INFLUENCE OF EFFECTIVE IMPLEMENTATION OF LIFE SKILLS EDUCATION ON STUDENT ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN KOIBATEK DISTRICT BARINGO COUNTY, KENYA

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JUNE, 2015
DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged, where text, data have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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First and foremost this work is dedicated to the almighty God for his magnanimous grace which inspired me through the study, finally the work is dedicated to my children Kevin, Tony, Gideon and Silas for their prayer and moral support.
ACKNOWLEDGEMENT

My acknowledgement goes to my supervisors Prof. John Aluko Orodho and Dr. Florence Itegi of Department of Educational Management, Policy and Curriculum Studies for their guidance, encouragement, moral support while writing this project and also for supporting me through my study at the Kenyatta University. My appreciation also goes to my lecturers for their support, encouragement and their kindness through the two years of my studies at the Kenyatta University. Special thanks go to my classmates for their moral support and encouragement and my family for encouragements and support. Special thanks also go to all working colleagues for supporting me throughout my study.

May God, bless them copiously.
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# ACRONYMS AND ABBREVIATION

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>G/C</td>
<td>Guidance and Counseling</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immune-Deficiency Virus</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<td>KIE</td>
<td>Kenya Institute of Education</td>
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<td>LS</td>
<td>Life Skill</td>
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<td>LSE</td>
<td>Life Skill Education</td>
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<td>MDG</td>
<td>Millennium Development Goal</td>
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<td>MMT</td>
<td>Maslows Motivation Theory</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>NETP</td>
<td>New Education and Training Policy</td>
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<td>SCT</td>
<td>Social Cognitive Theory</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
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<tr>
<td>STDS</td>
<td>Sexually Transmitted Disease</td>
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<tr>
<td>STIS</td>
<td>Sexually Transmitted Infection</td>
</tr>
<tr>
<td>TSC</td>
<td>Teacher Service Commission</td>
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<tr>
<td>UNAIDS</td>
<td>United Nations Agency for HIV/AIDS</td>
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<td>UNESCO</td>
<td>United Nation Educational Scientific and Cultural Organization</td>
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<td>UNGAS</td>
<td>United Nation General Assembly Special Session</td>
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<tr>
<td>UNICEF</td>
<td>United Nation International Children Educational Funds</td>
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<td>WHO</td>
<td>World Health Organization</td>
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ABSTRACT

The purpose of this study was to investigate and assess the influence of effective implementation of life skills education curriculum on educational performance in a set of select public secondary schools in Koibatek Sub-County, Baringo County. The objectives herein were: to identify the influence of implementation of LSE on academic performance in secondary schools, established from teachers and students the adequacy of LSE resource/materials used in teaching LSE, find out the head teachers’ outlook pertaining to the implementation of LSE and find out the difficulties that teachers and students encounter in secondary schools in the implementation of LSE and get student/teachers’ suggestions on how teaching of Life Skills can be improved. The study was guided by Social cognitive theory. The study employed descriptive survey design and used questionnaires as well as interview schedules to collect data. For this study a target population of 74 public secondary schools, 74 principals, 714 teachers and 16616 students was used. The study used stratified random sampling techniques to get the sample size which was 24 public secondary schools, 24 principals, 48 teachers and 288 students. Piloting was done in order to establish both the dependability and validity of the research instruments. Data were analyzed quantitatively and qualitatively. Data were presented by use of simple statistical methods such as frequency and percentages. The data were presented using statistical tables and pie-charts. The findings of this study were aimed at enriching the available data on the research topic and creating awareness among both teachers and students groups on the importance of LSE. Findings of the study revealed that creative thinking in LSE was the major topic taught by the teachers in the secondary schools. Other topics taught include self-esteem, personal relationship, communication, Skills of effective decision making, and Skills of coping up with stress. LSE was not effectively implemented due to barriers such as lack of qualified teachers trained in the field of LSE, lack of cooperation, inadequate materials and resources, poor levels of interest and illiteracy were reported. Books were majorly used as learning materials even though such materials as Magazines, video, Newspapers case studies, role-play, games and storytelling. Majority of schools did not teach life skills since most teachers only emphasized on examinable subjects and had no time for LSE. It is evident from the findings that teaching LSE affects academic performance in almost secondary schools. The study concludes that student and teachers considered the teaching of LSE as an important subject to be taught in secondary schools and order to boost performance in secondary schools based on cooperation, assertion, empathy and self-control, LSE should be effectively implemented to facilitate these important social skill elements. The study recommended that school administration should also provide teaching/learning resources on the subject, teachers should consider LSE as important and examinable as other subjects taught in secondary schools, and the Ministry should also ensure there is monitoring and evaluation of LSE as other disciplines.
CHAPTER ONE

INTRODUCTION AND CONTENT OF THE STUDY

This chapter mainly offers the background of the study, the problem statement, and purpose of the study, chosen research objectives, limitation, research questions, assumptions, significance, a theoretical framework, a conceptual frame work and operational definition of terms.

1.1 Background of the Study

Formal education is expected to make a significant influence on how young people relate with others and make informed decision about their lives. This includes decisions related to important issues such as interacting with their peers, health habits, sexual behavior and sexuality. Life Skills enhances an individual’s ability to develop adaptive and positive behavior to effectively cope with challenges day in day out in life. Development of Life Skills in an individual is practically a lifelong process which starts at childhood and develops cumulatively throughout one’s life (UNESCO, 2014). There are many challenges facing the youth all over the world as a result of globalization.

These challenges are usually psychological, social as well as economical. These challenges are as a result of numerous factors such as multifaceted developmental changes at puberty lack of positive influence, negative mass media influence and social programming in compliance with stereotypes in society as well as inadequate sources of information. Life Skills comprises of competencies that can enable the youth to handle life challenges and manage their lives from a positive perspective. Initiative to develop and implement LSE has been embarked upon in various
countries worldwide. The essence of Life Skills Education is enshrined, directly and strongly in the Convention on the Rights of the Child and various international recommendations (UNICEF, 2014).

Article 19 No.1 of Convention of the Rights of the Child stipulates that parties are obligated to implement all appropriate educational measures towards protecting the child from any form of physiological or mental violence, physical or sexual or abuse, neglect, ill-treatment and exploitation.

Article 28 No. 1 of Convention of the Rights of the Child requires that the parties adhere to the provisions of the right of the child to education and dutifully take all measures to promote regular attendance at schools and reduction of school truancy. Article 29 No. 1c States that the parties acknowledge that the education of the child shall be focused on the preparation of the child for an accountable life in a free society, in the interest of fostering peace, tolerance, equality of sexes and friendship among all people, ethnic, national and religious groups.

Article 33 States that the parties shall embark on apposite measures especially educational measures to protect children from illegal use of narcotic drugs as well as psychoactive chemical substances (UNICEF, 2014). From the guidelines of the study of different Life Skills programs, the World Health Organization established five basic areas of Life Skills that are applicable across different cultures (UNICEF, 2014). These are decision-making, problem-solving, communication, creative and critical thinking, and interpersonal relations. There are numerous distinct reasons why Life Skills Education was established in different countries around the world. Various countries are actually adopting the development of Life Skills Education in
retrospect to reforming traditional education systems which seem to be out of harmony with the complexities of modern social and economic life. According to WHO extensive application of Life Skills Education in primary deterrence of violence in schools and student truancy has resulted in a better foundation for learning skills that are in great demand in the modern day job market.

The impact of effective execution of Life Skills Education in the management of emerging issues is however dependent on the numerous factors interest and out the school environment. The key factors herein the context of the school environment which includes the attitude of the teachers and students towards the subject, teaching/learning resources and the experience of the teachers. World Health Organization (WHO, UNESCO 2011) brings attention to the pertinent essence of African countries to combat HIV and AIDS in order to realize EFA goals. It is impossible to realize EFA goals and the Millennium Development Goals (MDGs) of education without bringing great attention to emerging issues such as HIV/AIDs and drug and substance abuse, school truancy as well as early pregnancy. In Kenya, LSE has been introduced in the curriculum and it is supposed to be taught one lesson per week in all Secondary schools. Materials for training would be developed by the Ministry of Education to harmonize training contents.

Before the implementation of LSE started in Secondary schools, a cascade system of training are adopted. Education officers will be trained who in turn trained principals and two teachers from every school (MoE 2009). The education sector policy states that Life Skills Education should be taught in all schools from primary to secondary. It is therefore vital for the study to be done in the schools in Koibatek Sub-County in
Baringo County to ascertain the influence of effective implementation and impact of Life Skills education on the learners and teachers.

1.2 Statement of the Problem

There is concern over the rising cases of adolescence pregnancy, drug and substance abuse, poor academic performances, violence, high school drop out rate and HIV/AIDS prevalence in secondary school students. According to this study the researcher investigated challenges facing the influence of effective execution of Life Skills Education on educational outcomes in secondary schools in Koibatek Sub-County, to attain effective decision making processes, apt resolution of problems, creatively and critically thinking, the main cause of these problems are considered to be the inadequate knowledge on Life Skills Education which should equip the learners with psychosocial, competencies, the ability communicate effectively, build healthy interpersonal relationships is lacking among the youths (Abobo, 2012).

Since these cases mentioned are hindering the policy of the Ministry of Education to provide Education for All (EFA), it is necessary to evaluate how implementation of Life Skills education is operative in schools. This study was carried out to examine the influence of effective implementation of LSE in Koibatek Sub-County in Baringo County. Therefore findings of this research would be shared with appropriate authorities so that the influence of effective implementation on performance could be experienced.
1.3 Purpose of the Study

The purpose of this study was to assess the influence of effective implementation of Life Skills Education on academic performance in public secondary schools in Koibatek Sub-County, Baringo County.

1.4 Objectives of the Study

This study aimed at addressing the following broad objectives on influence of effective implementation of Life Skills education on academic performance in secondary schools:

(i) To establish whether life skills education is effectively implemented in Koibatek Sub-County in Baringo County.

(ii) To examine the approaches used in teaching Life Skills Education in schools in Koibatek Sub-County in Baringo County.

(iii) To establish the adequacy of Life Skills Education resource materials/books in Koibatek sub-county in Baringo county.

(iv) To assess how effective implementation of life skills Education affects academic performance in Koibatek Sub-County in Baringo County.

1.5 Research Questions

The following research questions guided the study.

(i) How is life skills education implemented in schools in Koibatek Sub-County in Baringo County schools?

(ii) What are the methods used in teaching Life Skills Education in schools in Koibatek Sub-County in Baringo County?

(iii) How sufficient are the Life Skills Education resource materials/books in Koibatek Sub-County in Baringo County?
What are the effects of implementation of life skills Education on academic performance in Koibatek Sub-County in Baringo County?

1.6 Significance of the Study
The findings of the study are hoped to enrich available data on the subject and create awareness among teachers and students on the importance of LSE. The findings would also provide a framework for policy makers and curriculum developers on how to improve and modify Life Skills Education syllabus. In addition, the findings would provide information on how best educators can handle challenges in the teaching of Life Skills Education. The findings would remind the MoE that they should do assessment and evaluation in all subjects. To the academia, the literature of the study would be reviewed by other researchers in academic institutions and as a basis of further studies.

1.7 Limitations of the study
The study was limited to public schools in Baringo County only. For more comprehensive result, the researcher would have gathered information from parents, church leaders, but was limited only to students, teachers, and principles because of time. Even though there were many areas in LSE, only its implementation was studied.

