TEACHING OF LIFE SKILLS EDUCATION FOR THE
REDUCTION OF VIOLENCE IN PUBLIC SECONDARY
SCHOOLS IN KIENI WEST SUB-COUNTY, KENYA

NYINGI JOHN MUCHIRI

A RESEARCH PROJECT REPORT SUBMITTED TO THE
DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY,
PLANNING AND CURRICULUM STUDIES, SCHOOL OF
EDUCATION, IN FULFILLMENT OF THE AWARD OF MASTER
OF EDUCATION DEGREE IN EDUCATIONAL
ADMINISTRATION OF KENYATTA UNIVERSITY

DECEMBER, 2015
DECLARATION

I declare that this research 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 (including spoken words), graphics, pictures or tables 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.

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

Nyingi John Muchiri Date
E55/NYI/PT/26380/2011

This project report has been submitted for appraisal with our approval as University Supervisors.

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

Dr. Mary Chui Date
Mount Kenya University

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

Dr. Nobert Ogeta Date
Department of Educational Management, Policy and Curriculum Development, Kenyatta University
DEDICATION

This work is dedicated to my late mother, Mukami wa Nyingi, who used to encourage me to study to the highest level.
ACKNOWLEDGEMENT

I am grateful to God for the opportunity He gave me to study. It took his hand even for the financing as I paid fees for the masters’ programme and for my children.

Special thanks go to my wife Margaret Muchiri, who would on numerous occasions surprise me with fees deposit slips for the juniors thus leaving me to only worry about my own fees. I remain indebted for this. I am grateful to my last born son, Victor Muchiri, who would always remind me to do my homework.

I feel greatly indebted to my academic supervisors, Dr. Mary Chui and Dr. Nobert Ogeta for their expert guidance throughout the research project time, from the concept proposal to project proposal and project report writing. My gratitude also goes to the members of the academic staff who took me through the various concepts that culminated in the presentation of this research project report. I am also grateful to the members of the non-academic staff who always came handy to assist whenever I needed their assistance.

Special acknowledgement goes to my class mates: Ann Mwangi, Bancy Muraguri and Paul Ngatia, who were an encouragement both in and out of class. I am grateful to my workmates who gave me their support throughout my study. I am indebted to Sister Rose Mwangi who always came in handy to assist me with research materials. Special thanks go to the participants in this research who made it easy for me to collect data within the time limits I had set for the exercise.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>TITLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION ...........................................</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION .............................................</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT ........................................</td>
<td>iv</td>
</tr>
<tr>
<td>TABLE OF CONTENT .......................................</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF TABLES ..........................................</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF FIGURES .........................................</td>
<td>xii</td>
</tr>
<tr>
<td>ABBREVIATIONS AND ACRONYMNS ..........................</td>
<td>xiv</td>
</tr>
<tr>
<td>ABSTRACT ...............................................</td>
<td>xv</td>
</tr>
</tbody>
</table>

## CHAPTER ONE: INTRODUCTION ............................................. 1

1.0 General Introduction .............................................. 1  
1.1 Background to the Study ......................................... 1  
1.2 Statement of the Problem ........................................ 4  
1.3 The Purpose of the Study ........................................ 6  
1.4 Objectives of the Study ......................................... 6  
1.5 Research Questions ............................................... 6  
1.6 Significance of the Study ...................................... 7  
1.7 Scope of the Study ............................................... 7  
1.8 Limitations of the study ........................................ 8  
1.9 Delimitation of the Study ...................................... 8  
1.10 Assumptions of the Study .................................... 9  
1.11 Theoretical Framework ....................................... 9  
1.12 Conceptual Framework ..................................... 10  
1.13 Operational Definition of Terms ........................... 12

## CHAPTER TWO: LITERATURE REVIEW ............................................. 13

2.0 General Introduction .............................................. 13  
2.1 Status of Violence in Secondary Schools ...................... 13  
2.2 Status of Life Skills Education in Secondary Schools ......... 19  
2.3 Extent to which Life Skills Education has Reduced Violence in Secondary Schools ........................................... 24
# CHAPTER THREE: METHODOLOGY .......................................................... 28
3.0  General Introduction .......................................................................... 28
3.1  Research Design ................................................................................. 28
3.2  Location of the Study .......................................................................... 29
3.3  The Target Population ........................................................................ 29
3.4  Sample Selection .................................................................................. 30
3.5  The Research Instruments ................................................................. 31
3.6  Pilot Study ............................................................................................. 32
    3.6.1  Validity of the Study Instruments ............................................... 32
    3.6.2  Reliability of the Study Instruments .......................................... 33
3.7  Data Collection Procedure .................................................................. 33
3.8  Data Analysis and Presentation .......................................................... 34
3.9  Ethical Issues ......................................................................................... 35

# CHAPTER FOUR: PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS......................................................... 36
4.0  General Introduction ............................................................................. 36
4.1  The Status of Violence in Public Secondary Schools in Kieni West .... 36
    4.1.1  Types of Violence Witnessed In Schools .................................... 37
        4.1.1.1  Physical violence ................................................................. 38
        4.1.1.2  The use of insults ............................................................... 39
        4.1.1.3  Spreading Rumours ............................................................ 40
        4.1.1.4  Social Isolation ................................................................. 41
        4.1.1.5  Hiding of items belonging to victims ................................. 41
        4.1.1.6  Destruction of property ..................................................... 42
        4.1.1.7  The frequency occurrence of types of violence in public .... 42
    4.1.2  The causes of violence in public secondary schools in Kieni West Sub County ................................................................. 44
        4.1.2.1  Competition for resources as a cause of violence ............ 46
        4.1.2.2  Personal revenge for insults ............................................. 47
4.1.2.3 Personal revenge for being reported ..........................................47
4.1.2.4 Personal revenge for rumours .....................................................48
4.1.2.5 Avenging a friend for assault ......................................................49
4.1.2.6 Avenging the mother for rumours ...............................................49
4.1.2.7 Avenging the father for rumours as a cause of violence .......50
4.1.2.8 Avenging the family for rumours as a cause of violence ....50
4.1.2.9 Avenging the tribe for rumours as a cause of violence ......51
4.1.2.10 Avenging a religion for rumours as a cause of violence ....52
4.1.2.11 Violence for no reason at all ....................................................52
4.1.2.12 Violence to avoid mocks ..........................................................52
4.1.2.13 Boy/girl relationship as a cause of violence ......................53
4.1.2.14 Summary on the causes of violence ......................................53

4.1.3 The victims of violence .....................................................................54
4.1.3.1 New students as victims of violence ........................................55
4.1.3.2 Younger students as victims of violence ..................................56
4.1.3.3 Smaller students as victims of violence by bigger ones .......56
4.1.3.4 Older students as victims of younger ones ...............................56
4.1.3.5 Bigger students as victims of smaller ones ...............................57
4.1.3.6 Minority tribe victimized by majority tribe ...............................57
4.1.3.7 Majority tribe as victims of minority tribe ...............................58
4.1.3.8 Victims and bullies are of equal status .....................................58
4.1.3.9 Boys insulted by girls .................................................................59
4.1.3.10 Girls assaulted by boys ...............................................................59
4.1.3.11 Support staff bullied by students .............................................59
4.1.3.12 Teachers bullied by students ...................................................59
4.1.3.13 Meddlers as victims of violence ...............................................60
4.1.3.14 Summary on victims of violence .............................................60

4.1.4 Time when violence occurred .........................................................61
4.1.4.1 Prep time ..................................................................................62
4.1.4.2 Break time ................................................................................62
4.1.4.3 En route to and from school ......................................................63
4.1.4.4 Between lessons & supper .........................................................63
4.1.4.5 At night in dormitory .................................................................64
4.1.4.6 During weekends.................................................................64
4.1.4.7 During games .................................................................65
4.1.4.8 Any time the students are free..........................................65
4.1.4.9 Summary on time when violence occurs............................65
4.1.5 Those likely to become violent..............................................66
4.1.6 Students’ attitude towards bullies .......................................67
4.1.6.1 Students’ general attitude towards bullies .......................68
4.1.6.2 Popularity of bullies by gender .......................................68
4.1.6.3 Popularity of the girl bullies by gender .............................70
4.1.6.4 Popularity of boys bullies by gender .................................70
4.1.6.5 Summary on popularity of bullies ....................................71
4.1.7 Summary on the status of violence in public secondary schools in Kieni West.................................................................72
4.2 The status of life skills education in public secondary schools ..........73
4.2.1 The age categories of the teachers of Life Skills Education in public secondary schools .......................................................74
4.2.2 The number of principals teaching Life Skills Education per gender 75
4.2.3 Teachers’ preparedness to teach Life Skills Education .............76
4.2.4 The level of student involvement in LSE ................................81
4.2.5 The popularity of Life Skills Education .................................82
4.2.6 Summary on the status of Life Skills Education .....................83
4.3 The extent to which life skills education has reduced violence in public secondary schools in Kieni west .........................................................84
4.3.0 General Introduction ..........................................................84
4.3.1 Evidence of reduced incidents of violence ............................84
4.3.2 Comparison of form three class against itself while in lower forms .88
4.3.3 The relationship between the teaching of Life Skills Education and violence in public secondary schools ..........................89
4.3.4 Summary of the extent to which Life Skills Education has reduced violence .................................................................91
4.4 Strategies to Improve Live Skills Education in Public Secondary Schools Kieni West Sub County .................................................................92
4.4.1 The Use of Examinations .....................................................93
4.4.2 Revision of LSE syllabus ................................................................. 93
4.4.3 Change of teaching hours ............................................................... 93
4.4.4 Training of LSE teachers ................................................................. 94
4.4.5 Introduction of Field Visits .............................................................. 95
4.4.6 Use of Text Books ........................................................................... 95
4.4.7 Use of Resource Persons ................................................................. 95
4.4.8 Recognition of Teachers of LSE ...................................................... 96
4.4.9 Summary of Strategies to Improve LSE ........................................... 96

