.S.E were charts, drawings, library books, newspaper cuttings, drawings and pictures. As the table 17 above shows, charts were the most used in implementing L.S.E followed by drawings and chalk boards. In most of the schools sampled the pupils said that teachers who practice L.S.E use a combination of resources to teach and the combination that was prevalent in about 50% of the school was charts pictures and library books. Discussion was the most common method that was being used in the implementation of the L.S.E. The second most used method was composition writing. According to this, it should then emphasize to the ministry and administrators to ensure that all the materials that are required for the
implementation of L.S.E are in order for better implementation. The school administrators are obliged to procure all the necessary learning materials for L.S.E implementation. This is because about 148 out of the 180 pupils said that the use of composition writing as the method for implementation of the L.S.E enhanced their creativity and mental development as illustrated by figure 11 below.

**Figure 12: Resources and Methods that were used to teach the L.S.E lessons**

Table 17 shows that the materials which are mostly used in the implementation of L.S.E include the chalkboards, the paper charts, drawings, radios, texts amongst others. Figure 11 illustrates that the common method that is used in the implementation of L.S.E according to the answers given in this section is the participatory method.
4.4 Challenges facing implementation of L.S.E

a. Teachers' opinions

Some of the head teachers said that what hinders the teaching of the L.S.E in the schools is lack of interest of teachers in the subject especially the when the subject is not examinable. Others said that the biggest problem in the implementation of L.S.E. is the failure of the ministry to lay the measures for serious implementation. Also a suggestion was put forward that the teachers cannot concentrate on non-examinable subject whereas there are other examinable subjects that they should take care of. They suggested that L.S.E can be improved by providing enough learning resources and also training teachers on its implementation. The head teachers unanimously said that L.S.E is important because if it is implemented, it would contribute to holistic development of a child. This concurred with Rooth's (2005) study in South Africa which indicated that life orientation is not being taken seriously because it is not being taught at all despite the fact that it is included on the timetable. The non-examinable status of life orientation in South Africa is thus undermining its implementation.
c. Inadequacy of teaching/ Learning materials and teaching time

![Pie chart showing percentage of teachers' opinions on teaching materials](image-url)

Figure 13: Inadequacy of teaching/ Learning materials and teaching time

Figure 12 shows that all the teachers' participants held that teaching and learning materials were important in implementation of L.S.E, yet they are lacking in the primary schools. They said that some of the materials that are needed in the implementation of the L.S.E include Radio lessons, text books and visual charts amongst others. 68% of the teachers said that the materials that were already in place for the implementation of the L.S.E were unsatisfactory. The rest of the percentage said that implementation was average. However they said that implementation of L.S.E could not take place if the materials were not provided. The materials that the teachers cited as being lacking were text books, syllabus guides and visual charts for the subjects amongst others. Concurring with the above findings, KIE (2008) asserts that resources are valuable possessions used to enhance the teaching/ learning process. Materials needed in LSE implementation are...
equipments media and books. Intangible resources include, time, human skills, energy and knowledge. Resources help in increasing learners’ attention span thus improving implementation of LSE. Sifuna (1974) pointed out that learning material are a major determinant of the success or failure in a teaching/learning situation.

c. Content covered

Table 18: Topics that were taught by the teachers on implementation of L.S.E

<table>
<thead>
<tr>
<th>Skills</th>
<th>Taught</th>
<th>Not taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self awareness</td>
<td>160</td>
<td>20</td>
</tr>
<tr>
<td>Coping with emotions</td>
<td>165</td>
<td>15</td>
</tr>
<tr>
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<td>Assertiveness</td>
<td>10</td>
<td>170</td>
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<tr>
<td>Conflict Resolution and Negotiation</td>
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<td>180</td>
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<tr>
<td>Skills of effective Decision making</td>
<td>10</td>
<td>170</td>
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</table>

According to the responses shown in table 18, that were given by the pupils, most of the topics were not being taught by their teachers the topic that were cited as having been taught were those of coping with emotions, coping with stress and self awareness. Other
topics such as, interpersonal relationships, empathy, effective communication, assertiveness, conflict resolution and negotiation, and skills of effective decision making, were rarely taught in the school. This gives an indication that L.S.E had not been implemented in the curriculum to the latter. The biggest challenge as to why most of the topics are not taught is due to the little time allocated for L.S.E. This was confirmed by the answers that the pupils gave when they were asked if they were taught everything they required to know in L.S.E. About 80% of the pupil said that they were not taught every skill that they needed in the L.S.E. this is also a challenge in the effective implementation of L.S.E. This is because in case where in a certain subject or a certain area of study, the content is not covered completely, the learners do not reap the full benefits of the study since the gaps are left behind as per as the subject or the specific area of study is concerned.

e. other challenges

Other challenges that were mentioned in relation to L.S.E included; less time, lack of assessment in depth training, lack of strong support from key participants, and comprehensive implementation monitoring.