1.8 Scope and Delimitation of the study
The study was limited to 24 public schools only because the researcher is familiar to the area therefore movement was easy and private schools did not have any problem in implementing any policy. Only the teachers and students who were present during
data collection were used in the sample. Those absent were excluded although their contribution could have been useful.

1.9 Assumptions of the Study

The researcher assumed that the respondent were cooperative and answered all questions as expected. It was also assumed that teachers of Life Skills Education have been exposed to some training through workshops, seminars and in-service and therefore was capable of making decisions. The second assumption was that the students and teachers in the sample for this particular study acted as a representative of the entire population. The third assumption of this study was that the respondents willingly and truthfully provided accurate information from which the findings, conclusions and recommendations of the study were drawn.

1.10 Theoretical Framework

This study was applied Social Cognitive Theories (SCT) and a chief relation to the assumptions based on SCT that is, people generally have the ability to influence their behaviours and the surroundings in a purposeful, goal-directed manner (Bandura, 2011). This belief differs with earlier forms of behaviorism which advocated for a strictly rigorous form of environmental determinism. However, SCT underpins the significance of the environment in determining behavior, but also acknowledges how people develop behaviours, through farsightedness, personal-reflection, as well as, self-regulatory processes, which exert considerable influence over their outcomes and the environment quite broadly. SCT argue that, human functioning is rather a collective product of dynamic interplay of both personal behavioral and environmental factors.
For instance, how people interpret the results of their individual behavior impacts and changes their environments and personal traits which in turn, affects change in subsequent behaviour. Ideally this is the chief premise of Bandura’s (2009) concept regarding reciprocal determinism, the viewpoint that personal factors of cognitive ability and biological events, influence behavior and environmental awareness create interactions which lead to a triadic recipricality. In a school environment, social cognitive theory suggests that teachers have the challenge of improving the educational learning and confidence of the students they are responsible for. Using SCT as a framework, teachers have the avenue to improve their student’s emotional well-being and strength to outdo their faulty self-beliefs and personal habits that enhance their academic skills and self-imposed practices (behaviour) and change the school classroom settings which may undermine students’ success. SCT is founded on a standout of human agency in which individuals are proactive agents engaged in personal development and impacting change through their actions.

Chief to this perspective of agency is that, amidst other personal factors, individuals have a self-belief that allows them to exercise a degree of control over their thinking, feelings and actions to counter what their social environment feel about their behaviour. Bandura, (2011) formulated a viewpoint of human behavior wherein the beliefs that people have regarding themselves are primary elements in the context of exercising control as well as personal agency. Thus these individuals are seen as both products and producers of their consequent environments as well as social systems. Since human lives are cannot be experienced in isolation, Bandura, (2011) broadened the understanding of human agency to include collective agency as well. People tend to work collectively on shared beliefs about their capabilities and shared goals to better their lives.
SCT was consequently applicable in this study from the viewpoint that teacher perceive Life Skills Education as influential in the approach to teaching Life Skills Education. If teachers have a negate attitude towards teaching Life Skills and not a part their responsibility they could not facilitate relevant and suitable learning materials for Life Skills Education since it would be a nuisance to them. It is argued that if teachers view Life Skills an important element of education they would promote it to the students and they would acquire Life Skills to respond to the people with whom they associate with body and realize an effective decision-making process (KIE, 2014).

Thus, students would acquire skills such as self awareness, personal leadership, self esteem, emotion intelligence, assertiveness, as well as interpersonal communication. The outcome of acquiring these skills could inform behaviour change and lower the rates of teenage pregnancies, cases of abortion, the rate of HIV/AIDS infection, school truancy, dismal performance and substance abuse and in schools which cannot be realised without Life Skills Education.

1.1 Conceptual Framework

The schematic diagram below was employed for the purpose of illustrating the possible factors impacting the positive implementation of life skills education and its impacting on educational outcomes in secondary schools. This approach is closely related-conceptually- with the aims and objectives of Life Skills Education as indicated in figure 1.1. The Influence of productive implementation of these skills contributes to the attainment of educational objectives. This included increase in enrolment and retention, participation and completion, leading to educational benefits which contribute to national developmental goals.
Factors Influencing Implementation of Life Skills Education

- Teaching strategies/methods
- Teachers’ training on LSE
- Head teachers’/Teachers’ attitudes
- Teaching and learning materials

- Good teaching strategies of LSE
- Availability of trained teachers in LSE and materials
- Positive attitude of teachers and head teachers to LSE

- Poor teaching strategies
- Lack of trained teachers and materials
- Negative attitude of teachers and head teachers

Source: self

Figure 1.1 Conceptual representations of factors influencing the effective implementation of Life Skills Education in Secondary Schools

According to Orodho 2009, a conceptual frame work is a model of presentation where a researcher presents the relationships between variables in the study and shows the relationship graphically. The illustration shows that when LSE are implemented, positive effects would be realized and this would led to high performance in schools. When good methods are used, interests of learners would be enhanced and they put more effort in learning. When life skill is not implemented effectively, there are truancy, absenteeism, pregnancies among others which resulted into poor performance and drop out.

10
1.12 Operational Definitions of Terms

**Adaptive:** means that a person is flexible in approach and is able to adjust indifferent circumstances. This is a term used in the areas of psychology and special education. Adaptive behavior relates to every day skills or tasks that the average person is able to complete, similar to the term life skills.

**HIV/AIDS:** Human Immune Virus/ Acquired Immuno- Deficiencies. It is a spectrum of conditions caused by infection with the human immunodeficiency virus (HIV).

**Life Skills:** This refers to the abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life.

**Life Skills education** - It is a programme that promotes positive health choice makinginformed decisions, practicing health behavior, recognizing and avoiding risky situations and behavior. It is a technique to address a variety of issues of child and youth development and thematic responses, World Youth Report (2003), World program for Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), UN Secretary General’s Study on Violence Against Children (2006), 51st Commission on the Status of Women (2007), and the World Development Report (2007).

**Relevance:** This refers to the level and background of the students in relation to Life Skills education and how they put the teachings into practice. It refers to learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students or that are connected in some way to real-world issues, problems, and contexts. Life relevance occurs when learning is connected in some way to real-world issues, problems, and contexts outside of school. Life relevance is generally intended to equip students with practical skills, knowledge, and dispositions that they can apply in various educational, career, and civic contexts throughout their lives.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter represents related literature on: availability of the learning and teaching materials; teaching approaches; head teachers’ and teachers’ attitude towards implementation of Life Skills Education; challenges; evaluation of the effectiveness of LS programmes and summary of the literature review.

2.2 The need of Life Skills Education in schools

The school environment is suited for the teaching and the introduction of Life Skills Education since the role of schools includes the facilitation of socialization among the young people, enhancing access to young children and adolescents on a large scale, (by use of exant infrastructure), qualified teachers employed herein, highly credible standards and community members who foster the prospects for short and long term evaluation. LSE is a highly relevant element in regards to the daily needs amongst young people especially as a part of the life skills curriculum; the observation is that it contributes to prevention of truancy, improper behaviour and cases of adolescent pregnancies (UNAIDS 2010).

Other than the positive impacts on the child health, there are additional benefits for the school in general as an institution. For instance, evaluative studies of Life Skills programmes indicate that the methods employed have the potential to improve teacher and student relationships hence an improvement in Life Skills education (MOE 2013). In addition, there are also research indicators of enhanced educational performance as a consequence of teaching life skills, fewer cases of bullying, as well
as reduced instances of referrals to specialist counselling services and improved relationships between children and parents (Weissberg et al, Dymnicki, Taylor, & Schellinger, 2011). Thus, LSE is a form of education which arms the students with skills which enable them to develop adaptive and positive behaviour to effectively handle challenges in life.

2.3 Availability of Teaching/Learning Resources

According to KIE (2013), a wide variety of materials are necessary for effective teaching of any subject. These must be relevant and interesting to benefit the learning process. The teacher should determine the best resources for a particular lesson and the resource should be used in the most natural and logical manner known to reinforce a particular learning activity. Some resources can be bought or sourced from the environment or borrowed. They make learning of LSE interested, real and enjoyable and encourage students to retain knowledge (KIE 2013). On the use of teaching Aids, (Aila 2005) observed that they are important because they are used to increase learning, generate interest and create a situation where the students could fully engage in classroom activities. The materials and equipment presented in the classroom situation should be chosen to provide many and varied opportunities for students to acquire the learning they need (KIE 2013).

In a study by Abobo (2012) she found out that in majority of the sampled schools in Koibatek Sub-County had inadequate teaching and learning materials which ranged from textbooks, study guides, source materials, charts, and supplementary books which negatively influenced the implementation of education. Thus, this study therefore managed to reveal the degree of availability and adequacy of teaching facilities and their impact on the teaching of LSE in secondary schools. The
researcher aimed to find out the plight of effective implementation of LSE in Eldama Ravine Location, Baringo County.

2.4 Teaching Methods

The Life Skills Education syllabus and the teachers guide posit that teachers employ participatory teaching and learning methods through which learners identify with personal problems, formulate solutions, plan implement effective action programme (MOE, 2003). Both participatory teaching and learning methods follow the assumption that learning is best acquired through guidance of learners to active involvement in the classroom environment. Influential cognitive psychologists, like Piaget (1896-1980) affirm that learners learn through construction of a personal own language. In the case of participatory teaching and learning methods it is recommended that teaching of LSE includes: case studies, excursions, panel discussions, storytelling, singing, group discussion, role play, games, projects, poetry recitals and dramatization activities (KIE 2013). These activities are demonstrated in the paragraph below: Debates are discussions which bring together two different parties with each group expressing opinions about a certain topic.

Each group constructively attempts to win over the other side on the debate. Ideally, the discussion ends with declaration of the group with more points as the winner (KIE 2013). Story-telling entails telling of narratives with a certain theme based on an actual event. They offer detailed accounts about an event in a captivating manner whilst passing a moral message. Stories are composed and collected based on specific themes such that they are relevant to life skills such as assertiveness, personal leadership and decision making (KIE, 2013). In fact, reading or telling stories, assume dramatic and fiction complexity beyond real life experiences. The
stories usually take different forms of presentation and employ styles such as varying intonation, use of facial expressions as well as involvement of audience. Therefore, students are encouraged to participate by creating their own stories in reference to their backgrounds.

Case studies are either actual or fictional and are used in the description of a problem, a situation or a phenomenon. It could be a dilemma in which the participants embark on resolving a conflict. Sometimes it offers clues on how to solve a problem or provoke the reader’s abilities to solve the problem (KIE 2013).

Role plays are simple brief episodes of drama in which participants somewhat experience what real life situation is like. Role play is employed in the development of specific skills such as persuasion, assertiveness, interpersonal communication and self-awareness as well as discussion of critical issues such as gender equality that requires a teacher’s clarification for both new and unfamiliar concepts and in demonstration of acquired skills which are applicable to a real life situation (MOE 2013).

Games are interesting and exciting activities which have set rules. They can be used when: clarifying difficult issues, discussing sensitive issues enhancing the quality of interaction in a group, learning and practicing new life skills, increasing the participants’ knowledge of each other and making presentations interesting (KIE, 2013). Questions and answer method involves teaching by asking leading questions and having students answer them. It is usually an exchange of information between the teacher and the learner. It is a profound method of teaching life skills education given that it stimulates students’ thinking and creativity. It is thus, major tool in the
effective administration of LSE. Typically, songs and dances are musical compositions which are based on topical issues and themes such as contemporary issues in the society.