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ........................................................................ 98
5.1 Summary of the Findings .................................................................... 98
  5.1.1 The status of violence in public secondary school in Kieni West Sub County ................................................................. 98
  5.1.2 The status of Life Skills Education in public secondary school in Kieni West Sub County .................................................. 100
  5.1.3 The extent to which Life Skills Education has reduced violence in public secondary schools in Kieni West Sub County .......... 101
  5.1.4 Strategies to improve Life Skills Education in public secondary schools in Kieni West Sub County .............................................. 103

5.2 Conclusions ......................................................................................... 107
  5.2.1 The Status of violence in public secondary schools in Kieni West Sub County ................................................................. 107
  5.2.2 The Status of Life Skills Education in public secondary schools in Kieni West Sub County .................................................. 108
  5.2.3 The Extent to which Life Skills Education has reduced violence in public secondary schools in Kieni West Sub County .......... 108
  5.2.4 The Strategies to improve Life Skills Education in Kieni West Sub County ................................................................. 109

5.3 Recommendations ............................................................................... 110
  5.3.1 The Status of violence in public secondary schools in Kieni West Sub County ................................................................. 110
The Status of Life Skills Education in public secondary schools in Kieni West Sub County ................................................................. 111

The Extent to which Life Skills Education has reduced violence in public secondary schools in Kieni West Sub County ...................... 112

The Strategies to improve Life Skills Education in Kieni West Sub County ......................................................................................... 113

Recommendations for Further Research ................................................................. 114

REFERENCES ................................................................................................................. 116

APPENDICE ........................................................................................................... 120
APPENDIX 1: OBSERVATION SCHEDULE ................................................................. 120
APPENDIX 2: DOCUMENT OBSERVATION SCHEDULE .............................................. 123
APPENDIX 3: QUESTIONNAIRE FOR TEACHERS ....................................................... 125
APPENDIX 4: QUESTIONNAIRE FOR SCHOOL HEADS ............................................... 130
APPENDIX 5: QUESTIONNAIRE FOR PREFECTS ....................................................... 136
APPENDIX 6: QUESTIONNAIRE FOR STUDENTS ...................................................... 139
APPENDIX 7: RESEARCH AUTHORIZATION BY NYERI C.D.E ............................... 142
APPENDIX 8: AUTHORIZATION BY NYERI COUNTY COMISSIONER .................. 143
APPENDIX 9: RESEARCH PERMIT ........................................................................ 144
APPENDIX 10: DORMITORY BELONGING TO ENDARASHA BOYS HIGH SCHOOL- KIENI WEST SUB-COUNTY .......................... 145
# LIST OF TABLES

| Table 3.1: | A Summary of the Sample Size | 31 |
| Table 4.1: | A Summary of reports on types of violence witnessed in public secondary schools in Kieni West | 37 |
| Table 4.2: | Percentage witnesses of causes of violence in Public Sec. Schools | 46 |
| Table 4.3: | A summary of victims of violence in public secondary schools in Kieni West | 55 |
| Table 4.4: | Summary of the time of violence occurrence in public secondary schools in Kieni West | 61 |
| Table 4.5: | Popularity of bullies among students | 67 |
| Table 4.6: | Summary of student involvement in LSE in public schools in Kieni West | 81 |
| Table 4.7: | Summary of violence that is solved by the students in percentage | 85 |
| Table 4.7.1: | Comparison of drop in violence in form 3 with that of entire school | 86 |
| Table 4.7.2: | Comparison of violence in form 3 with that of entire school | 86 |
| Table 4.8: | Comparison of data for relationships | 89 |
| Table 4.9: | Suggested strategies to improve Life Skills Education | 92 |
LIST OF FIGURES

Figure 1.1: The Conceptual Framework .................................................................11
Figure 4.1: Summary of reports on types of violence witnessed in public secondary schools in Kieni West .................................................................37
Figure 4.2: Types of punishment used to control physical violence ..................39
Figure 4.3: Summary of types of violence witnessed in public Sec. Sch. in Kieni West .................................................................43
Figure 4.4: Types of punishments used to control violence in public secondary schools in Kieni west sub-county .................................................................44
Figure 4.5: Summary of causes of violence as witnessed in Kieni West .............45
Figure 4.6: Summary of causes of violence in public secondary schools in Kieni West ........................................................................................................53
Figure 4.7: A summary of victims of violence in public secondary schools in Kieni West .................................................................54
Figure 4.8: Summary of the time of violence occurrence in public secondary schools in Kieni West .................................................................61
Figure 4.9: Summarized data on time of violence occurrence ................................66
Figure 4.10: A summary of students likely to become bullies in public secondary school ........................................................................................................66
Figure 4.11: Students’ attitude toward bullies in Kieni West ............................68
Figure 4.13: Unpopularity of bullies by gender in public secondary schools in Kieni West ........................................................................................................69
Figure 4.14: Popularity of girl bullies by gender in public secondary schools in Kieni West ........................................................................................................71
Figure 4.15: Summary of popularity of bully boys by gender ..............................71
Figure 4.16: The distribution of L.S.E teachers across the age categories in Kieni West ........................................................................................................74
Figure 4.17: A summary of principals who teach Life Skills Education in Kieni West ........................................................................................................75
Figure 4.18: A summary of teachers with some form of training in LSE in Kieni West ........................................................................................................76
Figure 4.19: A Summary of teachers who get in-service training in LSE in Kieni West ........................................................................................................77
Figure 4.20: A Summary of teachers of LSE who prepared schemes of work .......77
Figure 4.21: A Summary of teachers who kept records of work ............................................. 77
Figure 4.22: A Summary of teachers who had set targets to be achieved in LSE in Kieni West .............................................................................................................. 78
Figure 4.23: A Summary of teachers of LSE who prepared for lessons in Kieni West .............................................................. .............................................................. 78
Figure 4.24: Summary of reasons given for no schemes and records of work in SLE 79
Figure 4.25: Frequency of LSE departmental meetings in public secondary schools in Kieni West .............................................................................................................. 80
Figure 4.26: A Summary of teachers’ attitude towards LSE in Kieni West ................. 80
Figure 4.27: A Summary of the recognition received by teachers of LSE in Kieni West ........................................................................................................................................... 81
Figure 4.28: Summary of student involvement in LSE in public secondary schools in Kieni West ........................................................................................................................................... 82
Figure 4.29: Popularity of LSE with teachers in public secondary schools in Kieni West ........................................................................................................................................... 83
Figure 4.30: Popularity of LSE with students in public secondary schools in Kieni West ........................................................................................................................................... 83
Figure 4.31: Comparison of drop in violence in form 3 with that of entire school ..... 87
Figure 4.32: Summary of cases reported in public secondary schools in Kieni West in 2015 ........................................................................................................................................... 87
# ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS</td>
<td>Chicago Public Schools</td>
</tr>
<tr>
<td>CRF-USA</td>
<td>Constitutional Rights Foundation of United States of America</td>
</tr>
<tr>
<td>DRC</td>
<td>Democratic Republic of Congo</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>K.I.C.D</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>LSE</td>
<td>Life Skills Education</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>S.D.T</td>
<td>Self-determination Theory</td>
</tr>
<tr>
<td>SCBS</td>
<td>School Climate Bullying Survey</td>
</tr>
<tr>
<td>UNESCO</td>
<td>Nations Education, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>WHO</td>
<td>Health Organization</td>
</tr>
</tbody>
</table>
ABSTRACT

The study sought to establish the extent to which teaching of Life Skills Education has reduced violence in public secondary schools. It was guided by the Self-Determination Theory and the Theory of Institutional Change. Literature review was limited for Kenyan situation and relevant information from other countries was therefore used to determine what constituted school violence and how those countries solved it. This literature showed that in the developed world, school violence was both physical and psychological. It also revealed that Life Skills Education had been used to reduce violence in Europe and that it was a recommended approach for the reduction of violence in Africa. The study adopted the descriptive survey design. Public secondary schools were sampled using simple random method and the same was used to sample form three students. The school principals, teachers of Life Skills Education and form three students were purposefully selected. The tools of this study were the questionnaire, observation schedule and document observation schedule. These were tested in a pilot study and Cronbach’s coefficient alpha method was used to determine their internal consistency. They were considered reliable because they yielded a reliability coefficient of 0.9 for the questionnaire and 0.8 for the observation schedules. The data collected was organized according to themes, analyzed into percentages and correlations tested using Pearson Coefficient Correlation. The study established that the level of violence reduced according to the seniority of class in Kieni West sub-county. It also established that public secondary schools were potentially violent. It further established that most of violence witnessed in public secondary schools was triggered by desire to revenge. Psychological violence was reported to be the most common type of violence in public secondary schools in Kieni West sub-county and that this type of violence came in many forms such as use of insults, spreading of malicious rumours against the victim, social isolation and hiding of other students’ items. However, it was very discreet and was seldom discovered by the school administrations unless students reported it. The research revealed that the girls adored the bullies in their schools and that they had a higher probability of fighting back if provoked to violence. The boys on the other side avoided the company of bullies and would mainly seek justice from the school administration if provoked to violence. The study therefore concluded that the girl was more likely to be violent while the boy was likely to avoid violence. The study also established that there existed a strong positive correlation between L.S.E lesson attendance and the reduction of violence in schools. There also existed a strong negative correlation between teacher preparation for teaching L.S.E and school violence. It was therefore concluded that teaching of L.S.E was an effective weapon against school violence. However, L.S.E was not given enough attention in public secondary schools. This study recommended that all teachers of LSE should be trained to teach the subject and recognition of their work in the subject. L.S.E should also be allocated time on the Time Table during teaching hours.
CHAPTER ONE
INTRODUCTION

1.0 General Introduction

This chapter serves as an introduction to this work of research that was sought to establish whether teaching of Life Skills Education has been an effective weapon against school violence in public secondary schools in Kieni West Sub-county.