From the above responses it is clear that the challenges that are experienced towards the implementation of the L.S.E are; the lack of enough materials for implementation, the content of the coverage, assessment and insufficient materials. The teachers blamed the ministry of education as having failed to establish the appropriate measures that are required in the implementation of the L.S.E in the primary schools in the area under
study. On the other hand the learners said that the all the areas of importance in the coverage of L.S.E were not catered for and therefore according to them this was not satisfactory. Hence the general overview of this is that the current situation of the L.S.E is that it faces a lot of challenges that need to be sorted for the better implementation of it in the public primary schools. For this to be possible, the ministry of education, the teachers, the parents and the learners should all participate in the implementation of L.S.E.

4.5 Discussion of the findings

This section presents the explanation of the researcher on the findings of the study. In this section, the researcher expounds on the finding of the study relating the findings to the objectives of the study. The discussion of the study helps much to make the conclusions on the study and finally to make the study’s recommendations.

In the first objective the researcher sought to find out the status of implementation of Life Skills Education in public primary schools in Nkuene Division, Meru County. According to the findings of the study, it came out clearly as per the current situation, life skills education is not implemented in primary schools of Nkuene division. This is because both the teachers and the pupils talked of having very few lessons for teaching the subject. Also the head teachers and other teachers said that the teaching materials for the implementation of L.S.E were not enough. As per the understanding of the researcher, smooth learning cannot continue if the materials for study are not enough. Hence the limited number of materials for teaching L.S.E is an indication that this program has not been implemented into the system to latter. The main reason as to why life skills education is not taken with the same weight as other subjects could be the failure of
government to provide strict measures to avert the problems and also the government’s failure through the ministry to provide the syllabus for teaching L.S.E. The reluctance in taking L.S.E could also have been caused by lack of seriousness amongst the teachers who may assume that L.S.E is not important since it isn’t examinable hence getting reluctance to teach and/or offer guidance on it.

In search to get answers for the second researcher question, which sought to establish teachers’ opinion towards implementation of life skills education in public primary schools in Nkuene Division, Meru County, the researcher got positive answers. Most of the teachers were ready to integrate L.S.E in the system and to give it the consideration it deserved. Giving their responses on the attitude towards L.S.E, Majority of the teachers considered life skills education as important as other subjects and declined the mentalities that the lessons allocated for L.S.E should be distributed to other subjects since L.S.E is not examinable. They also agreed with the idea that the program (L.S.E) is very important in the pupils’ lives and that is should treated with the seriousness it deserves. The head teachers and the teachers also suggested that L.S.E should be allocated more lessons in a week to enhance good implementation of it.

Thirdly, the researcher sought to determine teaching/learning pedagogies used in the implementation of Life Skills Education in public primary schools in Nkuene Division, Meru County. The answers on this question are of important help to the researcher to make conclusions and also the recommendations and also to educate the teachers on the most suitable methods that should be applied to teach the life skills education. The
researcher found out that the most common methods that the teachers employ in teaching the pupils life skills are; Discussions, drawings, composition writing and through story telling amongst others. The researcher also found that the materials that are mostly used for teaching the life skills include the charts, chalk boards and also the newspaper cuttings. The researcher also found out that, teachers who already teach L.S.E mostly employ the method that involve participation of pupils throughout rather than the traditional method which is also known as the lecture method. The researcher found out that the earlier method is preferred because it gave pupils the opportunity to participate and hence giving them the morale to get involved more in the studying L.S.E.