They are used to construct a character trait and reinforce socio-cultural values. Songs and dances are a great way to enhance, develop and strengthen LSE, such as, self awareness, empathy, interpersonal-communication skills and conflict resolution. They are mostly in communication of culturally sensitive messages in an interesting manner. Teachers are allowed to compose the songs or direct the learners to compile existing ones. The songs ought to be interesting, enticing, releasable and easy to learn. They can be combined with dance, re-enforced by use of puppetry. This is so because dances are interesting, appealing and have an immediate impact on the learner (KIE, 2013). Poetry and recitals: these are unique compositions that capture events, themes and situations in a brief and definite manner. They relay social themes through feelings, opinions, ideas, and experiences. They take various forms such as songs, recitations, charts and dramatization to enhance acquisition of various LSE aspects. They can be employed in reaching out to people’s emotions and enable them adopt behavior towards a specific goal (KIE, 2013). Thus the researcher aimed to analyze teaching methods employed in teaching LSE and whether they are used effectively to implement LSE in Koibatek Sub-County in Baringo County.

2.5 Principal’s attitudes towards the influence of effective implementation of Life Skill Education

It is the principal and other teachers who finally decide the arrangement of learning experiences and the methods of content presentation and he/she does most of the evaluation Prinsloo (2009). In South Africa, it are found that lack of commitment by
some principals to make the programme a success at the school level is a challenge facing the implementation of LSE. Some principals indicate that it is difficult for them to support the implementation of LSE because many learners in their schools are “careless, irresponsible and have no “vision and mission in life”.

The principals felt, there was little impact LSE could make on the learners even if the principals provided some support for the teaching of the subject in their school. The principals excuse themselves for their lack of commitment to make Life Skills programme a success in their schools. In Kenya, the principals complain of lack of time and overload which show a negative attitudes and thus inadequate implementation (Aoko, 2000). In this study, the researcher intended to find out the head teachers attitudes towards the teaching of LSE as one of the reason for ineffective implementation on Koibatek Sub-County in Baringo County.

**2.6 Challenges faced in implementing Life Skills Education**

Republic of Kenya (2004), note that majority of S.S teachers undergo training at public universities and diploma colleges in which they specialize in two teaching subjects upon graduation. Since LSE was introduced in 2005 (KIE), this implies that most secondary school teachers did not undergo LSE training as a part of their pre-service training curriculum.

This dire situation prompts an urgent development of an encompassing in-service training programme to arm teachers with skills to deliver on the changes which have been adopted in the current school curriculum inclusive of the LSE in secondary schools in 2005. The LSE teachers in Malawi underwent in service training through a cascade model in which a national core team of trainers, took to orienting trainers
of teachers at the district level. The national core team of trainers plays the pivotal role of training the primary education methods to advisers in a three day schedule. Consequently, the primary education method advisers follow and train school principals and STD one to four teachers in two day schedules. Some principals are trained to provide professional assistance to those teachers in their schools who have do not have training in the teaching of LSE but are required to teach the subject (Chimombo, 2009).

Training of teachers in LS curriculum in Zimbabwe involves three days of training. This short duration of training is not sufficient to develop understanding of content and empower teachers to teach LSE topic with confident (Chabaya, O., Rembe, S. and Wadesango, N. 2009).

In Kenya, before the implementation of LSE started in schools a cascade system of training are adopted. Education officers would be trained who in turn trained principals and two teachers from every school. The two trained teachers would be to train other teachers in the school to teach LSE (MOEST, 2009). In Kenya, Life Skills has been introduced in the curriculum and it is taught 1 lesson per week but nobody has done a follow up to establish whether the curriculum is being implemented or not. Although some teachers are willing to implement the programme, they still experience many challenges. These include: lack of support from the Ministry of Education; inadequate time allocation for teaching LSE and insufficient support and monitoring from the LSE department. They are also burdened by a workload and shortage of materials (Francis, Abobo, 2012).
2.7 Evaluation of the Effectiveness of LSE

Evaluation of the effectiveness of a LSE programme demands a goal-specific programme design. Thus, the research must have a major purpose for the programme and measurable goals, specific expectations pertaining to the outcomes in improvement of skills, changes in behaviour, attitude or beliefs among adolescents, specific changes and qualifications that programme provider may require, although the development of measurable indicators usually takes least advances in programme design, current LSE initiatives provide guidance on how to measure impact. Process components enhance the measurement of the degree to which the programme actually impacts the intended audience, and the manner in which a programme is implemented. Two fundamental, dimensions herein include coverage and quality (MOE 2013).

Extent provider training, faithfulness to the programme design, as well as programme duration are among major the components of the implementation which could affect interference outcomes. The outcome indicators used for programmes usually analyze changes in skills levels, attitudes and perceptions and shift in behavioural outcomes. These could be both self-assessed or assessed by programme providers as well as parents. In the drug abuse preventive skills like refusal skills and locus of control, decision-making and problem-solving are measured (Botvin, and Kenneth, 2014). The social skill rating (Gresham and Elliot, 2008) is among numerous other different rating systems that are widely used to assess students’ social skills such as cooperation, assertiveness, empathy as well as self-control.
Depending on the desired behavioural results, programmes can measure substance use, variation in sexual behaviour and decision-making regarding smoking and condom use. Drug abuse prevention programmes usually apply objective measures of alcohol and tobacco, such as breathalysers. As for violence prevention the results are measured by evaluating the numbers of conflicts which result in violence (UNESCO, 2014). Thus, the objective of the researcher is to find out effectiveness of the implementation of LSE on academic performance in Koibatek Sub-County in Baringo County.

2.8 Summary

The study has reviewed different literature in relation to the teaching of LSE in secondary schools. It has been found that most teachers have not been trained on LSE and those few who have attended the in-service training on LSE argue that the in-service training is inadequate and it has failed to equip teachers with requisite skills to handle it successfully. The Head-teachers’ attitudes which are negative have been found to affect the influence of effective implementation of LSE in secondary schools. The literature review has also revealed that the level of availability and adequacy of teaching /learning resources affects the influence of effective implementation. The literature has also reviewed on teaching methodologies by teachers. Literature has also revealed that there are few studies on LSE as a subject in secondary schools which has been carried out. The schools which taught LSE performed better than the schools that do not teach LSE subject. This study therefore sought to investigate whether the influence of effective implementation of LSE is taking place in Koibatek Sub-County in Baringo County and its effects on academic performance.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter focused on research methods and procedures that were used in this research. In particular the chapter describes the research design, study location, the population, sampling procedures, research instruments, data collection and data analysis and reporting procedure.

3.2 Research Design
The researcher employed descriptive research, quantitative and qualitative methodology for this study. This approach to methodology was chosen to facilitate an in-depth collection and analysis of data from single cases formulated on 12 different schools each with a distinct background. Descriptive research methodology facilitated the investigation and describes the extant phenomena on focus (Orodho, 2012). The approach was appropriate because it made it possible for the researcher to describe situations, perceptions, bias, opinions, attitudes and overall demographic information that were currently affecting the researchers when implementing the Life Skills Education in secondary school.

The justification of using qualitative approach is due to the fact that the issues affecting the implementation were not satisfactorily captured or measured. Quantitative and qualitative techniques were applied for instances of presenting sampling size and groups. The principles employed considered the status and categories of schools for example day and boarding provincial girls and district mixed schools and characteristic geographical location e.g. town and urban. These
are due to the fact that Life Skills Education was unique to each locality and could not simply be generalized since there were no uniform responses from the study thus, the way students and teachers viewed its teaching might differ from one school to another depending on where the schools was located.

### 3.3 Study Location

Koibatek is located only a few miles north of the equator; corresponding to the following geographical coordinates 0° 30’ 0” North, 35° 43’ 0” East. It has 74 secondary schools, 74 principals, 714 teachers and 16616 students.

It has a population of 48,462 and largely an agricultural trade centre that produces internationally popular commercial rose flowers. This area is fairly cosmopolitan and harbours more than half of Kenya’s ethnic tribes. The area was specifically chosen due to its cosmopolitan nature and its high prevalence of substance abuse, school dropout, HIV& AIDS, truancy, also teachers feel reluctant to implement LSE because it is not directly examinable; these has led to poor academic performance. Due to the large agricultural trade and flower farming school drop outs is very high thus interfering with learning activity which would be improved by the effective implementation of Life Skills education. The area is accessible and familiar to the researcher; Mugenda (2003) posits that an ideal setting for any study ought to be easy to access for the researcher.

### 3.4 Target Population

According to Mugenda (2003), population refers to the entire sum of groups of individuals, events or objects with an identical observable characteristic. The target population in this study was 74 public secondary schools, 74 principals in Koibatek
Sub-County in Baringo County. For this study, the population comprised of 714 teachers and 16616 students who were involved in the implementation of the LSE syllabus in their respective schools. Teachers were targeted to give details in their schools concerning the implementation according to the AEO record.

### 3.5 Sample Size and Sampling Procedures

A sample is a small group obtained from the accessible population (Mugenda and Mugenda, 2009). For the purpose of this study out of 74 public secondary schools, 24 were sampled. According to Mugenda (2003), a fraction of at least 20% of the total population of less than 100 are acceptable sample in descriptive research. Stratified random was used. This method aimed at achieving desired representation form various sub groups in the population. The samples are groups to be selected from each sub group (Mugenda and Mugenda 2009).

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Sample</th>
<th>Sample %</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>74</td>
<td>24</td>
<td>32.43</td>
</tr>
<tr>
<td>Principals</td>
<td>74</td>
<td>24</td>
<td>32.43</td>
</tr>
<tr>
<td>Teachers</td>
<td>479</td>
<td>48</td>
<td>10.02</td>
</tr>
<tr>
<td>Students</td>
<td>2796</td>
<td>288</td>
<td>10.3</td>
</tr>
<tr>
<td>Total</td>
<td>3349</td>
<td>360</td>
<td>10.7</td>
</tr>
</tbody>
</table>
3.6 Research Instruments

3.6.1 Questionnaire

Questionnaires were useful instrument for collecting a lot of information on a large sample. As Orodho, (2009) argues a questionnaire normally has a greater reliability because it allows the selection of all areas and representative sample. In this study, the questionnaires were used for the teachers teaching Life Skills Education to help the researcher obtain information on the teaching activities used, time allocation, teaching resources needed, challenges encountered during the teaching of Life Skills Education and ways of improving the implementation. This was used to obtain information from students on the important of Life Skills Education, classroom activities problems that they face in learning Life Skills Education and suggestions on ways of improving the teaching of Life Skills education. The questionnaires were filled by teachers teaching Life Skills Education in form One, two and three. The questionnaires were continuous open ended and closed in order to elicit an in-depth range of responses on the students and teachers in teaching life skills.

3.6.2 Interview Schedule for Principals

The principals were considered to be very instrumental in the implementation of any educational policy at the school level. Life Skills Education being a new subject in Kenya secondary schools, the role of the principals for its successful implementation was also very important. The researcher used an open-ended interview guide objectively to collect their views in the school setting. The problems they face in the teaching of Life Skills education, their views on the content of Life Skills education and what secondary schools in Kenya objectively have to improve pertaining to the teaching of Life Skills education.
3.7 Validity of the Instruments

The instruments used herein for this study were validated through content validity. Content validity is simply the degree to which a sample of the test data or population represents the content that the test data is designed to measure. Orodho, (2009). Validity refers to the error involved whenever measurement is carried out using some research instruments such as questionnaires in a survey study. The instruments were checked for validity by experts in the department of Curriculum, Instruction and Education Management in the faculty of Education and Community Studies. The teachers’ questionnaires were checked for content and construct validity by four experts as recommended by Gay and Airasian (2006). The recommendation and suggestions of the experts were incorporated in the questionnaires.