1.1 Background to the Study

The issue of violence in schools is a universal concern that affects all countries in the world (Ciarrochi, Forgas & Mayer, 2006). There is international increase in the occurrence of crime, violence and abuse, that take the form of teasing and harassment, assaults, rape, verbal abuse, and bullying that affect all aspects of the communities and schools (CJCP, 2006). School violence affects students, teachers, school property, the educational process, and the community (Stephens, 1997). Bracy & Kupchik (2009) add that the effect of school violence goes beyond the attackers and the victims; it also affects students who are exposed to the attack, either directly or through the media. UNESCO (2008) asserts that if the world is to achieve the Education for All (EFA) goals, attention must be given to violence in learning contexts. Numerous expert forums have been held in prevention of school violence; notable amongst these are the, UNESCO (2007) “Stopping Violence in Schools: What Works?,” the 4th World Conference on Violence at School and Public Policies sponsored by UNESCO and the International Observatory of Violence in the School Environment in 2008 in Lisbon. These undertaking reflect a concerted effort by a wide range of experts, educators, concerned stakeholders and relevant institutions towards this end.
According to Stephens (1997), school violence is a problem that has gained much attention in the United States and Europe. The CRF- USA (Constitutional Rights Foundation- USA) (2015) show that school violence had increased from 71% to 81% between 1999 and 2004 in the US. They state that young children have had access to weapons with 40% of the children reporting that they could get guns if they wanted, 28% had handled guns without their parents’ permission or supervision while 17% had carried concealed guns. This access and constant watching of violent cartoons lead to violence. CRF also say that children report the existence of gangs at school. They state that parents have left the duty to nurture their children to teachers who find it hard to play the roles of surrogate parents, educators, social service providers and law enforcement agents. The US is not the only country with alarming record of school violence; the occurrence of school violence in other countries of the world is baffling. WHO (2006) reported that the France Education Minister stated that schools were seriously violent while reports from Australia showed that 175 school attacks on students and teachers were witnessed. The Education Ministry of Japan conducted a survey in 2007 and the result indicated that 52,756 cases of violent attacks perpetrated in public schools, were discovered. A study conducted in Belgium indicated that teachers are deciding to leave the profession because they feel insecure (Stephens, 1997). According to Mooij (2005), school violence is occurring at a high rate in developing countries and its impact on society, including on education, is more intensive, due to the problems related to scarcity of resources. The African Child Policy Forum (ACPF) (2010) calls the violence in schools “an extremely grave problem” in a number of African countries, including the Democratic Republic of Congo (DRC), Nigeria, Sierra Leone, Cameroon, South Africa, Sudan and Zambia. A 2010 survey found that in Cameroon, 16 % of secondary school students had
experienced violence in school, in Sierra Leone 71%, in Nigeria 66%, Senegal 61%, 58% in DRC and 44% in Burkina Faso. Male perpetrators included adult neighbors who were reported by 51% of the respondents in DRC and 36% in Senegal and Burkina Faso. Male strangers were reported by 37% of the girls in Senegal and DRC (ACPF, 2010). In Kenya cases of school violence have been reported as far back as 1908 when Maseno Secondary School students went on strike (Republic of Kenya, 2001). Since then, there has been an increase in the frequency and number in recent years. In 1991, male students in a mixed High school invaded a girls’ dormitory and raped 70 and killed 19 female students in Meru.(Wango,2013). In 1999, students in Nyeri High School burnt 4 prefects to death. (Nasibi,2009). In 2001, 68 students Kyanguli Secondary School were burnt to death and scores injured after their dormitory was set on fire reportedly by two boys. (Wango, 2013). In 2010, Endarasha Boys High School in Kieni West Sub-county witnessed fatal school violence. Two students were burnt beyond recognition after a dormitory was reportedly set ablaze by fellow students. (Njagi, 2010)

The main goals of the Life Skills approach is to enhance young people’s ability to take responsibility for making choices, resisting negative pressure and avoiding risky and violent behaviour. UNESCO (2005) observes that life skills are instrumental to the reduction of school violence and as such, it is imperative that school systems should strive to develop these competencies among the students. World Health Organization (WHO) (2006) lists ten core life skills as; self-awareness, empathy, creative thinking, critical thinking, decision making, problem solving, effective communication, inter personal skill and ability to cope with stress and emotion. The need to focus on Life Skills as a critical response to the challenges facing young
people today is highlighted in a number of international recommendations, including the Convention on the Rights of the Child, the International Conference on Population and Development, and Education for All. The Council of Europe (2006) observed that the life skills programme had helped to reduce school violence in Iceland and that in the Netherlands and Norway; it was more effective than programmes that focused rather specifically on violence or bullying. However, there has been a growing awareness that Life Skills Education for children and adolescents have for a long time been largely neglected in education programmes in the Eastern and Southern Africa Region (UNESCO, 2009).

Viljoen (2014) states that majority of children do not have the opportunity to learn life skills from their families. It is the school, rather than their parents, that is now responsible for helping these children to develop and learn life skills. Life Skills Education was introduced into the Kenyan school curriculum in the year 2006. Its main objective was to equip students and teachers with the adaptive abilities and positive behaviour that would enable them to deal effectively with the demands and challenges of everyday life (KIE, 2008). However, school violence has been on the rise and thus a study was required to verify the effectiveness of Teaching of Life Skills Education in reducing school violence.

1.2 Statement of the Problem

Secondary school students have problems in handling their daily challenges as evidenced by increased incidences of violence in learning institutions. The violence has manifested itself in various forms: rape, arson, murder, destruction of school property among others. The introduction of Life Skills Education in the school curriculum in 2006 was championed as a panacea to ever increasing incidents of
school violence. However, available evidence indicates that this was yet to be achieved and raised serious doubts on the efficacy of the Life Skills curriculum offered in secondary schools. Nyeri County, for instance, had witnessed a worrying trend in school violence as student unrest had evolved from simple protests to destruction of property, burning of schools, murder of prefects, alleged devil worship, homosexuality and drug abuse. Some of the cases of unrest cited included Giakanja Secondary School, where students burnt dining hall chairs and broke windows. They also invaded surrounding farms, destroyed crops and stole property. Nyeri High school witnessed unprecedented violence when 4 prefects were burnt to death in 1999. In 2010, Endarasha Boys High School in Kieni West Sub-county, two students were burnt to death after a dormitory. There were also silent cases that went unreported especially in rural schools.

This had been happening against the back drop of Life Skills Education in Kenyan secondary schools which was expected to inculcate self-control and decision making, which are instrumental in reducing school violence. The evaluation studies that had been conducted so far had not given satisfactory documentation on the coverage, method of delivery and extent to which Life Skills Education in secondary schools in Kenya was being implemented or to what success it had been used to reduce violence in public secondary schools. This study sought to establish how effective the teaching of Life Skills Education was in reducing violence in public secondary schools in Kieni West Sub-county.
1.3 The Purpose of the Study

The purpose of this study was to establish the effectiveness of Life Skills Education in reducing violence in public secondary schools in Kieni West Sub-County, Nyeri County, Kenya.

1.4 Objectives of the Study

This study was guided by the following research objectives.

i. To determine the status of violence in public secondary schools in Kieni West Sub-County.

ii. To examine the status of Life Skills Education in public secondary schools in Kieni West Sub-County.

iii. To assess the extent to which Life Skills Education has reduced violence in public secondary schools in Kieni West Sub-County.

iv. To determine the strategies to improve Life Skills Education in Kieni West Sub-County.

1.5 Research Questions

This study addressed the following research questions.

i. What is the status of violence in public secondary schools in Kieni West Sub-County?

ii. What is the status of Life Skills Education in public secondary schools in Kieni West Sub-County?

iii. To what extent has Life Skills Education reduced violence in public secondary schools in Kieni West Sub-County?

iv. What strategies can be put in place to improve Life Skills Education in Kieni West Sub-County?
1.6 Significance of the Study

This study is significant in a number of ways. Firstly, education stakeholders and policy makers can make use of the findings of this study to gain insight in the fight against violence in secondary schools. The Ministry of Education and the Kenya Institute of Education can make use of the research findings as a baseline survey to evaluate the Life Skills Education curriculum offered in schools. The study may help curriculum developers to determine whether to retain the current Life Skills Education curriculum as it is or to revise it. It established the extent to which the teaching of Life Skills Education has been a success in reducing school violence and made recommendations. Secondary school teachers might use these findings to evaluate their effectiveness in the teaching of Life Skills Education and review their instructional delivery approaches. This in turn may help the students to get appropriate life skills for dealing with challenges that put their lives at risk of violent behavior in secondary schools. The new information generated by this study may also add to the knowledge on the dynamics of school violence and its relation to Live Skills Education.

1.7 Scope of the Study

The study focused on public secondary schools in Kieni West Sub County because unlike private schools, they enjoy government funding, staffing and training of teachers and most of the times, these resources are not adequate to meet the needs of the students thus creating an atmosphere of competition that could lead to violence. It was hoped that the acquisition of Life Skills such as problem-solving and decision-making mitigated the effect of the competition for the resources. The interest of the
researcher was mainly to examine the effectiveness of Life Skills Education in reducing violence in public secondary schools.

1.8 Limitations of the study

There was scanty of literature particularly in Kenya on the effectiveness of Life Skills Education in reducing violence in secondary schools. Therefore, most of the literature was derived from western countries to fill this gap, which may not be necessarily relevant as environment in those countries may be culturally at variance with the local situation. Additionally, opinions of respondents may have been biased as respondents tend to rate themselves higher (Mulley, 2012).

1.9 Delimitation of the Study

The respondents were assured that the researcher was not interested in the names but only data. This was intended to make the respondents to answer the questionnaire without fear of victimization. Codes were used to identify schools to ensure confidentiality. This was also intended to assure the respondents that there was no way the questionnaire could be traced back to them so that they would not be inhibited by fear of victimization. The tools had different items asking for the same information as a triangulation measure. This was to ascertain that the information given was correct to avoid using lies to make conclusions. Further to this, literature review was focused on countries that had experienced violence in schools. This helped in guiding the research in making conclusions based on findings that were related to other researchers’ conclusions.
1.10 Assumptions of the Study

This study was based on the following assumptions.

i. All the sampled respondents would be willing to participate in the study.

ii. The secondary data on violence would be availed to the researcher.

iii. Secondary school teachers in Kieni West Sub County were aware that Life Skills Education could be used to inculcate a culture of peace.