The researcher found out the challenges facing the public primary schools in the implementation of Life Skills Education in public primary schools of Nkuene Division, Meru County as being mostly the limited time that is allocated for teaching L.S.E. This is because all the categories of the respondent confessed that the time that was allocated for the program per week was not enough. In most of the schools the time allocated was only one lesson, which according to the argument of the categories; it wasn’t enough all that is required for the implementation of the Life Skills Education. The head teachers also witnessed the teaching materials for the life skills as being limited hence this also poses a challenge in the struggle to integrate the program in the curriculum. The head teachers said that teaching materials need to be added to the existing stock for the program pick with high rate. The other challenges that came out clearly were the challenge of undefined syllabus for the L.S.E. The teachers claimed that the syllabus of L.S.E was not well defined like the syllabus for other subjects and that with that situation L.S.E could
not be considered with the seriousness it deserved. Modification of syllabus solely lies in the hands of the ministry of education hence it is the one to amend the syllabus or do any other changes on it. According to the interview schedule, the D.E.O explained that some of the challenges that face L.S.E implementation is due to the weaknesses by the head teachers. For instance, he cited that the head teachers are supposed to organize the procurement of materials for L.S.E implementation but instead they blame the ministry for not purchasing the materials. In the observation session, the researcher found out that there was a big challenge facing L.S.E implementation. She observed that the pupils were not taught the subject and even most of them even did not understand what the subject is all about.
CHAPTER FIVE
SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the researcher's findings and the conclusions drawn from the study. The chapter also makes recommendations based on the study findings and suggestions for further study.

5.1 Summary

The purpose of this study was to assess implementation of life skills education in public primary schools of Nkuene division, Meru County. In search for the information on this topic, the researcher was guided by the objectives such as; to find out the status of implementation of Life Skills Education in public primary schools in Nkuene Division, Meru County, to establish teachers' opinion towards implementation of life skills education in public primary schools in Nkuene Division, Meru County, to determine teaching/learning pedagogies used in the implementation of Life Skills Education in public primary schools in Nkuene Division, Meru County and finally to find out the challenges facing the public primary schools in the implementation of Life Skills Education in public primary schools of Nkuene Division, Meru County.

The researcher noted that generally all the L.S.E. was not implemented but the respondents had had positive views about the program. The researcher also found that the school administration did not value L.S.E like other subjects. It was also noted that pupils were not taught on many areas that concerns the life skills.
5.2 Conclusions of the study

Relying on the findings of the researcher both on the quantitative and qualitative responses, the researcher concludes that;

As per the current situation, Life skills education has not been implemented to the latter in the primary schools of the area under study. The reason for the lack of implementation is as a result of government not taking the measures to ensure smooth running of L.S.E and also the little time that the administration has allocated for the L.S.E lessons.

The researcher also concludes that teachers are ready for the full force implementation of L.S.E and that they value it just as other subjects. The only problem for the implementation as it concerns to the side of teachers is because of the failure from the administration to implement L.S.E

Another conclusion of the study is that there are several resources that can be used to reinforce implementation of life skills education. These resources include; use of charts, books, drawings, chalk boards amongst others.

The researcher also concludes that both the teachers and pupils face challenges on adoption of the life skills education implementation. The researcher also found out the challenges that face L.S.E includes the limited lessons, limited teaching materials, undefined syllabus amongst others.
5.3 Recommendations

Following the findings and the conclusions of the study, the researcher recommends that the following should be done to implement life skills education in schools:

1) Every school should have a L.S.E motto, whose reinforcement should start immediately the pupils join the school. Such a motto would ensure that every school is sufficiently equipped to adapt the whole school’s approach to L.S.E.

2) There is a need for teachers to receive training in L.S.E. in the teachers training colleges. Teachers in the field should also attend in-service training on L.S.E., seminars and workshops where they can get acquainted with the relevant knowledge and skills which is necessary for their teaching and guidance roles to their pupils.

3) Adoption of a policy that explicitly entrenches children’s participation in and out of school is an urgent requirement if life skills are to be developed. Participatory Learning and Action (PLA) methodologies need to be tried and recommended on the basis of their efficacy in facilitating acquisition of life skills.

4) The MOEST should ensure there is monitoring and evaluating of L.S.E. Making L.S.E education examinable will ensure that the subject is being taught in all primary schools effectively.
5) Involving parents and communities in the development of life skills curriculum can help to ensure their acceptance of sensitive issues.

6) The ministry of education, the school governance and the parents should source funds to purchase material for implementation of life skills education.

5.4 Suggestions for further study

The researcher suggests that;

1) A study should be conducted on the strategies being employed by school administrators to cope with the challenges faced in implementation life skills education to pupils.