3.7.1 Reliability of the Instruments

According to Robson (2002), reliability is the stability or consistency with which we measure something. Reliability is the degree to which test scores are free from measurement errors (Kathuri & Pals, 1993). To ensure reliability of the instruments and its findings, pilot study was carried out in 5, randomly selected secondary school outside the area under study. Teachers in the selected secondary school were randomly selected to participate in the pretesting pilot study. This pilot study helped the researcher detect any weaknesses and eliminate any ambiguities within the research instruments and made necessary corrections and adjustments. The reliability of the research instruments in the study was measured using Kuder-Richardson (KR-21) formula (Kathuri & Pals, 1993). This measure is good where multiple responses and one administration of instruments are involved in answering the questions. The researcher visited the schools, issued questionnaires and collected
them once they had been answered, the same day. From the pilot study, a value of
0.75 was obtained hence the instruments were accepted.

3.8 Data Collection Procedure
Before data was collected, the researcher sought permission from ministry of
education and at the district education office in Koibatek Sub-County. Permits were
issued by National Research Council through Kenyatta University graduate school,
to enable the researcher collect data from the field. The researcher gave out the
questionnaires by hand to individual schools by visiting the selected secondary
schools, once permission had been granted by the education authorities.

Questionnaires were administered by the researcher once she arrived at the sampled
secondary school. The researcher took time explaining to the respondents the
purpose of research and the level of confidentiality involved so that biasness is
reduced. The students were given questionnaires to fill under the supervision of the
researcher and the teachers were given enough time to study and answer the
questions appropriately. Completed questionnaires were collected by the researcher
on the same day. The head teachers were interviewed using the interview schedules.

3.9 Data Analysis
In this study, all completed questions, once collected, are taken for data analysis.
The researcher coded the items in a code book and tabulated. Data analysis was
implemented by use of expressive and inferential statistics that involved the use of
percentages and frequencies to present results using tables and graphs. Quantitative
analysis was done on the basis of computation of frequencies and percentages that
was done to depict numbers of teaching staff and availability of text books for
teaching life skills education, and the count of lessons taught per week in public secondary schools in Koibatek sub-county. Results of the study, after analysis, were presented by use of tables and pie charts. Data analysis was be done with the aid of a computer application called statistical package for social science program SPSS.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter is a presentation, analysis and interpretation of data collected using questionnaires and interviews. The general objective of this research project was to investigate to assess the influence of effective implementation of Life Skills Education on academic performance in public secondary schools in Koibatek Sub-County, Baringo County. The findings of the research were organized and presented in line with the research questions as follows:

(i) Is life skills education effectively implemented in Koibatek Sub-County in Baringo County schools?
(ii) What are the approaches used in teaching Life Skills Education in schools in Koibatek Sub-County in Baringo County?
(iii) How adequate is Life Skills Education resource materials/books in Koibatek sub-county in Baringo County?
(iv) What are the effects of implementation of life skills Education on academic performance in Koibatek Sub-County in Baringo County?

The statistics were calculated and analyzed using SPSS program.

4.1.1 Distribution of Questionnaires

A total of 360 questionnaires were administered to the 24 (32.2%) schools, where research was carried out. In distribution, 288 questionnaires were given to students, 24 were given to teachers and 12 principals were interviewed. Items in the questionnaire that investigated on influence of effective implementation of life skills
education on student academic performance were tallied into frequencies then presented as percentages in tables.

4.2 Demographic Characteristics of the Respondents

This section represents the demographic characteristics of the respondents in this study. This was based on sex, age and status of education.

<table>
<thead>
<tr>
<th>Table 4.1: Gender Distribution of the Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Sex</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The findings from the above table (Table 4.1) concerning gender of students shows that majority (55.21%) of the students who participated in the study were male while female students were represented by 44.79%. While among the teachers who participated, the majority (58.3%) was males and females represented 42.7%. This shows that male teachers had interest in implementing LSE in secondary schools in Koibatek Sub-County as compared to the female teachers. Likewise, male principals (75%) were more than female ones (25%).
Figure 4.1: Distribution of Students by Age

As shown on Table 4.1, the majority of students who participated in the research were aged between 15-16 years (70%). However, the number of students whose ages were above 21 years was represented by only 2.43%.

This implies that majority of learners were aged between 15-18 years of age. This was adolescence age and therefore more active since they had developed high curiosity in studies and activities concerning LSE. Hence, LSE should be implemented to foster interest and opportunities among the students. Also, the content of Life skill syllabus should be organized basing on the cognitive levels of the learners as indicated by the age brackets.
4.2.1 Distribution of Teachers by Educational Levels

![Pie chart showing distribution of teachers by educational levels]

**Figure 4.2: Professional qualifications of the teachers**

From the above figure (Figure 4.2), among the teachers who participated in the study, the majority were Bachelors Degree holders (75%) and 16.67% were holding Diploma certificates. However, only 8.33% were found to be Masters Holders. This provided an observation that even though schools lacked enough teachers, in-service programs of LSE were adequately facilitated to enhance the teaching and learning of LSE.
4.2.2 Distribution of Teachers by Teaching Experience

Figure 4.3: Teaching Experiences of Teachers

From Figure 4.3 the majority (52.08%) of the teachers had years of experience below 2 years. At least 40% of the teachers had teaching experience of 16 years and above; this probably could be due to transfer of teachers to other schools at such age.

4.2.3 Distribution of Headship

Table 4.2: Duration of headship by principals

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3yrs</td>
<td>4</td>
<td>16.67</td>
</tr>
<tr>
<td>4-7yrs</td>
<td>14</td>
<td>58.33</td>
</tr>
<tr>
<td>Above 7yrs</td>
<td>6</td>
<td>25.00</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The above table (Table 4.2) indicates that at least 58% of the principals had been heads of the school for 4 years and above. This predicts that it takes longer for the school management to be changed at a given period of time.

The most experienced teachers should therefore actively support policies to be used in making teaching and learning LSE more effective in secondary schools.

### 4.3 Indicators of Effective Implementation of Life Skills Education in Schools

**Table 4.3: Topics of Life Skills Education reported by students to be taught in school**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills of knowing and living with one self</td>
<td>24</td>
<td>10.0</td>
</tr>
<tr>
<td>Skills of knowing and living with others</td>
<td>12</td>
<td>5.0</td>
</tr>
<tr>
<td>Skills of effective decision making</td>
<td>24</td>
<td>10.0</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>60</td>
<td>25.0</td>
</tr>
<tr>
<td>Self esteem</td>
<td>36</td>
<td>15.0</td>
</tr>
<tr>
<td>Communication</td>
<td>24</td>
<td>10.0</td>
</tr>
<tr>
<td>Empathy</td>
<td>12</td>
<td>5.0</td>
</tr>
<tr>
<td>Skills of coping with stress</td>
<td>48</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As shown from Table 4.3, creative thinking (25%) in LSE is the major topic taught by the teachers in the secondary schools. Possibly, teachers felt that effective decision making skills would help them in all ways towards their solving problems in their social lives. Likewise, such topics as Skills of coping up with stress (20%)
were also appreciated to be taught in schools, self-esteem (15%), personal relationship (10%), communication (10%), and Skills of effective decision making (10%). While the topics; inter-personal relationship (5%) and empathy (5%) were rarely taught in the secondary schools. Probably teachers did not consider the topics inter-personal relationship and empathy as important in the LSE syllabus though they are important. Githinji (2007), in her study, regarding perceptions of primary school teachers and pupils pertaining to the effectiveness of HIV/AIDS life skills education in Nairobi and Thika Districts, established that teachers considered it difficult to explicate and teach some topical issues such HIV/AIDS and its spread. They acknowledged that quite a number of HIV/AIDS life skills education teachers did not have adequate training and enough time to tackle cultural differences and resistance from parents. The lack of support from the administrative staff was also pointed out as a major problem that teachers face.

Bunyi (2000) asserts that aspects of values are not found in books or documents but learned through social interactions in day-to-day life, hence they should be practiced. Students need to be aware of and fully understand the fact that classes on life skills education are different from other subjects in the school curriculum. Krilik (2008) posits that social values are learned, they do not generally pass from parents to their children. Students acquire values through observational learning and imitating behaviours of their role models (Jansen, 2008). Thus, teachers ought to be role-models of good behavior for their students to develop desired values, which they are taught in LSE.
Table 4.4: Duration of Training for Teachers in LSE

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 weeks</td>
<td>16</td>
<td>66.7</td>
</tr>
<tr>
<td>1 month and more</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the above Table, the results indicate that majority (66.7%) of teachers LSE in secondary schools were trained for 1-2 weeks which was considered adequate for training. However, only 33.3% of teachers were trained for more than 1 month. This implies that training was not adequate enough to ensure teachers had the necessary skills and knowledge of implementing LSE in their distinct schools. Considering that teachers are a fundamental resource in the teaching and learning process, it is critical that their training and utilization be considered and addressed systematically.

The existing government programmes for teacher education endeavours at providing qualified teachers thus chief to continuity of the provision of quality education. The existing teacher training programmes facilitate the production of teachers with qualifications to teach pre-primary, primary, secondary, special, vocational and technical education. The objectives of teacher education programmes endeavour to develop communication skills, professional attitudes and values that equip teachers with the knowledge and capacity to identify and develop the educational needs of a child (Republic of Kenya/UNESCO, 2012; Republic of Kenya, 2013).
Table 4.5: Main challenges on implementation of LSE as reported by students

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of committed teachers</td>
<td>96</td>
<td>33.33%</td>
</tr>
<tr>
<td>Lack of materials and resources</td>
<td>52</td>
<td>18.06%</td>
</tr>
<tr>
<td>Lack of interest</td>
<td>45</td>
<td>15.63%</td>
</tr>
<tr>
<td>Lack of cooperation</td>
<td>75</td>
<td>24.31%</td>
</tr>
<tr>
<td>Ignorance</td>
<td>22</td>
<td>7.64%</td>
</tr>
</tbody>
</table>

The above results (Table 4.5) indicate that majority (33.33%) of teachers are not committed to teach LSE. This might be possible due to poor management of school which fails to promote good student-teacher relationship yet students need to learn through observing and imitating their teachers’ behaviors (Jansen, 2008). Other challenges reported include lack of cooperation (24.31%), lack of materials and resources (18.06%), Lack of interest (15.63%), and Ignorance (7.64%). This implies that even though many topics related to LSE were taught in the schools, majority of them had not fully implemented LSE.