1.11 Theoretical Framework

The study was guided by two theories: Self Determination Theory and the Theory of Institutional Change. The two theories were used because for school violence to reduce, the individual student has to change and this change must be self-determined. The institutional change will follow the change in the individuals that form it. The continuum of culture of violence can only be broken and a new culture of peace started if the individuals in the society disown values that promote violence that the society holds. According to self-determination theory, as stated by Deci and Ryan (2008), individuals experience one of two forms of motivation: autonomous or controlled. When they experience autonomous motivation, they feel a profound sense of choice. In contrast, when individuals experience controlled motivation, they feel obliged and driven by forces that transcend the self, such as managers or society in general. Usually, when individuals tend to feel they are granted choice and autonomy, their persistence and wellbeing improves. This study held that Life Skills Education inculcates new values in the learners and these values make them to come up with their own individual ideologies about use of violence. North (1981) introduced the theme of ideology in the theory of institutional change to complete the neoclassical theory of institutional change. When the individual learner forms his or her own
ideology, the societal culture of violence will become problematic for him or her. Facchini and Melki (2011), state that the moment of shift is when the group's beliefs and norms are obsolete. Because the group culture becomes problematic for the individual, he chooses to become deviant and breaks away from a part of his culture. It is expected that the individual learners will break away from the culture of violence and start a new culture of peace thus triggering a new continuum of peace from school to home and the general society.

1.12 Conceptual Framework

It was assumed that before the introduction of Life Skills Education in Schools, there existed a status of violence. It was expected that Life Skills Education takes place through class attendance and teacher preparedness to teach the subject. This status of Life Skills Education was expected to keep changing because there would be strategies to improve this subject in public secondary schools. The expected result was that there would be reduced incidents of violence in schools. However, this may have been affected by the school and home environment, the punishments, the teaching resources and the curriculum content in other subjects. Figure 1:1 is a summary of this information.
Figure 1.1: The Conceptual Framework

INDEPENDENT VARIABLES

- LSE lesson attendance.
- LSE teacher preparedness

INTERVENING VARIABLES

- The school environment
- Punishments
- Home environment
- Teaching resources
- Curriculum content

DEPENDENT VARIABLE

School violence

Reduced incidents of violent behaviour
1.13 Operational Definition of Terms

i. **Critical thinking** – This is the ability of the individual to evaluate a situation to weigh the advantages and disadvantages so as to take a firm stand regarding the same situation.

ii. **Decision making** – The study used this term to mean the ability of the individual to grow an idea clearly without being influenced by the others.

iii. **Life Skills** - Life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner

iv. **Life Skills (Based) Education** - This is education that aims to instill Life Skills in the learners.

v. **Standalone subject** - This is an independent subject offered in the school curriculum and it is allocated teachers and time on the school timetable.

vi. **Violence** - This is any intentional action against another person which causes harm may it be emotional, psychological or physical.

vii. **Self-awareness** – This term is used to mean the ability to know own strengths and weaknesses so as to act within own ability.

viii. **Self-esteem** – In this research project report, self-esteem means the value given to self after self-evaluation.

ix. **Status of Life Skills Education** – this is the state of affairs in the department of Life Skills Education.

x. **Status of violence** – this has been used to mean the state of affairs in relation to violence in school.
CHAPTER TWO
LITERATURE REVIEW

2.0 General Introduction

This chapter was focused on incidents of violence in schools around the world. It also sought to establish how various nations have dealt with this problem. It also focused on the status of Life Skills Education with a view of comparing it with the current status of LSE in public secondary schools in Kieni West Sub County. The use of Life Skills Education to control school violence was of major importance to this research. The chapter also focused on the strategies used to improve Life Skills Education as established by other researchers. This helped to identify the gaps to address in the use of Life Skills Education to reduce school violence in Kieni West Sub County.

2.1 Status of Violence in Secondary Schools

Since early 1990s, many secondary schools in Kenya have experienced violent strikes. In the year 1991, male students in a mixed high school attacked girls in the girls’ dormitory and raped more than 70 girls in Meru. A total of 19 girls died in this incident. In another incident in 1999, Nyeri High School experienced unprecedented school violence that left 4 prefects dead. In 2001, 68 students in Kyanguli died in a dormitory fire that was started by their colleagues. (Mathiu,2008). These incidents made news because of their significant nature. Probably, many individual students suffer violence in schools, which the public never gets to learn about, because they are handled by the school administration, or they are never reported.

This is supported by Unnever and Cornell (2004) who found that not all case of violence are reported. They examined factors that influence a student's decision to
report being bullied at school. Their survey covered 2,437 students in six middle schools. They identified 898 students who had been bullied. Out of these, 25% had not told anyone that they were bullied and 40% had not told an adult about their victimization. They investigated chronicity and type of bullying, school climate, familial, demographic, and attitudinal factors that influenced victim reporting to anyone versus no one, to adults versus no one, and to adults versus peers. Students had a tendency to report when frequency of victimization increased. A higher percentage of girls reported victimization compared to boys. Students from the lower grades also reported victimization more than the higher grades. Students who perceived the school climate to be tolerant of bullying, and students who described their parents as using coercive discipline were less likely to report if they were bullied.

Cornell & Unnever (2003) studied the nature and extent of student attitudes toward bullying among 2,400 students in 6 middle schools in the United States of America (USA). Their research focused on the consistency and prevalence of student’s attitudes across gender, race, socio-economic status, and grade level. They also assessed whether students’ attitude towards violence encouraged bullying. They found that a Culture of bullying existed among middle school students. Whereas the study by Cornell & Unnever (2003) covered areas and causes of violence in schools, this study covered the types of violence, cause of violence, mode of punishing bullies, the attitude of students towards bullies, the victims of violence, time when violence occurred, reduction of violence in schools after the introduction of Life Skills Education and established relationships between teaching of Life Skills Education to school violence and its reduction.
A study on the peer popularity of middle school students involved in bullying was conducted by Cornell & Thunfors (2008). They asked learners to give information on their peer using the School Climate Bullying Survey (SCBS). They used a sample of 379 middle school students and found that bullies were the most popular among students. They also found that bullies were less likely to be victimized. They also established that female bullies had a greater likelihood of being popular than the male ones.

In another study done by Cornell & Williams in 2006 among 542 middle school students sought to establish factors that influence a student’s willingness to seek help if threatened with violence. They also sought to establish types of bullying, attitudes toward aggressive behavior, and perceptions of teachers towards bullying. They established that the higher grades and male students were less willing to seek help. Aggressive students and those that viewed school as being tolerant of violent behavior were found unwilling to report if victimized or even to seek help. The current study focused on students’ attitude towards violent behavior. It also sought to establish if there existed a negative relationship between LSE lesson attendance and reduced reported cases of violence thus attributing the reduction to acquisition of life skills such as conflict resolution, problem solving skills and increased self esteem.

Stassen Berger states that in Japan, girls are more frequent bullies (Stassen Berger, 2007) while in Korea, the girls are more likely to commit suicide which is violence against self (Kim, Koh & Leventhal, 2005). The current study compared the attitude of both boys and girls towards violence with a view of establishing who had a higher chance of becoming bullies and established that the girls in Kieni West sub-county are more potentially violent compared to boys in the same areas.
Raun, Scheid & Simons-Morton (2001) reported that 30% of students experienced school violence either as victims or the bullies. The boys were more frequently involved in the vice both as bullies and victims. They established that the Hispanic students reported more involved as bullies their White or African American counterparts. The African American students were less bullied compared to White and Hispanic students. They also established that more students from rural areas were bullying compared to students who came from the suburban and urban areas.

Unlike, the study conducted by Nansel et al. which focused on two races, the current study focused on the different genders in public secondary schools and how they were likely to respond to provocation to violence at school after being taught Life Skills Education.

Casey-Cannon, Gowen & Hayward (2001) conducted a research on the experiences and perceptions of psychological violence that revolved around relationships among middle school girls from Northern California. Majority of the participants had experienced both physical and psychological violence. Psychological violence resulted in emotional reactions such as sadness, anger and rejection. The victims responded by ignoring the bully, approaching an adult for help, being assertive and bullying back. The identification of psychological torture among types of violence was suggested by Bjdrkqvist, K, Ostermana, and Kirsti M.J.L (1994) who indentified social manipulation, which involved attacking the victim indirectly, by using members of a social group while at the same time, with the perpetrator remaining incognito. They say that the perpetrator aims at hurting the victim and avoiding counterattack. The writers identify social exclusion from a social group and spreading malicious rumours as social manipulation used to achieve indirect aggression. The
The current study sought to know whether indirect aggression was part of school violence in public secondary schools in Kieni West and whether students return violence with violence or if they had acquired life skills that enable them to resolve conflicts without resulting to violence.

Seals and Young (2003) researched on the prevalence of bullying among 454 students in grades seven and eight representing urban, suburban, and rural school districts, and most were African American and White. 24% of students reported either bullying or being bullied. The male bullies were more than female bullies. They established that the following types of violence were used by learners against one another: use of insults, physical violence, being made fun of or use of threats. They found that most incidents of bullying occurred at lunch time or when the students were free, but many occurred on the way to or from school as well as in class. The current research sought to establish whether the male students were more likely to result to violence if provoked compared to girls and if school violence occurred when the students were free as reported by Seals and Young. It sought to find out if the use of mean names (insults), physical violence were witnessed in Kieni West. The research also focused on use of malicious rumours as a weapon against fellow students.