2) The present study has not addressed a wide scope. A more extensive study that would cover larger samples should be conducted. This will verify the findings of this study about the status of implementation of L.S.E.

3) It is also important to conduct a study to find out the parents assessment on the teaching of L.S.E in primary schools and at home. This may enable an opportunity to map out the parents'/communities assessment on the subject and also it could give a chance to the teachers to know the expectations of the parents/community.

4) A similar study should be conducted in other areas because life skill needs are not the same in all the places in the country.
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APPENDICES

APPENDIX I: TIME PLAN

This project work plan was spread out as follows:

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<td>150=</td>
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APPENDIX III: HEADTEACHERS' QUESTIONNAIRE ON THE IMPLEMENTATION OF LIFE SKILLS EDUCATION

Background Information

1. What are your highest education attainment/qualifications?
   - Masters ( )
   - PGD ( )
   - B.E.D ( )
   - Diploma ( )
   - Others (specify) ____________________________________________

2. How many years have you served as the head teacher in the school?
   (Please tick)
   - Less than 3 years □ 3-6 years □
   - 6-10 years □ over 10 years. □

3. How many teachers are in your school__________

Adequacy of Teaching/Learning Resources and Teaching Time

4 (a) Name some of the resources/materials used in the teaching of Life Skills Education (LSE)?

(b) Are the resources/materials important in the implementation of Life Skills Education?
   - Yes ( )
   - No ( )
(c) If yes, explain briefly

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

5 (a) Does your institution have enough learning and teaching resources for Life Skills Education? Yes ☐ No ☐

(b) If no in (4a) above list the resources lacking.

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

(c) Why are the learning resources above lacking? Please explain.

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

6. Does the lack of resources hinder the smooth running of implementation of Life Skills Education?

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

7. What do you think can be done to ensure enough resources/materials for implementation of LSE?

........................................................................................................................................
........................................................................................................................................
8. How much time is allocated for LSE? 

9. Are the periods allocated to LSE per week adequate? Yes ( ) No ( )

If no, in the question 6 above what number of periods would you recommend?

Methods/pedagogies

10. Which methods do teachers use in the teaching /learning of LSE in your school?

11. Among the mentioned methods in the question 10 above which one do you think are effective in the delivery of the LSE in your school?

12. (a) Do teaching /learning make use of participatory and skills building methods that allow sufficient opportunities to practice skills development? 

   Yes [ ] No [ ]

   (b) Are these teaching methods / pedagogies appropriate to the learners' age/ gender, and experience? Yes [ ] No [ ]
(c) If yes, to 13(b) above are they structured in a logical and cumulative sequence to support reinforcement and internalization of identified learning outcomes? Explain:

Challenges of Implementation of Life Skills Education

14. Is LSE allocated time in the timetable? Yes ( ) No ( )

15. Is LSE being implemented in your school? Yes ( ) No ( )

16. (a) If yes, in the above question 14, who implements it?

(b) Briefly explain why?

17. (a) Do teachers make schemes of work /lesson plan for teaching of Life Skills Education? Yes ( ) No ( )

(b) If no in question (16. (a) Above explain

18. To what extent have assessment mechanisms been developed to measure individual progress towards achievements of the learning outcomes?

    Great extent ( ) Small extent ( )

    Average ( ) Not much ( )
(b) Briefly explain your answer

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

Training

19. Did you undergo any orientation course in preparation for implementation of Life Skills Education? Yes ( ) No ( )

(b) If “yes” in the above what preparations did you undergo?

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

(c) How would you rate the preparations you underwent? Tick appropriately.

Very useful ( ) Useful ( ) Not useful ( )

20. (a) Are teachers trained on aligning instruction of LSE with learning outcome and assessments? Yes ( ) No ( )

(b) Explain your answer in 20 (a)

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

21. (a) In your own opinion how would you rate the training of teaching Life Skills Education LSE in schools?

Highly satisfactory ( ) Satisfactory ( )

Average ( ) Unsatisfactory ( )

(b) Explain 10a above:

........................................................................................................................................
........................................................................................................................................
22. What hinders successful teaching of Life Skills Education in your school?

23. How do you think the teaching of Life Skills Education can be improved?

Attitudes on implementation of Life Skills Education in Primary Schools.