The successful making an implementation of a curriculum depends on the teacher’s attitude towards work. In this study teacher’s positive attitude means ‘teacher’s beliefs and interest towards teaching given the conditions of his or her work (Jansen, 2002). The feeling that a teacher has about his or her work shapes his / her ability in implementing a curriculum policy. Kadzamira (2006), a study notes that low salaries and coupled with other poor working conditions in Malawi cause widespread teacher discontent so teaching is regarded as “employment of last resort.” Teachers’ discontent with their career may affect the implementation of any curriculum including life skills education.
Table 4.6: Main challenges on implementation of LSE as reported by teachers

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of trained teachers in LSE</td>
<td>34</td>
<td>70.83</td>
</tr>
<tr>
<td>Lack of materials and resources</td>
<td>26</td>
<td>54.17</td>
</tr>
<tr>
<td>Bad attitudes</td>
<td>13</td>
<td>27.08</td>
</tr>
<tr>
<td>Poor time allocation</td>
<td>47</td>
<td>97.92</td>
</tr>
</tbody>
</table>

N= 48

The results in the Figure 4.6 above indicate that adequate time allocation and trained teachers were the major problems faced by the teachers in the process of teaching Life Skills Education. These were represented by 97.97% and 70.83% respectively. This implies, most teachers did not treat life skills as an examinable subject and had no schedule for LSE in their lessons. Fewer teachers were trained since they did not have interest in LSE.

Results from the interview scheduled indicate that majority of principals 14 (58.33%) indicated that main factors hindering successful teaching of LSE was lack of trained teachers in LSE. Other challenges include inadequate materials like books, magazines, news papers and audio visual material. Poor planning based on the economical approaches. Majority of the principals added that learners could not identify own problems through learning LSE. Even though some could identify, majority did not discuss solutions, plan and carry out effective action programme. This implies that there were no trained teachers to guide them.
The above results reveal that LSE has not been effectively implemented in majority of secondary schools in Koibatek Sub-County even though it is perceived to have a greater influence on academic performance. This indicates that most teachers only concentrated on examinable subjects other than LSE. The findings agreed with the previous findings of Abobo (2012) who noted that teachers had negative attitude while students had positive attitude towards teaching of Life Skills Education. The findings were also consistent with the findings of Githinji (2011), who noted that while students highly valued some of the life skills such as goal setting, communication, being assertive and negotiation skills, there were others that they considered less important such as consumer awareness and self awareness (Abobo & Orodho 2014).

4.4 Approaches used in teaching Life Skills Education in schools

In order to establish and verify the approaches used for teaching Life Skills Education in the schools, the researcher asked the respondents to list learning-teaching materials used by their teachers. Also teachers were asked to provide teaching materials, methods and activities used in teaching the life skills education.

Table 4.7: Learning and Teaching Materials Used By Teachers As Reported By Students

<table>
<thead>
<tr>
<th>Learning material</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video</td>
<td>25</td>
<td>8.68</td>
</tr>
<tr>
<td>Newspapers</td>
<td>63</td>
<td>21.88</td>
</tr>
<tr>
<td>Magazine</td>
<td>36</td>
<td>12.50</td>
</tr>
<tr>
<td>Books</td>
<td>164</td>
<td>56.94</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>288</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The results from the above table (Table 4.7) indicate that majority (56.94%) of schools used books learning materials implying that textbooks were dependable because they could be applied to larger class size. Other materials used include; Newspapers (21.88%), Magazines (12.50%), and video (8.68%). These were used as secondary sources of information after using textbooks. By using mostly textbooks, effective learning may not take place because the students will not acquire a vast knowledge on LSE. It is also boring to use one kind of materials always. The findings were consistent with the findings of Abobo (2012) who maintained that teaching/learning resources such as: charts and pictures, magazines, newsletters, pamphlets and video tapes were available but inadequate in most secondary schools studied.

Table 4.8: Teaching methods used by teachers

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>16</td>
<td>33.3</td>
</tr>
<tr>
<td>Video</td>
<td>14</td>
<td>29.17</td>
</tr>
<tr>
<td>Magazines</td>
<td>10</td>
<td>25.83</td>
</tr>
<tr>
<td>Learner-centered</td>
<td>8</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The results above indicate that discussion (33.3%) was the major teaching method used in teaching of Life skills education. This is possibly due to the reason that teachers considered organizing the students into groups because of students’ personal indifferences. The uses of video and magazine methods were each represented by 29.17% and 16.7% respectively.
Learner-centered teaching methods were rarely used since majority of teachers viewed as not appropriate for students with learning difficulties. It is evident that teaching LSE was inadequate in majority of schools since a wide variety of materials are necessary for effective teaching of any subject; these must be relevant and interesting to benefit the learning process. The teacher should determine the best resources for a particular lesson and the resource should be used in the most natural and logical manner known to reinforce a particular learning activity. On the use of teaching aids, Aila (2005) observed that they were important because they were used to increase learning, generate interest and create an environment in which the students could fully engage in classroom activities.

Table 4.9: Teaching activities employed in teaching Life Skills Education reported by principals

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>6</td>
<td>29.17</td>
</tr>
<tr>
<td>Role play</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Games</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Case study</td>
<td>5</td>
<td>20.83</td>
</tr>
<tr>
<td>Story telling</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Findings from Table 4.9 above reveal that the use of discussion was the major teaching activity used in teaching Life Skills Education in secondary schools of Koibatek Sub-County. Other approaches used include; case studies, role play, games and storytelling. This clearly indicated that all the methods were almost similarly utilized in teaching LSE though not adequately employed as required.
This shows the teaching of LSE entail several methods hence should be effectively implemented in all secondary schools of Koibatek Sub-County. The above findings on approaches coincided with the findings of Abobo (2012) who upheld that teaching strategies such as: discussions on relevant topics, having debates on relevant topics, having story-telling sessions on different topics, use of case, having sessions for questions and answers and the use of songs and dances on relevant themes were inadequately used in the teaching of life skills education.

4.5 Adequacy of Life Skills Education resource materials/books in Koibatek sub-county in Baringo County

<table>
<thead>
<tr>
<th>Adequacy</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>14</td>
<td>4.86</td>
</tr>
<tr>
<td>Inadequate</td>
<td>274</td>
<td>95.14</td>
</tr>
<tr>
<td>Total</td>
<td>288</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the above table, majority (95.14%) of students reported that they were not taught all the essential areas of LSE they needed to fully learn and apply in their life situations for example they were not taught creative thinking, empathy, skills of decision making and skills of knowing and living with one self. 4.86% of students stated that they were taught on self-esteem, skills of coping with stress and skills of knowing and living with others. This might be due to lack of trained personnel and inadequate materials for teaching LSE in their schools. This indicates that LSE had not been fully implemented in majority of secondary schools of Koibatek Sub-County.
A study by Orodho (2013) conducted in public secondary schools in Kenya demonstrated most schools do not have adequate and appropriate instructional resources that facilitate effective instruction for effective implementation of curriculum. Birimana and Orodho (2014) argue that besides using teaching materials, teachers must ensure that a variety of the same are availed in class for effective teaching and learning. The materials and equipment presented in the classroom situation should be chosen to provide many and varied opportunities for students to acquire the learning they need. This ensures that students are offered many opportunities to practice and master Life Skills Education through a variety of materials, and hence lead into successful implementation of life skills education.

Table 4.11: Teaching frequency of LSE in a week as reported by students

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>43</td>
<td>14.93</td>
</tr>
<tr>
<td>Twice</td>
<td>4</td>
<td>1.39</td>
</tr>
<tr>
<td>Not at all</td>
<td>241</td>
<td>83.68</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>288</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Findings from Table 4.11 above indicate that majority (83.68%) of students reported that LSE lessons were not taught at all in their schools. Such schools ignored the implementation of government policy concerning LSE in schools because they concentrate more in examinable subjects and the areas where teachers were more comfortable in teaching since they were trained in those subjects. A total of 43 (14.93%) students responded that the lesson of Life skills education was taught only once in a week. This could be due to inadequate time and materials for teaching LSE.
in the schools. However, 4 (1.39%) indicated that they were taught twice. Perhaps teachers and students had realized the benefits of teaching and learning LSE in their schools hence utilized the free time possible for LSE lessons. Further, teachers were asked to indicate whether time allocated for LSE lessons were adequate or not. The results are presented in the table 4.12 below.

### Table 4.12: Adequacy of time allocation for teaching LSE by teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>18</td>
<td>75.00</td>
</tr>
<tr>
<td>Adequate</td>
<td>6</td>
<td>25.00</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown from the table (Table 4.12) above, majority (75.0%) of teachers indicated that time allocated for teaching life skills was not adequate to explore the topics in Life skills education. This implies that majority of teachers only concentrated on examinable subjects hence did not concentrate on LSE. However, only 6 (25.0%) teachers indicated that time allocation for teaching Life Skills Education was adequate. From the findings from Table 4.11 and Table 4.12 it was found that Teachers and students do not take Life Skills Education seriously since it is not examinable.

It became clear from these principals that teachers and students only take examinable subjects seriously given the examination oriented curriculum interpretation of learning in most schools in Kenya. The finding is strongly supported by an earlier study by Rooth (2005), in South Africa that life skills education is not being taken seriously because it is not examinable subject. Whitaker
(1993), assert that assessment in the form of examination influences curriculum implementation due to the great value given to public examination certificates by schools, teachers and students tend to concentrate on subjects that are examinable and are thought to promote academic excellence. Perhaps if they had interested teachers who were adequately trained teaching life skills would be effective. This indicates that most teachers only emphasized on examinable subjects and had no time for LSE as supported by the findings of Langi (2013), in the study on implementation of life skills education in secondary school in Uriri and Awendo Sub-Counties, Homa-Bay County Kenya.

Table 4.13: Availability of materials for implementing the Life Skills Education as reported by principals

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings from the above table (table 4.13) reveal that the materials for implementing the syllabus of LSE were not available as reported by the majority (83.3%) of the respondents. This implies that the school management could not effectively plan to enhance allocation and mobilization of teaching/learning materials required for the subject because it is not examinable. However, only 4 (16.7%) respondents indicated that there were materials available for implementing the life skills education syllabus in their schools. Findings from the interview schedule also revealed that the syllabus content used in teaching life skills topics was not suitable to help the students acquire the full skills and knowledge in LSE as
reported by majority (86.7%) principals who said no to the question which shows that possibly the principals were not conversant with the topics in LSE syllabus content. This also indicates that majority of the teachers were not aware of the policies of implementing LSE in secondary schools and probably did not know the importance of teaching LSE to learners. The above findings on the adequacy are supported by the findings of Langi (2013).

In the study on implementation of life skills education in secondary school in Uriri and Awendo Sub-Counties, Homa-Bay County Kenya, Langi found that inadequate learning materials and time were the major problems facing implementation of LSE. Majority of principals reported that the main problem hindering successful teaching of LSE was work-load due to the fact that the schools had fewer teachers and could not be able to cover an extra subject which was not examinable. The study also indicated that that majority of LSE teachers in secondary schools were inadequately trained. However principals and teachers suggested that time and materials necessary for teaching/learning life skills should be adequately allocated in secondary schools in the Sub-County in order to improve its implementation.