Sidek & Yahaya (2005) studied teachers’ and students’ perception towards bullying in 8 secondary schools in Batu Pahat District in Malaysia. The study attempted to identify students’ attitude towards safety issues at secondary schools. The results showed that students witnessed more cases of violence that the teachers. The researchers attributed this scenario to the fact that students did not report all cases of bullying. They also established that both boys and girls were experiencing violence equally. According to their results, verbal violence was more frequent compared to
physical violence. The current study focused on the way different genders responded to provocation to violence after being taught Life Skills Education. It also sought to establish if there was a correlation between LSE lesson attendance and reduction in reported cases of violence. Failure to report cases of violence would therefore be to acquisition of Life Skills that enable the students to resolve violent situations.

Egbochuku (2007) studied the occurrence of bullying in Government and Private/Mission schools. This research discovered that 78% of the children had been victims of bullying on at least one occasion and 71% had attacked others. The study revealed that the boys were more bullies and victims as compared to the girls. They also established that public schools witnessed more violence than the private and mission schools within the context of the classroom. The situation was reversed while in the field. Unlike the study by Egbochuku, the current study focused on the aspects of bulling that have reduced after the introduction of Life Skills Education in public secondary schools.

Nita studied aspects of bullying in schools situated in the Free State province of South Africa in 2005. The research established that bullying was a problem in most schools. Only 16.22% of the respondents involved in the research indicated that bullying was not a problem at their schools. Many of them witnessed incidents of insults being used against others. The research also established that the victims of school violence preferred to share the problem with their friends rather than report to adults. A total of 31.97% of the respondents indicated that fellow learners helped them during bullying situations and only 19.73% of them were helped by teachers. This current study sought to establish whether students were able to resolve violent situations on their
own without use of violence because they had been taught conflict resolution in Life Skills Education.

Branson and Cornell (2009) examined the effectiveness of school wide anti-bullying programmes. They established that when learners were asked to rate themselves as bullies or not, the self report showed fewer bullies meaning that according to themselves, they were not bullies. This revelation raised the question of reliability of self assessment tools to evaluate self. Cole, Cornell and Sheras (2006) also raised concern about reliance on student self-report and supported the use of peer nomination as a means of identifying school bullies. This information assisted the current research in choosing the type of tools to use to get accurate information. Wherever a self assessment item was used, there was always an equivalent one on peer nomination for comparison.

2.2 Status of Life Skills Education in Secondary Schools

Although UNICEF (2001) advocates the teaching of Life Skills as a separate subject, some of its concepts are still integrated in other subjects of the current secondary school curricula. Such subjects include Biology, Home Economics and Social studies (Catalano, et al., 2004). These, however, should not be regarded as a mere repetition, because in these integrated subjects the focus is mainly on application and the approach is less practical. In the separate subject approach, Life Skills is aimed at developing the actual skills, hence more practical. As such, the two approaches are complementary. As Noguera says, removing Life Skills topics from the other subjects may reduce the chances of learners to internalize the concepts and learn how to apply them when need arises (Noguera, 1995). The current research sought to establish the
extent to which Life Skills Education, which was being offered as a standalone subject in Kenyan public, had been effective in the area of violence reduction.

Leone and Meyer state that the instructional approach to Life Skills Education should be mainly participatory (Leone & Meyer, 1999) where variety of activities are expected to be conducted by students in gender balanced groups. These should be followed by notes, from the teacher, on what was expected from those activities. Homework in Life Skills Education could also be in form of activities. Internalization of the skills inculcated in Life Skills Education is aided by the use of the following teaching methods: case studies, brainstorming, field visits, storytelling, songs and jingles, discussion, debating, panel discussion, use of resource people, posters, poetry recital, role plays, games, projects, research, drama and projection of own future’s goals (Leone & Meyer, 1999). These are more participatory and more interesting as compared to the methods commonly used in schools such as lecture and question and answer. This research sought to establish the extent to which teachers prepared to use various teaching methods for LSE in Kenyan public schools in Kieni West Sub-county and the extent to which the Life Skills learnt by the students have assisted in the fight against violence in public secondary schools. The reduction was interpreted to mean that the methods used were effective.

The skills that are expected to be acquired by the students after undergoing the instruction include: decision making, problem solving, effective communication, self-esteem, assertiveness, peer pressure resistance, coping with emotions, coping with stress, interpersonal relationship skills, planning, entrepreneurship, critical thinking, empathy and peaceful conflict resolution (Leone & Meyer, 1999). All these skills can directly or indirectly help to reduce violence. This research sought to find out the
extent to which this had been a success in Kieni West Sub-county public secondary schools.

Kibui (2011) conducted a research in Gatanga district to get the determinants of mainstreaming of life skills education in public secondary schools. The research found that Life Skills Education was taught through integration and infusion in various subjects. Guidance and counseling was also an avenue through which Life Skills were being taught. She noted that the stand alone aspect of teaching life skills had not been fully embraced in most schools, and the main handicaps seemed to be negative perceptions by teachers and lack of training for teachers. Schools also lacked important resource materials such as syllabi and text books. This study showed lack of seriousness in teaching of Life Skills Education. Of importance to this study was the fact that the standalone approach was not embraced by all yet it had been the policy of the government to have Life Skills Education offered as such. There was need to conduct a research to find out whether even with this poor attitude, some learning takes place and make recommendations. There appeared to have been an extraneous variable that made the stakeholders to lack zeal in the teaching of Life Skills Education as reported by Kibui.

Mutegi (2012), conducted a research in Athi River, Kenya and her findings revealed that time allocated to LSE affected the implementation of life skills education. LSE was allocated 1 lesson per week on the time table while the maximum required number of lessons allocated was 3 per week. This one lesson was outside the teaching hours and thus the teachers of Life Skills Education stayed in classrooms for longer hours. Inadequate time allocation led to inadequate content coverage hence affecting the implementation of the LSE curriculum. Her findings on the effects of teachers’
preparedness to implement Life Skills Education revealed that it had a positive effect on LSE curriculum implementation. She also established that the teaching and learning materials were not adequate. The research also established that learners liked the subject. However, the school heads were not enthusiastically involved in the teaching of this subject.

It was recommended that head teachers should take a leading role in ensuring that time allocated to LSE in their schools is in accordance with the guidelines provided by the Kenya Institute of Curriculum Development. The study further recommended that the government through the Ministry of Education (MoE) should have in-service courses for teachers since training is an important component of curriculum implementation. The research also recommended that an investigation on the influence on the gender of the teacher on LSE implementation should be conducted. Such a study was later done by Wamue and others and found that Life Skills Education is mainly taught by lady teachers who are again affected by their gender roles in the society. This research sought to establish the extent to which this gender aspect has affected the effectiveness of Life Skills Education in the reduction of violence in public secondary schools in Kieni West Sub-county. It, however, that both genders were involved in the teaching of LSE.

The research by Mutegi brought out the issues of teacher preparedness, inadequacy of teaching and learning resources and the inappropriateness of time allocated to Life Skills Education. This raised the question why such an important aspect of education was not getting the attention it requires. This research sought to get reason behind this trend.
A study conducted by Langi (2013) in Uriri and almost the same results were reported. The findings of the study were that LSE program was not implemented uniformly in schools. This was because most schools did not have teaching curriculum for LSE due to the fact that the schools had no LSE syllabus, text books and other materials necessary for learning. The study found that the implementation was influenced by lack of qualified teachers and enough time allocated for LSE. Langi says that both teachers and students emphasized that LSE should be examinable and seminars should be held occasionally on the proper how best this subject would be taught. The research recommended that the principals should make sure that they implement the policies according to the Ministry of Education guidelines. It was also recommended that the Ministry of Education should consider involving all the education stakeholders in formulating policies that govern the teaching of Life Skills Education. This way, the stakeholders will own policies and they will easily implement them without being forced. Monitoring and evaluation of Life Skills Education was also suggested. Langi raised the issue related to the seriousness with which Life Skills Education was being treated. Like the other researchers, she pointed out that teaching and learning materials were inadequate, the teachers were not trained and the time allocated to Life Skills Education was not enough. She also noted that both teachers and learners want the subject to be examinable. The fact that learners wanted Life skills Education to be examinable was an indication that even with the many challenges experienced in the teaching of Life Skills Education, there was still some learning going on. The present study sought to establish if this learning had helped to reduce violence in secondary schools.
2.3 Extent to which Life Skills Education has Reduced Violence in Secondary Schools

Hopson, R., Sengupta, S. & Thompson-Robinson, M (2004) say that mastery of life skills has long term implication in the context of human relationship and school violence is a byproduct of human relationships. The acquisition of skills influences our feelings towards others and also how others perceive us. The skills are directly related to self esteem, self confidence and overall value system. Respect for human rights and fundamental principles will create a sense of dignity, tolerance, gender equity and friendship in the minds of young people resulting in effective participation in a free and democratic society in which violence would not be used to solve issues. The most important outcome of it would be the realization that human rights entail both rights and obligations; what to expect from other members of the society and what they expect from self. This would then lead to reduced incidents of violence in the schools.

Poipoi M. W (2011) states that violent behavior is still a challenge in secondary schools. In his research, respondents were able to identify the perceived forms of violent behavior in secondary schools. The forms of violence included: sexual violence, bullying, fighting and rioting. He further states that since violence is probably the greatest source of distress among secondary school students today, a concerted effort from teachers and parents is required to address violence menace in schools. This research sought to establish if teaching of Life Skills Education had been employed as a tool to reduce violence in secondary schools.
The Council of Europe (2006) observed that the life skills programme had helped to reduce school violence in Iceland and that in the Netherlands and Norway; it was more effective than programmes that focused rather specifically on violence or bullying. It was needful that a research was done to establish the extent to which Life Skills Education had achieved this in public schools in Kieni West Sub-county.

2.4 Strategies to improve life skills education

Ohsako says that violence in schools is costly not only in financial terms, but also in terms of long term damage it inflicts on individuals healthy personality growth and development. Strategies need to be put in place in the effort to reduce this through the LSE. Mutegi says that in order to have an effective implementation of life skill education, there is need for professionally trained and skilled personnel.