24. In your own opinion do you think teaching and learning life skills is important?

Explain briefly
APPENDIX IV: TEACHERS QUESTIONNAIRE ON THE IMPLEMENTATION OF LIFE SKILLS EDUCATION

A: Background Information

1. State your highest academic/professional attainment.
   - Msc/MED
   - Bsc/MED
   - Higher Diploma
   - Diploma
   - Certificate

2. (a) How long have you served in this station? ......................... Years.

3. How many lessons do you teach per week? .................................

SECTION B

Adequacy of Teaching/Learning Resources and Time.

4. How would you rate the Life skills Education resources in your school?
   - Highly satisfactory  
   - Satisfactory
   - Average
   - Satisfactory

(b) If unsatisfactory in 4 above, explain:

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

5. What learning resources lack in your school?

..............................................................................................................
..............................................................................................................
6. How much time is allocated for Life Skills Education in a week? _____ Minutes

7. Do you think this time is enough? Yes ( ) No ( )

If “no” in question 6 above then suggest what can be done?

Training

8. Who teach Life Skills Education (LSE) in your school?

9. (a) Have you been involved in any in service Training on implementation of LSE?
    Yes [ ] No [ ]

    (b) If yes in the above for how long

10. To what extent is training important in implementing in the LSE. Tick appropriately.
    Great extent [ ] Small extent [ ]
    Average [ ] Not much [ ]

    (b) Briefly explain your answer

11. Have some teachers been trained so as to train others,
    Yes / No

    What is your opinion about such a method?
    Very useful ( ) Useful ( ) Not useful ( )
12. If not useful what suggestions can you make?

Methods of teaching/learning LSE

13. (a) How is the LSE implemented in your schools through a:

- Participatory activity method [ ]
- Traditional method (lecture) [ ]

(b) Briefly explain

(c) Name other methods/pedagogies which can be used in teaching and learning of Life Skills Education.

14. (a) Involving learners in their own learning motivates them in acquiring basic skills Needed in Life Skills Education. Do you agree with the above statement?

   Yes ( ) No ( )

(b) Explain your answer in the above question 12. (a)

Implementation of Life Skills Education

15. Is Life Skills Education being implemented in your school? Yes ( ) No ( )

16. Were you involved in any induction such as a workshop or a seminar on implementation of Life Skills Education (LSE)? Tick appropriately. Yes ( ) No ( )
17. How did you learn that you were supposed to implement Life Skills Education?

18. Do you enjoy teaching Life Skills Education (LSE)? Yes ( ) No ( )

19. Please give reasons for the response given

20. (a) Do you prepare for LSE lessons? Yes ( ) No ( )
   (b) If yes, how often do you prepare for LSE lessons?

21 (a) what are some of the problems you encountered when implementing Life Skills Education?

   (b) For each of the above problems, suggest a possible solution?

22. (a) Does your school support the teaching of LSE? Yes ( ) No ( )
   (b) If your answer is yes, state how
23. To what extent is assessment of LSE important?

Great extent (  ) Average (  ) Small extent (  ) Not much (  )

What methods do you use to assess students in life- skills acquisitions? Tick the one used in your school.

Written tests (  ) Essays (  ) Assignments (  ) Observations (  )

Project (  ) oral questions and answer (  )

Others, specify

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

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

What is your level of assessment of life –skills acquisition among your pupils?

Very high (  ) high (  ) average (  ) low (  ) very low (  )

**Attitude on the Implementation of Life Skills Education in Primary Schools.**

24. To what extent do you agree with these statements on teaching of Life Skills Education in primary schools? Tick the appropriate number according to your opinion.

The numbers have been used as follows:
<table>
<thead>
<tr>
<th>Statements</th>
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<tr>
<td>Teaching of Life Skills Education is not important because it is not examinable</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Time used in teaching Life Skills Education can be used to teach other subjects</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Teaching of Life Skills Education promotes effective communication</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Provision of Life Skills Education resources is expensive but worthwhile</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Teaching of Life Skills Education promotes behavior change</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>The objectives of Life Skills Education are relevant and attainable</td>
<td>1 2 3 4</td>
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APPENDIX V: PUPILS' QUESTIONNAIRE

Instructions

The following questions are seeking your views and opinions on the status of implementation of Life Skills Education. Please read the questions carefully and respond to each question as required. Your answer will be treated confidentially. The answers will help in improving the teaching of Life Skills Education in Kenyan primary schools. Do not write your name.