4.6 Influence of effective implementation of life skills Education on academic performance

It is evident from the above discussed findings that teaching LSE affects academic performance in almost secondary schools. The following tables (table 4.14, 4.15, 4.16, and 4.17) describe the results on the importance of LSE implementation on academics performance as reported by the respondents.
Table 4.14: Emergence issues in schools that have influence on academic performance as agreed by teachers

<table>
<thead>
<tr>
<th>Emerging Issues</th>
<th>Teachers (n=48)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA Freq %</td>
<td>A Freq %</td>
<td>D Freq %</td>
<td>SD Freq %</td>
<td></td>
</tr>
<tr>
<td>Rioting</td>
<td>22 45.83</td>
<td>23 47.92</td>
<td>0 0.00</td>
<td>3 6.25</td>
<td></td>
</tr>
<tr>
<td>Abortion</td>
<td>1 2.08</td>
<td>16 33.33</td>
<td>26 54.16</td>
<td>5 10.42</td>
<td></td>
</tr>
<tr>
<td>Teenage pregnancy</td>
<td>2 4.17</td>
<td>24 50.00</td>
<td>14 29.17</td>
<td>8 16.67</td>
<td></td>
</tr>
<tr>
<td>Truancy and absenteeism</td>
<td>23 47.92</td>
<td>19 39.58</td>
<td>1 2.08</td>
<td>5 10.42</td>
<td></td>
</tr>
<tr>
<td>Indiscipline</td>
<td>34 70.83</td>
<td>12 25.00</td>
<td>0 0.00</td>
<td>2 4.17</td>
<td></td>
</tr>
</tbody>
</table>

Findings from Table 4.14 disclose that indiscipline has the highest score (70.83%) as an emerging issue due to poor or lack of implementation of LSE in secondary schools.

This implies that LSE determines the level of discipline, and if cannot be managed it results to poor performance among students. Other emerging issues reported include truancy, students’ riot, teenage pregnancy and abortion. However, abortion had the lowest score since majority (54.16%) of the respondents disagreed and 10.42% strongly disagreed with the statement.

According to UNICEF (2002), life Skills range from cognitive skills, practical skills, a person’s positive behaviour which enable them to deal with the demands and challenges of life. Life Skills are generally psycho-social skills inclusive of problem-solving and critical thinking, personal skills such as self-awareness, and
interpersonal skills. Possessing life skills implies having qualities such as high self-esteem, sociability, tolerance, and capabilities to have the freedom to make decisions. Notwithstanding the lack of consensus on the concept of life skills, a critical examination of the Education for All (EFA) goal three (3) stresses the need to ensure that the learning needs of all young people and adults should be met through equitable access to appropriate learning and life skills (Republic of Kenya, 2012a). Likewise, students were asked to indicate the score levels on the similar question. The table below presents the results was obtained.

Table 4.15: Emergence issues in schools that have influence on academic performance as agreed by students

<table>
<thead>
<tr>
<th>Emerging Issues</th>
<th>Students (n=288)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>Freq</td>
</tr>
<tr>
<td>Rioting</td>
<td>239</td>
</tr>
<tr>
<td>Violence</td>
<td>230</td>
</tr>
<tr>
<td>Abortion</td>
<td>0</td>
</tr>
<tr>
<td>Teenage pregnancy</td>
<td>0</td>
</tr>
<tr>
<td>Truancy and absenteeism</td>
<td>271</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>261</td>
</tr>
</tbody>
</table>

The above results reveal that truancy and absenteeism has the highest score (94.20%) as an emerging issue according to teachers. It is evident that any child who stays away from school will miss so many lessons that he will as a result fall behind other children in the class. Truancy and absenteeism can lead to frustration in the
sense that when a child repeats a class for more than two or three years, he will get
tired and become frustrated. Without proper implementation of LSE, these issues of
lack of attendance among students cannot be controlled.

Owen (2001) says that truancy and absenteeism may lead a child into drug
addiction, and in most cases student that absent from school, his or her Intelligent
Quotient (IQ) would be going retarded and such students would score below average
in his class work because he missed all the normal school lessons and all the
academic school training which he is suppose to have acquired. He would also
associate with bad group that push him anyhow. Anything they do he will also do
without having any second thought over it and this will eventually lure him/her into
criminal activities such as stealing, smoking, cultism, narcotics etc. all these will
increase his confidence in his bad behaviour which eventually have bad impact on
his academic success, his brain will be affected and his way of thinking will all be in
negative form. Other emerging issues reported by students include indiscipline,
students’ riot, teenage pregnancy and abortion.

However, abortion had the lowest score since majority (68.79%) of the respondents
disagreed and 14.58% strongly disagreed with the statement; perhaps abortion is not
directly linked to LSE as a stronger determinant in secondary schools because the
topic on abortion is rarely taught since most of the teachers are not comfortable
teaching the topic and the issues of abortion is not clearly understood by the
students.
Table 4.16: Academic benefits of LSE as reported by teachers and students

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Teachers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Life skill education is highly relevant to daily needs of young people.</td>
<td>45</td>
<td>93.75</td>
<td>268</td>
</tr>
<tr>
<td>Methods used in teaching Life Skill education can help to improve teacher student relationship which improves academic performance</td>
<td>23</td>
<td>47.92</td>
<td>231</td>
</tr>
<tr>
<td>Life Skill Education equips the learners with ability which enables them develop adaptive and positive behaviour to deal effectively with challenges and demands of everyday life.</td>
<td>48</td>
<td>100.00</td>
<td>240</td>
</tr>
<tr>
<td>Life skill education helps in improving student parent relationship which improves academic performance</td>
<td>32</td>
<td>66.67</td>
<td>132</td>
</tr>
</tbody>
</table>

From the above table, all (100%) teachers agreed that Life Skills Education equips the learners with ability which enables them develop adaptive and positive behaviour to deal effectively with challenges and demands of everyday life. In addition, 93.75% of teachers showed that LSE is highly relevant to daily needs of young people particularly students in secondary school. On the other hand, majority (93.10%) of students felt that learning LSE is highly relevant to their daily needs. 83.33% agreed that LSE equip them with ability which enables them develop adaptive and positive behaviour to deal effectively with challenges and demands of
everyday life especially in their adolescence period. Even though the statement ‘methods used in teaching Life Skill education can help to improve teacher student relationship which improves academic performance’ had the lowest score, it is evident from the results that LSE is important and a determinant of student’s academic achievement because schools that teach life skills have better results than those that teacher LSE. A study by Abobo and Orodho (2014) contends that LSE may generally be grouped in five broad clusters: self-care and domestic living, recreation and leisure, communication and social skills, vocational skills, and other skills vital for community participation thus full teaching and implementation of LSE will highly improve ones academic life, which in turn enable persons to deal effectively with the demands and challenges of everyday life (UNICEF, 2002).

Further, teachers were asked on the relationship levels of LSE and social skills enhancement. The following table (Table 4.17) presents the findings of the study.

<table>
<thead>
<tr>
<th>Social skills</th>
<th>Teachers (n=48)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td>Freq</td>
</tr>
<tr>
<td>Self control</td>
<td>26</td>
</tr>
<tr>
<td>Assertion</td>
<td>14</td>
</tr>
<tr>
<td>Empathy</td>
<td>23</td>
</tr>
<tr>
<td>Cooperation</td>
<td>34</td>
</tr>
</tbody>
</table>

The above results reveal cooperation has the highest score (70.83%) as a variable of LSE.
This implies that majority of teachers perceive cooperation among the school community as determined by effective implementation of LSE. Subsequently academic performance is determined by cooperation since better cooperation in the school context enhances timely planning among teachers hence syllabus is covered and completed on time. This will ensure that teachers’ objectives and the targets of school as a whole are achieved by the end of each academic year. It is evident that assertion, empathy and self-control are elements of LSE even though ‘assertion’ scored the lowest.

In order to boost performance in secondary schools, LSE should be effectively implemented to facilitate these important social skill elements. Based on the benefits of LSE on academic achievement, the results from the interview schedule reveal that Life Skills Education enhances their social skills as reported by majority (71%) of the principals. Some (43%) of them added that Life Skills Education aid learners gain effective decision making and coping with life-difficulties. The findings of this study concerning effects of LSE on academic achievement are supported by the findings of Aghajani (2002). According to Aghajani (2002), knowledge of apposite life skills is necessary to provide an opportunity for individuals to carry on their life and positively conform to social environment and culture in association with other people. In addition, life skills serve to help individuals increase their level of adaptability and psychological ability.

In successful learning in which young students benefit from life skills, positive change accompanies their behavior and improvement of their well-being, they make healthy decisions, and lead a safe and sound lifestyle throughout adolescence into
adulthood, which ultimately allows them to perform and take advantage of their potentials and ready for future encounters and changes.

The lack of information about appropriate lifestyles puts in dangers a students’ health, i.e. poor life and social skills can potentially bring about mental illnesses and social problems, which are mainly occurs in cases of parents and pre-university schools failure to adequately educate students. According to WHO (1999) life skills are quite necessary for a productive life and ought to be promoted throughout all age spans, inclusive of childhood, adolescence and adulthood.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, draws conclusion and makes recommendation and suggestion for further research.

5.2 Summary and Findings

5.2.1 Indicators of effective implementation of life skills education is in School

Findings of the study revealed that creative thinking in LSE was the major topic taught by the teachers in the secondary schools. Possibly, teachers felt that effective decision making skills would help them in all ways towards their solving problems in their social lives. Others topics taught include self-esteem, personal relationship, communication, Skills of effective decision making, and Skills of coping up with stress. Training on LSE was not adequate enough to ensure teachers had the necessary skills and knowledge of implementing LSE in their schools. It is evident that LSE was not effectively implemented even though it was perceived to be having effects in majority of secondary schools of Koibatek since challenges such as lack of qualified teachers trained in the field of LSE, lack of cooperation, lack of materials and resources, lack of interest and ignorance were reported. Thus most teachers did not take life skills seriously and had no schedule for LSE in their schools.

5.2.2 Approaches used in teaching Life Skills Education in secondary schools

The findings of the study showed that books were majorly used as learning materials implying that textbooks were dependable because they could be applied to larger
class size which is quite appropriate for teaching LSE. Other materials used include; Magazines, video, Newspapers case studies, role play, games and storytelling. Discussion was the major teaching method used in teaching of Life skills education by teachers which was quite effective in teaching of LSE.

5.2.3 Adequacy of Life Skills Education Resource Materials/Books in schools
The findings of this study shows that majority of schools did not teach life skills. As well, majority reported that LSE lessons were not taught at all in their schools. Majority of teachers only concentrated on examinable subjects hence did not concentrate on LSE. This indicates that most teachers only emphasized on examinable subjects and had no time for LSE. Findings from the interview schedule also revealed that the syllabus content used in teaching life skills topics was not suitable to help the students acquire the full skills and knowledge in LSE as reported by majority of principals. This indicates that LSE had not been fully implemented in majority of secondary schools of Koibatek Sub-County.

5.2.4 Influence of Effective Implementation of Life Skills Education on Academic Performance
It is evident from the above discussed findings that teaching LSE affects academic performance in almost secondary schools. The findings indicate that LSE determines the level of discipline, and if cannot be managed it results to poor performance among students. Other emerging issues due to poor implementation of LSE include truancy, students’ riot, teenage pregnancy and abortion. The following were reported to be the academic benefits of teaching LSE in secondary schools: It equips the learners with ability which enables them develop adaptive and positive behaviour to deal effectively with challenges and demands of everyday life; it is highly relevant
to daily needs of young people particularly students in secondary school; especially in their adolescence period. Therefore, LSE is important and a determinant of student’s academic achievement. When teachers were further asked on the relationship levels of LSE and social skills enhancement, the results reveal that cooperation has the highest score as a variable of LSE.

This implies that majority of teachers perceive cooperation among the school community as determined by effective implementation of LSE. Subsequently academic performance is determined by cooperation among the school community since better cooperation in the school context enhances timely planning among teachers hence syllabus is covered and completed on time. It is evident that assertion, empathy and self-control are elements of LSE even though ‘assertion’ scored the lowest. In order to boost performance in secondary schools, LSE should be effectively implemented to facilitate these important social skill elements. The results from the interview schedule reveal that Life Skills Education enhances their social skills.