In Uganda, a lot of effort has been invested in training and retraining of teachers in an effort to address their capacity in teaching life skills. At the same time, a curriculum on life skill has been developed by the government to guide the teachers in this effort (Lumbaga F.X., 2011). This ensures that a blueprint exists, and teachers have the same understanding of the LSE.

Teaching life skill as a generic skill in relation to everyday life could form the foundation of life skills education, on which other more problem specific skills such as assertively, dealing with peer pressure, use of illegal drugs and unprotected sex could be built WHO (1997). This means that the teacher is keen to continually give an input on how students can use the life skills in different learning situations that the class encounters every day. This research aimed to establish how the teachers of Life Skills Education have been gathering feedback to help them improve on the methods they have acquired to improve LSE.
Lynch S. Martin K., & Nelson J (2013) found that effective teaching and learning approaches include those that are interactive rather than didactic. Passive teaching approaches are associated with less favorable results. WHO (1997) supports this finding by noting that in LSE children learn more by being actively involved in a dynamic and teaching process. Methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

Lynch S. Martin K., & Nelson J (2013) continue to say that course delivery by professionals such as health workers and counselors can sometimes lead to more positive outcomes than teacher led deliveries, and specialist school staff achieves more positive results than non-specialist teachers. They further say that the age of exposure is an important factor. Even though the optimum age of exposure is unclear, they say that it seems to be between 12 and 14 years. They continue to say that evidence exists that a series of short duration intervals delivered through childhood, with booster sessions in adolescence is an effective approach. Methods used in teaching of life skills build upon what is known of how young people learn from their experiences and from people around them. The current research sought to establish whether cases of violence witnessed in school had provoked the curriculum developers and implementers to think of methods to improve LSE in secondary schools.

2.5 Summary of Literature Review

Since early 1990s, many secondary schools in Kenya have experienced violent strikes. In the year 1991, male students in a mixed high school attacked girls in the girls’ dormitory and raped more than 70 girls in Meru. A total of 19 girls died in this
incident. In another incident in 1999, Nyeri High School experienced unprecedented school violence that left 4 prefects dead. In 2001, 68 students in Kyanguli died in a dormitory fire that was started by their colleagues. The CRF- USA (Constitutional Rights Foundation- USA) (2015) show that school violence has been increasing in the US. In Japan, girls are more frequent bullies (Stassen Berger, 2007) while in Korea, the girls are more likely to commit suicide which is violence against self (Kim, Koh & Leventhal, 2005) compared to boys.

It was also evident that the following types of violence were used by learners against one another: use of insults, physical violence, being made fun of or use of threats. Most incidents of bullying occurred at lunch time or when the students were free, but many occurred on the way to or from school as well as in class. Most of these cases were not reported. This research sought to establish whether there was a correlation between acquisition of Life Skills and reduction in reported cases of violence. This was found to work in Iceland, Netherlands and Norway.
CHAPTER THREE

METHODOLOGY

3.0 General Introduction

This chapter deals with the methodology used to collect and analyze data to establish whether teaching of Life Skills Education has been an effective tool to fight school violence in Kieni West Sub County. It explains the research design, the tools and analysis method that were used in this research project.

3.1 Research Design

Research design is the researcher’s plan of action that provides the researcher with a framework of operation that steers the inquiry process (Cohen & Manion, 2000). The research process becomes purposeful, meaningful and systematic if the pattern to carry out research blends well with research objectives. Accordingly, this study adopted descriptive survey design to evaluate the effectiveness of Life Skills Education in the fight against violence. Creswell (2003) holds that descriptive studies are the most advantageous when not much has been written about the topic. Airasian and Gay (2000) add that surveys are suitable in exploration and clarification of phenomena where accurate information is needed for generalizations. Descriptive studies explain the events as they are in natural condition based on opinions, attitudes and behaviors from a large group of respondents for generalization, enable exploration of differences and comparison between categories and how characteristics may predict one from the other (Onen & Oso, 2002; Kerlinger, 2005). Consequently this research design was found to be most suitable in relation to the variables in this study. It was expected that LSE lesson attendance and teacher preparedness to teach LSE would determine the level of violence in school and the rate at which this
violence drops. The two independent variables were LSE lesson attendance and teacher preparedness to teach LSE while school violence was the dependent variable.

3.2 Location of the Study

The study was done in Kieni West Sub-county of Nyeri County. The Sub-county is to the North of Nyeri Central Sub-County and to the South West of Kieni East Sub-County. It neighbors Laikipia East to the East and Laikipia Central to the North. Nyandarua North lies to the North West of the Sub-County while Nyandarua Central is to the West of Kieni West. This area is semi-arid and as such, residents face several challenges related to shortage of resources. It was expected that the stakeholders in education in this area took Life Skills Education as a solution to preparing their young ones for the challenges in life associated with competition for resources. This competition for limited resources is a usual cause for violence and Kieni West, being a semiarid area, is an area that exposes learners to this kind of competition. The Sub County is also the latest to have had fatal school violence, at Endarasha Boys High School, in a County that is relatively calm. Kieni West Sub-county is also occupied by people who originated from diverse cultural backgrounds. It was thus expected that cultural conflict could be manifested in form of violence in schools.

3.3 The Target Population

The target population was public secondary schools in Kieni West Sub County from which teachers of Life Skills Education, form three learners and school heads were involved in the study and discipline records in these schools observed. There were twenty nine (29) public secondary schools in Kieni West Sub County at the time of
this study. Out of the 29 schools, 2 are boys only and 2 are girls only while 25 are mixed schools.

3.4 Sample Selection

The study used simple random sampling to identify public schools to be studied at 30% as suggested by Mugenda and Mugenda (2003). This method was preferred because it allows for objective sample selection and is therefore likely to produce the required data. Kieni West Sub-county has a total of twenty nine (29) public schools. The researcher conducted this study in 9 public schools which is 30% of the total number of public secondary schools. From each of the sampled schools, 12 form three students were sampled through simple random. The class prefects were purposefully selected. This class was selected because the form 1 and form 2 students were considered to yet crystallize the Life Skills Education to make it part of their repertoire. Additionally, the form 4 students were assumed to be too busy to participate in the study and might give inaccurate information. A third of the form three students in the sampled schools were sampled. Consequently, 117 students were included in the study. The Life Skills Education teachers and the principals of the sampled schools were purposefully selected and included in the study. A total of 9 principals and 9 teachers of Life Skills Education were sampled. Table 3.1 gives this summary.
Table 3.1: A Summary of the Sample Size

<table>
<thead>
<tr>
<th>CATEGORY OF RESPONDENT</th>
<th>SAMPLE SIZE</th>
<th>SAMPLING PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public sec schools</td>
<td>29</td>
<td>9 Simple random</td>
</tr>
<tr>
<td>Principals</td>
<td>9</td>
<td>9 Purposefully selected</td>
</tr>
<tr>
<td>Teachers of L.S.E</td>
<td>9</td>
<td>9 Purposefully selected</td>
</tr>
<tr>
<td>For 3 classes</td>
<td>29</td>
<td>9 Purposefully selected</td>
</tr>
<tr>
<td>Form 3 students</td>
<td>362</td>
<td>108 Simple random</td>
</tr>
<tr>
<td>Form 3 class prefects</td>
<td>9</td>
<td>9 Purposefully selected</td>
</tr>
<tr>
<td>TOTAL</td>
<td>418</td>
<td>153 MIXED</td>
</tr>
</tbody>
</table>

The public secondary schools and form three classes were considered to be respondents because they were observed and data on them collected away from the questionnaire answered by the sampled respondents.

3.5 The Research Instruments

This study used questionnaires and observation schedules. For purposes of triangulation, the instruments had different questions seeking for the same information. This was used to improve their reliability. All the tools had multiple choice questions and the last choice was open. The aim of the open choice was to leave room for the respondents to add information that may have been left out by the other choices. They were structured into four subsections and each sub section was seeking answers for a research question. The instruments were tried in Kieni East Sub-county of Nyeri County because the area has similar challenges with Kieni West.
3.6 Pilot Study

According to Murray (2003), piloting is important because it helps to identify ambiguities of the items and vague questions for improvement. A pilot study was conducted in a sample of two (2) schools which were randomly selected and not included in the final study. This helped the researcher to investigate the feasibility of the proposed study and to detect possible deficiencies in the data collecting instruments. The initial tools were weak. They were not clear on the information needed and neither were they structured for efficient collection of data. It would not have been possible to tell if learners were able to solve any violence cases on their own because the tools were looking for different information from different category of respondents. They also required the respondents to write a lot and this made the respondents to be reluctant to participate in the research. These pitfalls and errors were avoided in the actual study with the assistance of the supervisors.

3.6.1 Validity of the Study Instruments

Validity is the ability of an instrument to be able to measure what it is supposed to measure (Mugenda & Mugenda, 2003). Gay and Airasian (2003) explain that validity addresses the concern of whether one is measuring suitable indicators of the concept, accuracy of the results to the extent of what is supposed to be measured. The research instruments were validated in two ways. First, the researcher formulated items in the instruments by considering the set objectives so as to ensure that they contained all the information that would answer the research questions. Second, the researcher presented the instruments to research experts in the School of Education of Kenyatta University for scrutiny and advice. The experts ascertained that the instruments were accurately representing the variables under study in line with the purpose and
objectives of the study. The final instruments were then developed in the light of their comments.

3.6.2 Reliability of the Study Instruments

The data collected from the pilot study was used to compute the reliability of the instruments. Cronbach’s coefficient alpha method was used to determine the internal consistency of the items. This method is appropriate owing to the fact that it requires only a single administration of the instrument (Cohen & Swerdlik, 2005). The tools were tested using MedCalc Statistical software and were considered reliable because they yielded a reliability coefficient of 0.9 for the questionnaire and 0.8 for the observation schedules against the accepted reliability coefficient alpha of 0.7 and above. This figure is usually considered desirable for consistency levels (Fraenkel & Wallen, 2000).