SECTION A: BACKGROUND

Your age ____________________ years

Sex (tick)  boy ( )  girl ( )

Class: _______________________

SECTION B

Adequacy of Teaching/Learning Resources and Time

1. Are you taught Life Skills Education in your school? Yes ( ) No ( )

2. How many Life Skills Education lessons are you taught in a week? ______

3. (a) Do you have Life Skills Education text books? Yes ( )  No ( )

4. This is a list of teaching and learning resources used by teachers in teaching Life Skills Education. Tick ones used in your school.

Charts ( )  Drawings ( )  Pictures ( )  Journals ( )
Photographs ( )  Debate ( )  Resource person ( )  Brochures ( )
Library books ( )  Chalkboard ( )  News paper cuttings ( )  Peer Education clubs ( )
5. What other resources do you use in your school?


Methods/Pedagogies

6. Tick the methods used in teaching Life Skills Education in your school.

Story telling ( ) Discussing ( ) Role playing ( ) question and answers ( )
Writing compositions ( ) news telling ( ) debating ( ) miming ( )

7. What are the other methods used in learning LSE in your school?


8. What other methods of teaching LSE would you suggest?


Implementation of Life Skills Education

9. This is a list of teaching and learning Tick the topics that you are taught by your teachers on Life Skills Education.

<table>
<thead>
<tr>
<th></th>
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<td>Inter personal relationships</td>
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<tr>
<td>Empathy</td>
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</tbody>
</table>
10(a) Are you taught everything you need to know about Life Skills Education (LSE)?

Yes ( ) No ( )

(b) If no in question 2 above then what would you like to be added in the learning of LSE?

11. Name some of the problems that you face in learning LSE?

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

12. Give your suggestions on how the teaching of LSE can be improved?

..................................................................................................................
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Attitude of learning Life Skills Education

13. Indicate the extent of your agreement with the following statements on the attitude towards learning LSE in primary schools. The numbers have been used as follows: 1- strongly agree, 2- agree, 3- neither agree nor disagree, 4-disagree, 5- strongly disagree. Tick appropriately.
<table>
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<th>Statements</th>
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<tr>
<td>Learning Life Skills Education promotes critical and creative thinking</td>
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<td>Learning Life Skills Education is a waste of time that can be used in learning of other subjects</td>
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<td>Learning of Life Skills Education is not necessary because it not examinable</td>
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<td>Content of Life Skills Education is very easy to understand</td>
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<tr>
<td>Learning of Life Skills Education is important in our lives</td>
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APPENDIX VI: INTERVIEW SCHEDULES FOR THE DEO

1. Have you attended any Life Skills Education courses?
2. If yes to above, please specify the nature and duration of the courses.
3. How did your office prepare teachers for implementation of LSE?
4. Were there any learning resources given for introduction of LSE in the schools in the division?
5. If yes to 4 above were they enough?
6. To what extent has assessment mechanisms been developed to measure individual learner’s progress towards achievement of the learning outcomes?
7. In your own opinion, how would you rate the training of teaching LSE?
8. Were teachers trained enough to handle the participatory activity methods?
9. To what extent were they involved?
10. What classroom assessment methods are supposed to be used for assessing student learning Life Skills Education?
11. Do you think the LSE program is being implemented by teachers in public primary schools?
12. How can you rate the outcome of proper implementation of Life Skills Education?
13. Are teachers effectively implementing LSE in public Primary schools of Nkuene Division Meru County?
14. What can be done to ensure effective implementation of Life Skills Education in primary schools?
APPENDIX VII: OBSERVATION SCHEDULE

Implementation of Life Skills Education

1. Found in the timetable Yes ( ) No ( )
2. Schemes of works: Available yes ( ) No ( )

If yes, answer the following questions

3. Are the remarks made yes ( ) No ( )
4. Well defined yes ( ) No ( )
5. Well stated objective Yes ( ) No ( )
6. Use of Learning Resources Yes ( ) No ( )
7. Use appropriate methods Yes ( ) No ( )
8. Use appropriate suggested Assessment procedures Yes ( ) No ( )
9. Lesson Plans: Do teachers have lesson plans Yes ( ) No ( )
10. Tick the teaching techniques that the teachers: Teacher-centered ( ) Learner-centered ( )

Resources available for implementing Life Skills Education

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<tr>
<th>Items</th>
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