5.3 Conclusion

Based on the findings, this study concludes that LSE was not effectively implemented since both student and teachers considered the teaching of LSE as an important subject to be taught in secondary schools. Despite their consideration, the teachers had not however managed to teach the entire topics in the LSE syllabus since they only emphasized on examinable subjects due to lack of enough time allocation which could be useful in teaching the entire topics in LSE. It is evident that teaching and learning LSE in secondary schools of Koibatek Sub-County was not adequate. Emerging issues due to poor implementation of LSE include
indiscipline, truancy, students’ riot, teenage pregnancy and abortion. It is evident from the above discussed findings that teaching LSE affects academic performance in almost secondary schools. In order to boost performance in secondary schools based on cooperation, assertion, empathy and self-control, LSE should be effectively implemented to facilitate these important social skill elements.

From the findings it was evident that most teachers used discussion method of teaching LSE. It is evident that learner-centred teaching method was not used because teachers viewed as not appropriate for students with learning difficulties. Teaching LSE requires different teaching methodologies like storytelling, role play, short drama, case study, brainstorming; filed visits and pane discussion but most of the teachers do not use them. On the use of teaching aids, Aila (2005) concluded that they were critical since they were employed to increase learning, spark interest and create an environment in which the students can fully contribute in classroom activities. From the findings the researcher found that teaching learning materials for teaching LSE were inadequate in most public secondary schools in Baringo County. In addition, lack of teaching materials and trained teachers on LSE which could facilitate the learning/teaching process. It is evident that teaching LSE proved inadequate and problematic in majority of the schools given the demanding nature of the subject necessitating a wide variety of materials for effective teaching of the subject; which must be of relevance and interesting to positively impact the learning process.

The teacher should determine the best resources for a particular lesson and the resource should be used in the most natural and logical manner known to reinforce a particular learning activity. This is based on the fact that the majority of respondents
reported that the textbooks used in teaching LSE were outdated and could not give fully the skills and knowledge required to learn LSE.

According to the findings the researcher found that though Life Skills Education is being implemented in most secondary schools studied, it was generally concluded that effective implementation is hampered by several school factors in Baringo County in Koibatek Sub-County and therefore, making it difficult for teachers to deliver the relevant content appropriately. Teachers should come up with strategies which they view to be effective in the teaching and learning of Life Skills in schools. Teachers should change their classroom activities to be more participatory.

5.4 Recommendations
To ensure adequate teaching and learning of LSE, the study recommended the following:

i. School Administration
Principals should support teachers in the field to attend in-service training on LSE seminars and workshops where they can get acquainted with the relevant knowledge and skills which is necessary for them in teaching and guidance roles to their students. In-service workshops help teachers develop the essential LSE educational both in content and methodologies.

The school administration should also provide teaching/learning resources on the subject. The administration should ensure that schools teach LSE in accordance to the ministry guideline whose reinforcement should start immediately students join the school form one. This would help learners to acquire skills like decision making in order to cope with challenges. This would also help to reduce cases like poor
performance, repetition, drug and substance abuse and school dropout among the learners.

ii. Teachers

Teachers should consider LSE as important and examinable as other subjects taught in secondary schools. They should also be willing and develop interest to improvise teaching/learning materials on LSE in order to equip learners with adequate knowledge on life skills.

iii. Ministry of Education

The Ministry should also ensure there is monitoring and evaluation of LSE as other disciplines. It should re-enforce the need to plot one lesson per week for LSE into the existing school curriculum in all learning institutions. Also, making LSE examinable will ensure that the subject is taught in all secondary schools.

It is essential for teachers to receive training on LSE in the teachers training colleges and universities so that they enjoy teaching it and act as role model. Also the necessary materials for teaching and learning should be made available in secondary schools in order to create an effective environment for students who have interest in LSE.

5.5 Suggestion for Further Research

The following research studies were suggested:

(i) A research study on the impacts of LSE implementation in secondary schools in Koibatek Sub-County, Baringo County.

(ii) A research study on students’ and teachers’ attitudes towards teaching and learning LSE in secondary schools in Koibatek Sub-County, Baringo County.

(iii) A research on how to improve Life Skills Education implementation in secondary schools of Baringo County
REFERENCES


Orodho, A.J. (2009); *Techniques of Writing, Research Proposals and Reports, In Education and Social Science.*


APPENDICES

APPENDIX A: STUDENTS QUESTIONNAIRE

Introduction
My name is Grace Akinyi a master student at Kenyatta University. The purpose of my visit to your school is to carry out a research on the implementation of Life Skills education in Kenyan secondary schools.

Instruction
The following questions are seeking your view and opinion on the influence of effective implementation of Life Skills Education on academic performance. Please read the questions carefully and respond to each question as required. Your answers will be treated confidentially and shall not be revealed to anybody. The answers you will provide will help in improving the teaching of Life Skills education in Kenyan secondary schools. Do not write you name.

General Information
1. How old are you? [ ] years
2. Which form are you? ........................................................................................................................

Section A: Adequacy of the Content
1. How many times are you taught Life Skills in a week?
   Once [ ] Twice [ ] Not at all [ ]

2. Below is a list of topic that you are taught by your teachers. Tick the ones you have learnt
   Skills of knowing and living with oneself [ ]
   Skills of knowing and living with others [ ]
   Skills of effective decision making [ ]
   Creative thinking [ ]
   Self esteem [ ]
   Communication [ ]
   Empathy [ ]
   Skills of coping with stress [ ]
3. Do you think you are taught everything you need to be taught?
   Yes [ ]   No [ ]

4. Name some of the problems that you may be experiencing in learning Life Skills education
   a. ______________________________________________________
   b. ______________________________________________________
   c. ______________________________________________________
   d. ______________________________________________________

5. Give suggestions on how life skills education can be improved?
   i) ______________________________________________________
   ii) ______________________________________________________

6. Is Life Skills Education of any benefit to you?
   Yes [ ]   No [ ]

7. The teaching of Life Skills education in secondary curriculum is adequate and relevant to reduce the emerging issues in school community.
   Strongly agree [ ]   Agree [ ]
   Strongly disagree [ ]   Disagree [ ]

Section B Objective 2: Approaches
8. The following are some of the teaching activities used in teaching Life Skills education. Tick the ones you use.
   Case study [ ]   Role play [ ]
   Games [ ]   Discussion [ ]
   Story telling [ ]   Songs [ ]
   Poem [ ]   Debates [ ]

9. Are you comfortable learning life skills education?
   Yes [ ]   No [ ]

If No, what recommendations can you give? ________________________________
10. Which teaching methods do you like your teachers to use in teaching life skill education?
   Participatory teaching and learning [ ] Role Play [ ]
   Story Telling [ ] Case study [ ]

11. Do you think time allocated for teaching Life Skills education is enough for you?
   Yes [ ] No [ ]
   If yes/No explain_______________________________________________

12. Who is responsible for teaching Life Skill Education? Tick the one
   Class teacher [ ] Religious education teacher [ ]
   Specific trained teacher [ ] Any teacher [ ]

13. Are you included in identifying problems for discussion?
   Yes [ ] No [ ]
   If yes do you discuss solutions, plans and carry out effective action program
   Yes [ ] No [ ]

Section C Objective 3: Resources

14. Is Life Skill Education learning teaching materials adequate in your school?
   Yes [ ] No [ ]

15. This is a list of learning teaching materials used by your teachers. Tick the one used in your school
   Video [ ] Magazine [ ]
   Newspapers [ ] Books [ ]

16. Name some of the materials you use for learning Life Skills education not mentioned above__________________________________________________________
17. In your opinion, are the materials given adequate?
   Yes [ ] No [ ]
   Explain ________________________________________________________

18. Who provides the teaching/learning materials for life skill education
   Parents [ ] School [ ]
   NGO [ ] Available in the library [ ]

19. Does the inadequacy of teaching/learning materials affect academic performance?
   Yes [ ] No [ ]

20. How often do you use teaching aids in your class?
   Always [ ]
   Once in a while [ ]
   Not at all [ ]

21. What is the student text book ratio in life skill education in the school?
   1:2 [ ]
   1:4 [ ]
   1:10 [ ]
   1:20 [ ]

Section D Objective 4: Academic Performance
22. Do you think teaching Life Skills Education influence academic performance?
   ______________________________________________________________

   If yes how? ___________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
23. Below are some of the emerging issues that can have an influence on academic performance yet they can be controlled through the teaching of life skill education do you agree? Tick where appropriate.

<table>
<thead>
<tr>
<th>Emerging Issues</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rioting</td>
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<td>Teenage pregnancy</td>
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<td>Truancy</td>
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<tr>
<td>Indiscipline</td>
<td></td>
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</tr>
</tbody>
</table>

24. Life skill education is highly relevant to daily needs of young people.
   True [ ] False [ ]

25. Methods used in teaching Life Skill education can help to improve teacher student relationship which improves academic performance
   True [ ] False [ ]

26. Life Skill Education equips the learners with ability which enables them develop adaptive and positive behaviour to deal effectively with challenges and demands of every day life.
   True [ ] False [ ]

27. Life skill education helps in improving student parent relationship which improves academic performance
   True [ ] False [ ]
28. Below are some of social skills expected after effective implementation of life skill education which can improve academic performance. Indicate whether you Strongly Agree, Agree, Strongly Disagree, Disagree

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
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<td>Assertion</td>
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<td>Empathy</td>
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<tr>
<td>Self control</td>
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</tr>
<tr>
<td>Non of the above</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Thank you for your time and co-operation.
APPENDIX B: TEACHERS QUESTIONNAIRES

Introduction

My name is Grace Akinyi a master student at Kenyatta University. The aim of visiting your school is to carry out a research on the influence of effective implementation of Life Skills education on academic performance in your school.

Instruction

Your school has been selected for study. Please answer the following questions as truthful as possible. All information will be treated confidentially and your identity will not be revealed.

General Information

Teaching Experience [ ] Years

Professional Qualification ________________________________________________

Teaching Subjects __________________________________________________________

Section A: Adequacy of the content

1. Do you teach Life Skills education?
   Yes [ ] No [ ]

If No who teaches life skill and why?________________________________________

2. How many times do you teach Life Skills in a week?
   Once [ ] Twice [ ] Not at all [ ]

3. Do you think the curriculum contain all that should be taught?
   Yes [ ] No [ ]
4. Name some of the problems that you may be experiencing in teaching Life Skills education.

5. Give suggestions on how life skills education can be improved?

6. Is Life Skills Education of any benefit?
   Yes [ ]   No [ ]
   If yes how? and if No why? _________________________________

7. The teaching of Life Skills education in secondary curriculum is adequate and relevant to reduce the emerging issues in school community.
   Strongly agree [ ]   Agree [ ]
   Strongly disagree [ ]   Disagree [ ]

Section B Objective 2: Approaches

8. The following are some of the teaching activities used in teaching Life Skills education. Tick the ones you use when teaching.
   Case study [ ]   Role play [ ]
   Games [ ]   Discussion [ ]
   Story telling [ ]   Songs [ ]
   Poem [ ]   Debates [ ]

9. Are you comfortable teaching life skills education?
   Yes [ ]   No [ ]
10. Which teaching methods do you use in teaching life skill education?