3.7 Data Collection Procedure

Data collection refers to gathering specific information aimed at proving or refuting some facts (Kombo and Delno, 2006). Before proceeding to collect data from the selected respondents, the researcher first obtained an introduction letter from Kenyatta University Graduate School and then proceeded to obtain a research permit to carry out the study in the area from the National Commission for Science, Technology and Innovation (NACOSTI). A copy of the permit was given to the County Director of Education in Nyeri and Nyeri County Commissioner who gave letters to the researcher. These letters helped the researcher to access the schools, brief the principals on the purpose of the intended study and book appointments for data collection. Once permission was granted, the researchers met the sampled respondents, explained the purpose of the study and administered the questionnaires.
The researcher assured the respondents that their responses would be treated in strict confidence and that the data would be used for the purpose of this study only. They were then given the questionnaire and asked to answer the questions. The teachers and the school heads were left with theirs so that they could fill them during their own time. It was when the students were filling the questionnaire that the researcher got the discipline records from which he collected data on school violence and how cases of violence were handled in each sampled school.

3.8 Data Analysis and Presentation

The administering of the instruments to the participants generated raw data. The quantitative data was coded, tabulated and analyzed using descriptive and thematic statistics. Data from the questionnaire was organized in frequency tables according to thematic areas. The second stage of analysis was to convert these frequencies into percentages. The mean of the percentage score was obtained. The variance between reports by different respondents was obtained to determine the drop in violence at form three. Pearson correlation coefficient was used to determine whether there was any relationship between enjoyment of Life Skills Education and Life Skills Lesson attendance. It was also used to determine whether there existed a relationship between Life Skills Lesson attendance and drop in school violence. Pearson correlation coefficient was also used to determine whether there existed a relationship between teacher preparation and school violence. The same correlation coefficient was used to determine whether there was any relationship between drop in school violence in entire schools and the drop in violence witnessed in form 3. The secondary data was used to make conclusions that helped to answer the research questions.
3.9 Ethical Issues

Permission was sought from the National Commission for Science, Technology and Innovation (NACOSTI), the County Director of Education – Nyeri County and the County Commissioner – Nyeri, to conduct research in Kieni West sub-county. The heads of institutions were also requested to allow the researcher to conduct the study in the public secondary schools that they headed. The respondents were assured of confidentiality. In particular, the names of places, schools and respondents were kept confidential. All the respondents were made aware that they would not be compelled to take part in the study. They were made aware that they were at liberty to withdraw from the study if they so wished. The researcher also ensured that he presented the data and its analysed results without altering it in order to give the true picture of the effect of Life Skills Education on school violence. The raw materials used to correct data was be destroyed by fire after this research to avoid chances of any confidential information becoming public.
CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 General Introduction

The researcher collected the data from six sources in public secondary schools in Kieni West Sub County to establish whether there has been a drop in school violence in the sub county since the introduction of Life Skills Education. These were the form three students, the form three class prefects, teachers of Life Skills Education in form three, the school principals, and the school records and own observation during the school visits. However, the observation schedule did not generate much data because the time for observation was not adequate to look for cases of violence which has a low frequency of occurrence.

4.1 The Status of Violence in Public Secondary Schools in Kieni West

This subtopic sought to answer the first research question. “What is the status of violence in public secondary schools in Kieni West Sub County?” The data generated here helped the research to meet the first objective of the study; to determine the status of violence in public secondary schools in Kieni West Sub County.
4.1.1 Types of Violence Witnessed In Schools.

Table 4.1: A Summary of reports on types of violence witnessed in public secondary schools in Kieni West

<table>
<thead>
<tr>
<th>TYPE OF VIOLENCE</th>
<th>% BY STUDENTS</th>
<th>% BY PREFECTS</th>
<th>% BY TEACHERS</th>
<th>% BY PRINCIPALS</th>
<th>% IN RECORDS</th>
<th>% OBSERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical violence</td>
<td>60</td>
<td>67</td>
<td>56</td>
<td>67</td>
<td>67</td>
<td>11</td>
</tr>
<tr>
<td>Use of insults</td>
<td>77</td>
<td>78</td>
<td>56</td>
<td>56</td>
<td>56</td>
<td>11</td>
</tr>
<tr>
<td>Spreading rumours</td>
<td>72</td>
<td>56</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>0</td>
</tr>
<tr>
<td>Social Isolation</td>
<td>35</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hiding items</td>
<td>62</td>
<td>56</td>
<td>56</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Destruction</td>
<td>48</td>
<td>33</td>
<td>22</td>
<td>67</td>
<td>67</td>
<td>0</td>
</tr>
</tbody>
</table>

![Figure 4.1: Summary of reports on types of violence witnessed in public secondary schools in Kieni West](image)

Table 4.1 shows the disparity between the reports by various categories of respondents.
4.1.1 Physical violence

Physical violence was reported as one of the common types of violence witnessed in public secondary schools in Kieni West Sub-county. Out of the sampled students, 60% reported to have witnessed incidents of physical violence. The prefects who had witnessed physical violence were 67% of those sampled. Data collected also showed that 56% of the teachers involved in the survey reported that they had witnessed this violence in their schools, 67% of the school heads reported that they had witnessed it and the records in 67% of the schools showed that physical violence existed in public secondary schools in Kieni West Sub-county. The researcher also witnessed it in one of the schools during the school visits. The data collected on physical violence had a standard deviation of 21.9 with the inclusion of the observation by the researcher at 11%. This data was treated as an outlier. When this was excluded, the standard deviation reduced to 5.1. This was an indication that when physical violence occurs in a public secondary school, most of the stakeholders in the school come to learn about it. The fact that the researcher was only able to witness one case of physical violence is also an indication that public schools are generally calm and cases of violence are isolated. However, this research was not able to establish the intensity of this violence when it occurs.

The researcher also sought to know how this type of violence was handled in public schools in Kieni West Sub-county. Figure 4.2 is the presentation of the data that was collected.
89% of the sampled schools use suspension for a period of 14 days with a possibility of expulsion. 11% of the schools take the offenders for rehabilitation. The type of punishment was seen as an extraneous variable that could also contribute to the reduction of violence. However, a research needs to be done to establish which type of punishment would best reduce violence given that the Education Act 2013 prohibits punishment that may cause physical or mental pain to a student.

4.1.1.2 The use of insults

Insults were used as verbal attack against victims with the aim of psychological torture. The data revealed that information on use of insults is not shared evenly by students, teachers and the school heads. The standard deviation of the response received from them was 11.78. The picture changes when form three students are compared with their class prefects. The standard deviation reduces to 0.707. This was an indication that this type of violence occurs mostly when the students are together as a class. The standard deviation for the response received from the teachers, the school heads and the school records was zero; it is the same response. This showed
that not all insults were reported to the school administration and that the information on the reported cases was shared between the teachers and school heads, and recorded. The students and prefects posted an average of 78% while the teachers, principals and school discipline records had an average of 56%. The students were therefore able to solve 32% of insult cases among themselves. This was in indication that students had acquired conflict resolution skills which is part of Life Skills Education. The punishment for this violence in all the sampled schools was manual labour. This punishment would also act as an extraneous variable to reduce school violence.

4.1.1.3 Spreading Rumours

Literature review showed that one method used by human beings to torture colleagues was by spreading malicious rumours. This was also reported in Kieni West Sub County with 72% of the form three students participating in this research reporting that they had witnessed this form of violence, 56% of the form three class prefects interviewed had witnessed it. There was a variance of 16%. This was attributed to the fact that spreading of rumours happens in private. The teachers and the principals who were involved reported that 44% of them had witnessed spreading of rumours being used as a form of weapon by students. This again was an indication that teachers and school heads share information on this type of violence. The school discipline records also gave the presence of this type of violence at 44%. There was a variance of 28% between what the students reported and what the school administration reported. This variance is the percentage of cases of spreading rumours that the students were able to solve among themselves. The punishment for this type of violence in all the sampled schools was manual punishment.
4.1.1.4 Social Isolation

Social isolation is another overt weapon used to torture students by their colleagues. Literature review showed that this was one of the worst forms of torture used by mankind. It was reported to have been witnessed by 35% of the student and 32% of prefect respondents. This gave a variance of 3%. However, none of these cases was reported to the school administration. This is because neither the teachers nor the principal reported this form of psychological violence. The school records also did not show the existence of social isolation in schools. This was interpreted to be an indication that the students were able to handle it among themselves without involving the school administration. There was no evidence of punishment for this type of violence.

4.1.1.5 Hiding of items belonging to victims

Hiding of items as a form of weapon to punish fellow students was witnessed by form three students, the form three class prefects and their teachers of Life Skills Education. The principals did not witness it and the discipline records did not show that this form of violence existed. The students who reported this type of violence were 62% of the student respondents and 56% of the prefects. Teachers that were involved in this research reported that 56% of them had witnessed this type of violence. There was a variance of 6% between the prefects and the students. There was zero variance between the prefects and the teachers. This was an indication that the students were able to solve 6% of these cases without using the prefects and that all the cases that reached the prefect were reported to the teacher. However, the teachers neither report this to the principal nor did they record it in the discipline books. There was no record of any punishment given for this violence. The research
was not able to establish why teachers did not report or record hiding of items as a form of indiscipline.

4.1.1.6 Destruction of property

Destruction of property was witnessed by all categories of respondents. 48% of the student respondents had witnessed this type of violence. 33% of the prefects involved in the research reported to have witnessed this type of violence. There was a variance of 15% between the two categories of respondents. This was interpreted to mean that destruction of property does not occur when the students are together. 22% of teachers reported to have witnessed destruction of property while 67% of the principals had witnessed it. 67% of the discipline records showed that destruction of property was an indiscipline issue in the schools. There was a variance of 43% between the numbers of teachers who witnessed this type of violence and that of principals who witnessed the same. This was an indication that destruction of property occurs at a time when there are fewer teachers in the school compound. This was interpreted to be outside working hours such as after lessons, at night or over the weekend and public holidays. This type of violence had 9% possibility of being witnessed out of all types of violence. 100% of the school heads reported that this type of violence was punished by suspending the student involved and replacement of the destroyed item. The parents were also involved in the replacement of the destroyed item.