Participatory teaching and learning [ ] Role Play [ ]
Story Telling [ ] Case study [ ]

11. Do you think time allocated for teach Life Skills education is enough?

Yes [ ] No [ ]
If yes/No explain______________________________

12. Who is responsible for teaching Life Skill Education? Tick the one

Class teacher [ ] Religious education teacher [ ]
Specific trained teacher [ ] Any teacher [ ]

13. What hinders successful teaching of Life Skill Education in your school?

Teacher training [ ] Time allocated [ ]
Teaching resources [ ] Attitudes [ ]

14. How often do you use participatory teaching and learning method?

Always [ ] Really [ ]
I never use [ ]

15. Do your learners identify their own problems through learning life skill education?

Yes [ ] No [ ]
If yes do they discuss solutions, plan and carry out effective action programme.

Yes [ ]  No [ ]

Section C Objective 3: Resources

16. What is your opinion about the suitability of text books used in teaching life skill education currently?

17. Is Life Skill Education learning teaching materials adequate in your school?

Yes [ ]  No [ ]

18. This is a list of learning teaching materials used in teaching Life Skill Education. Tick the one used in your school.

Video [ ]  Magazine [ ]

Newspapers [ ]  Books [ ]

19. Do you thing content given in the syllabus is adequate?

Yes [ ]  No [ ]

If no what should be added

20. How do you acquire your teaching/learning materials for life skill education

The environment [ ]  Borrowed [ ]

Bought by the school [ ]  All the above [ ]

21. Does the inadequacy of teaching/learning materials affect academic performance?

Yes [ ]  No [ ]
22. How often do you use teaching aids in your class
   Always [ ] Once in a while [ ] Not at all [ ]

23. What is the adequacy of Physical facilities e.g. class rooms, desks, chairs
   Adequate [ ] Inadequate [ ]

24. Have you been trained to teach Life Skill Education?
   Yes [ ] No [ ]
   If yes how long? ________________________________

25. Do you think materials used to teach life skill education are adequate to assist your students in achieving life skill education knowledge?
   Yes [ ] No [ ]

26. The following resources available to implementation of LSE

<table>
<thead>
<tr>
<th>Item</th>
<th>Available</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIE Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schemes of Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Records of Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text Books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson allocation for LSE on the time table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Aids</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section D Objective 4: Academic Performance

27. Do you think teaching life skill education affects performance?
   If yes how? ________________________________
28. Below are some of the emerging issues that can have an influence on academic performance yet they can be controlled through the teaching of life skill education do you agree? Tick where appropriate.

<table>
<thead>
<tr>
<th>Emerging Issues</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
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</thead>
<tbody>
<tr>
<td>Rioting</td>
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<tr>
<td>Teenage pregnancy</td>
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<tr>
<td>Indiscipline</td>
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</tbody>
</table>

29. Life skill education is highly relevant to daily needs of young people.

True [ ]  False [ ]

30. Methods used in teaching Life Skill education can help to improve teacher student relationship which improves academic performance

True [ ]  False [ ]

31. Life Skill Education equips the learners with ability which enables them develop adaptive and positive behaviour to deal effectively with challenges and demands of every day life.

True [ ]  False [ ]

32. Life skill education helps in improving student parent relationship which improves academic performance

True [ ]  False [ ]
33. Below are some of social skills expected after effective implementation of life skill education which can improve academic performance. Indicate whether you Strongly Agree, Agree, Strongly Disagree, Disagree

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
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</thead>
<tbody>
<tr>
<td>Cooperation</td>
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<tr>
<td>Non of the above</td>
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</table>

*Thank you for your time and cooperation.*
APPENDIX C: INTERVIEW SCHEDULE FOR PRINCIPALS

Introduction

My name is Grace Akinyi a master student at Kenyatta University. The purpose of my visit to your school is to carry out a research on the influence of effective implementation of Life Skills education on academic performance in Kenyan secondary schools.

Instruction

Your school has been selected for study. Please answer the following questions as truthful as possible. All information will be treated confidentially and your identity will not be revealed.

Demographic Information

Professional qualification   [ ]   Teaching subjects   [ ]

Duration of headship   [ ]

What is the total enrolment   Boys   [ ]   Girls   [ ]

Section A: Adequacy of the content

1. What is the government policy on Life Skills Education________________________

2. Is Life Skill Education taught in your school?
   Yes   [ ]   No   [ ]

   If No, why______________________________________________________________

3. How much time is allocated for Life Skills in a week?
   Once   [ ]   Twice   [ ]

   Not at all   [ ]
4. Do you think the time allocated is enough?
   Yes [ ] No [ ]
   If No, suggest appropriate time ____________________________

5. Do you think the curriculum contain all that should be taught?
   Yes [ ] No [ ]

6. Name some of the problems that you may be experiencing in teaching and implementing Life Skills education ____________________________
   ____________________________

7. Give suggestions on how life skills education can be improved?
   ____________________________
   ____________________________

8. Is Life Skills Education of any benefit?
   Yes [ ] No [ ]
   If yes how? and if No why? ____________________________

9. The teaching of Life Skills education in secondary curriculum is adequate and relevant to reduce the emerging issues in school community.
   Strongly agree [ ]
   Agree [ ]
   Strongly disagree [ ]
   Disagree [ ]
Section B Objective 2: Approaches

10. The following are some of the teaching activities used in teaching Life Skills education. Tick the ones your teachers use when teaching.

<table>
<thead>
<tr>
<th>Activity</th>
<th>[ ]</th>
<th>Role play</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study</td>
<td>[ ]</td>
<td>Games</td>
<td>[ ]</td>
</tr>
<tr>
<td>Games</td>
<td>[ ]</td>
<td>Discussion</td>
<td>[ ]</td>
</tr>
<tr>
<td>Story telling</td>
<td>[ ]</td>
<td>Songs</td>
<td>[ ]</td>
</tr>
<tr>
<td>Poem</td>
<td>[ ]</td>
<td>Debates</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

11. Are you comfortable having life skills education taught in your school?

Yes [ ]  No [ ]

If No, what recommendations can you give ______________________________

12. Which teaching methods do your teachers use in teaching life skill education?

<table>
<thead>
<tr>
<th>Method</th>
<th>[ ]</th>
<th>Role Play</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participatory teaching and</td>
<td>[ ]</td>
<td>Role Play</td>
<td>[ ]</td>
</tr>
<tr>
<td>learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story Telling</td>
<td>[ ]</td>
<td>Case study</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

13. Do you think time allocated for teach Life Skills education is enough?

Yes [ ]  No [ ]

If yes/No explain ______________________________

14. Who is responsible for teaching Life Skill Education? Tick the one

<table>
<thead>
<tr>
<th>Role</th>
<th>[ ]</th>
<th>Religious education teacher</th>
<th>[ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class teacher</td>
<td>[ ]</td>
<td>Religious education teacher</td>
<td>[ ]</td>
</tr>
<tr>
<td>Specific trained teacher</td>
<td>[ ]</td>
<td>Any teacher</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
15. What hinders successful teaching of Life Skill Education in your school?

Teacher training [ ] Time allocated [ ]
Teaching resources [ ] Attitudes [ ]

16. How often do you use participatory teaching and learning method?

Always [ ] Really [ ]
I never use [ ]

34. Do you have lesson plans for teaching life skills education?

Yes [ ] No [ ]

If yes how is it being used ____________________________
How well do the teacher show mastery of content ________________
_____________________________________________________

35. Do your learners identify their own problems through learning life skill education?

Yes [ ] No [ ]

If yes do they discuss solutions, plan and carry out effective action programme.

Yes [ ] No [ ]
Section C Objective 3: Resources

17. What is your opinion about the sustainability of text books used in teaching life skill education currently?  

18. Is Life Skill Education learning teaching materials adequate in your school?  
Yes [ ] No [ ]

19. This is a list of learning teaching materials used in teaching Life Skill Education. Tick the one used in your school.  
Video [ ] Magazine [ ]
Newspapers [ ] Books [ ]

20. Do you think content given in the syllabus is adequate?  
Yes [ ] No [ ]  
If no what should be added ________________________________

21. How do you acquire your teaching/learning materials for life skill education?  
The environment [ ] Borrowed [ ]
Bought by the school [ ] All the above [ ]
Others specify ________________________________

22. Does the inadequacy of teaching/learning materials affect academic performance?  
Yes [ ] No [ ]
23. How prepared is your school to implement LSE?
   Always [ ]         Once in a while [ ]
   Not at all [ ]

24. What is the student text book ratio in life skill education in the school?
   1:2   [ ]         1:4   [ ]
   1:10  [ ]         1:20  [ ]

25. How many teachers are trained to teach Life Skill Education?

26. Do you think materials used to teach life skill education are adequate to assist your students in achieving life skill education knowledge?
   Yes [ ]            No    [ ]

Section D Objective 4: Academic Performance

27. Do you think teaching life skill education affects performance?
   If yes how?

28. Below are some of the emerging issues that can have an influence on academic performance yet they can be controlled through the teaching of life skill education do you agree? Tick where appropriate.

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<thead>
<tr>
<th>Emerging Issues</th>
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   True [ ]   False [ ]

30. Methods used in teaching Life Skill education can help to improve teacher student relationship which improves academic performance
   True [ ]   False [ ]

31. Life Skill Education equips the learners with ability which enables them develop adaptive and positive behaviour to deal effectively with challenges and demands of every day life.
   True [ ]   False [ ]

32. Life skill education helps in improving student parent relationship which improves academic performance
   True [ ]   False [ ]

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Thank you for your time and co-operation.
## APPENDIX D: TIME FRAME

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## APPENDIX E: BUDGET ESTIMATES

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<td>Transport/lunch from Eldama Ravine to Nakuru library.</td>
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<td>Transport and lunch</td>
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APPENDIX F: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

Ref: No. 5th February, 2015

NACOSTI/P/15/2012/4601

Grace Akinyi Omiya
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of effective implementation of life skills education on student academic performance in secondary schools in Koibatek Sub County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Baringo County for a period ending 28th February, 2015.

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

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

DR. M. K. RUGUTT, PhD, HSc.
DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Baringo County.

The County Director of Education
Baringo County.
APPENDIX G: RESEARCH AUTHORIZATION

THIS IS TO CERTIFY THAT:

MS. GRACE AKINYI OMIYA
of KENYATTA UNIVERSITY, 0-20103
ELDAMA RAVINE,
has been permitted to
conduct research in Baringo County

on the topic: INFLUENCE OF EFFECTIVE
IMPLEMENTATION OF LIFE SKILLS
EDUCATION ON STUDENT ACADEMIC
PERFORMANCE IN SECONDARY
SCHOOLS IN KOIBATEK SUB-COUNTY,
KENYA

for the period ending:
28th February, 2015

Applicant's
Signature

Permit No : NACOSTH/P/15/2012/6401
Date Of Issue : 5th February, 2015
Fee Received : Ksh 1,000

Secretary
National Commission for Science, Technology & Innovation

CONNECTIONS

1. You must report to the County Commissioner and
   the County Education Officer of the area before
   embarking on your research. Failure to do that
   may lead to the cancellation of your permit.

2. Government Officers will not be interviewed
   without prior appointment.

3. No questionnaire will be used unless it has been
   approved.

4. Excavation, filming and collection of biological
   specimens are subject to further permission from
   the relevant Government Ministries.

5. You are required to submit at least two (2) hard
   copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to
   modify the conditions of this permit including
   its cancellation without notice.

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 4180

CONDITIONS: see back page