4.1.1.7 The frequency occurrence of types of violence in public secondary schools in Kieni west sub-county and the preferred mode of punishment.

This research was able to establish that the following types of violence occur in Kieni west sub-county: physical violence, use of insults, spreading of rumours, social isolation of learners, hiding of items belonging to other students and destruction of
property. Figure 4.3 gives the summary of this information showing the percentage preference.

![Figure 4.3: Summary of types of violence witnessed in public Sec. Sch. in Kieni West](image)

The most frequently witnessed type of violence was physical violence at 61% followed by use of insults at 12%. The research also established that some cases of violence were solved before they got to the school administration. When the school administration was involved, the schools employed manual labour, suspension from school for a time, replacement of destroyed items and being taken to rehabilitation as the preferred punishments for varied types of violence with manual labour being used for most frequently at 45% as shown in figure 4.4.
Figure 4.4: Types of punishments used to control violence in public secondary schools in Kieni west sub-county

It was established that manual labour was used most frequently at 45%. This was because at the time of this research, the Kenya Education Act 2013 prohibited any punishment that may inflict pain whether physical or mental.

4.1.2 The causes of violence in public secondary schools in Kieni West Sub County

The respondents reported that there are various reasons given by the bullies for violence. Table 4.2 and figure 4.5 give a summary of the responses given on the causes of violence in public schools
Figure 4.5: Summary of causes of violence as witnessed in Kieni West
<table>
<thead>
<tr>
<th>THE CAUSE</th>
<th>% OF STUDENTS WITNESSED</th>
<th>% OF PREFECTS WITNESSED</th>
<th>% OF TEACHERS WITNESSED</th>
<th>% OF PRINCIPALS WITNESSED</th>
<th>% IN RECORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition for resources</td>
<td>54</td>
<td>78</td>
<td>78</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>Personal revenge for insults</td>
<td>68</td>
<td>78</td>
<td>78</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td>Personal revenge for being</td>
<td>43</td>
<td>78</td>
<td>0</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal revenge for rumours</td>
<td>61</td>
<td>22</td>
<td>67</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Avenging a friend for assault</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Avenging a sibling for assault</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Avenging the mother for</td>
<td>24</td>
<td>22</td>
<td>0</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>rumours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avenging the father for</td>
<td>24</td>
<td>11</td>
<td>0</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>rumours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avenging the family for</td>
<td>35</td>
<td>11</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>rumours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avenging the tribe for rumours</td>
<td>8</td>
<td>11</td>
<td>0</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Avenging religion for rumours</td>
<td>24</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No reason at all</td>
<td>16</td>
<td>0</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>To avoid mock exams</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Boy/girl relationship</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

4.1.2.1 Competition for resources as a cause of violence

Students were reported to become violent if other students took items belonging to them as shown in table 4.2. The students interviewed reported that 58% of them had witnessed this. The class prefects and teachers of L.S.E reported that 78% of them had witnessed violence that was caused by competition for resources. This meant that the variance between what the prefects witnessed and that witnessed by the teachers of L.S.E was zero. The explanation was that violence caused by competition for resources did not occur when the students were together and that information on what
prefects witnessed was shared with their Life Skills Education teachers. It also implied that students were not able to solve issues of competition for resources among themselves and that every case was reported to the teachers. There was, however, a variance of variance of 22% between the number of principals who witnessed violence caused by competition for resources at 56% against that of the teachers at 78%. This showed that the teachers solved 22% of such cases of violence and 56% were handled by the school heads. The percentage reported by the principals was the same as the number in the discipline records. The implication was that only what the principals witnessed was recorded.

4.1.2.2 Personal revenge for insults

Personal revenge for insults was another cause of violence as indicated in table 4.2. The students who reported to have witnessed violence that was a revenge for being insulted were 68% which was 10% lower than that of the class prefects at 78%. The implication was that 10% more of the learners gave the reason for being violent against fellow students to the prefects and not to fellow students. The percentage of the prefects who witnessed violence caused by this type of violence was the same as that of the teachers at 78%. The implication was that the prefects shared the information they got with the teachers. The principals registered 56% for witnessing violence caused by revenge for insults. This gave a variance of 22%. The variance was attributed to the cases that teachers solved without involving the principals. It was the 56% that was recorded in the school discipline records

4.1.2.3 Personal revenge for being reported

Table 4.2 shows that the other cause of violence reported in the sampled public secondary schools in Kieni West Sub County was personal revenge for being
reported. The data collected from the field showed that 43% of the sampled students had witnessed violence caused by revenge for being reported. It also showed that 78% of the prefects had witnessed students turning to violence to revenge for being reported. This gave a variance of 44% between what was witnessed by the students and what the prefects witnessed. This was attributed to the fact that it was the prefects who usually reported students to the school administration and they were thus more likely to experience this type of revenge. No teacher reported to have witnessed violence caused by revenge for being reported but the principals did. The implication was that students report revenge for being reported to the principals. However, only 22% of the principals reported to have witnessed violence caused by revenge for being reported. This gave a variance of 56%. The implication was that the students were able to solve issues of this type of revenge at 56% and only reported 22% to the school administration.

4.1.2.4 Personal revenge for rumours

It is also evident from table 4.2 that all the respondents reported to have witnessed violence meant to be revenge for malicious rumours being spread against the perpetrators. Out of the sampled form three students, 61% had witnessed colleagues resulting to violence against a student who had talked about another while only 22% of the prefects had witnessed violence that was revenge for malicious rumours. Teachers of Life Skills Education reported that 67% of them had witnessed it while only 33% of the principals had witnessed students use violence against fellow students who had spread malicious rumours about them. A research needs to be done to establish why the teacher would witness more of this. Only 33% of the sampled schools had recorded this as a cause of violence. A research should be done to
establish why teachers would not record the information they already had on the causes of violence.

4.1.2.5 Avenging a friend for assault

The researcher sought to know whether one of the causes of violence is avenging a friend who had been assaulted. Table 4.2 shows that only 7% of the student respondents had witnessed violence resulting from avenging a friend who had been assaulted. The prefects who reported to have witnessed it were 11% of the sample. This showed that students in public secondary schools in Kieni West Sub County did not generally return violence with violence because 60% of the student respondents had reported to have witnessed physical violence in their school and only 7% reported it as revenge for a friend who had been assaulted. Further to this, 67% of the prefects reported to have witnessed physical violence in their schools but only 11% of them reported that this was a revenge for a friend who had been assaulted. The data showed that assault is seldom a reason for violence. However, even this trace of violence being used to avenge a friend who had been assaulted did not reach the school administration. The implication was that the students were able to solve such issues among themselves.

4.1.2.6 Avenging the mother for rumours

The respondents also confirmed that avenging the mother for rumours was also a cause of violence. Data presented in tabled 4.1 showed that 24% of the student respondents had witnessed students attack other students because they talked about their mothers. This cause of violence was also confirmed by 22% of the prefects involved and 22% of the sampled principals. This showed that the students were able to handle 2% of the violence that is caused by revenge for rumours being spread about
the mother. The variance between what the students reported and what was reported by the prefects is 2%. There was no variance between what the principals reported and the prefects’ report and this was the same with the school records. The teachers did not identify this as a cause of violence in public secondary schools. This was an indication that students did not discuss issues related to their mothers with the teachers but with the principals. The variance of 2% was attributed to the violence related issue generated by rumours about the mother that the students were able to solve on their own.

4.1.2.7 Avenging the father for rumours as a cause of violence

The respondents also identified avenging the father for rumours as a cause of violence as shown in table 4.2. They reported that students became violent if another one talked about their father. Out of the sampled students, 24% identified avenging the father for rumours as a cause of violent. The prefects and principals also reported that they had witnessed students becoming violent if another person talked ill of the father at 11% of each category. This meant that 13% of the cases of violence caused by avenging the father for rumours were solved by the students without involving the school administration. None of the teachers involved in the research had come across this as a cause of violence.

4.1.2.8 Avenging the family for rumours as a cause of violence

Respondents also identified rumours about the family as a cause of violence. All the categories of respondents reported that they had witnessed students becoming violent because another one talked about their family and this data is captured in table 4.2. This was reported by 35% of the student respondents who said that there were students who became violent if another person talked about their family. It was also
witnessed by 11% of the prefects involved in the research who identified avenging the family as a cause of violence in public schools in Kieni west. There was a variance of 15% between the two categories of respondents. The implication of this was that when violence caused by this happened, the students were usually not always together as a class. On the side of the school administration, 22% of both the teachers and principal respondents identified avenging the family for rumours as a cause of violence. The same was in the discipline records. This was an indication that information is shared by the school administration. There was a variance of 13% between what was witnessed by the student respondents and that of the school administration. This was attributed to the percentage of the cases of violence caused by avenging the family for rumours, that the students solved by themselves without involving the school administration.

4.1.2.9 Avenging the tribe for rumours as a cause of violence

There was trace of tribal based violence as shown in table 4.2. This was reported by 8% of the student respondents, 11% of the prefect respondents, none of the teachers and 11% of the principals involved. Discipline records in 11% of the schools indicated that violence cases in the past started from a student talking ill of the tribe of another. It was thus an isolated cause but never the less, it actually caused violence. A research should be done in an area with greater concentration of different tribes to establish the extent to which avenging a tribe would cause violence in a public secondary school. Figure 4.5 gives a summary of this information.
4.1.2.10 Avenging a religion for rumours as a cause of violence

Rumours about a religion were reported as a cause of violence in public schools in Kieni West. Table 4.2 shows that this was witnessed by 24% of the form three students who took part in this research and confirmed that quarrels had been caused by students talking ill of others’ religion. It was also witnessed by 22% of the prefect respondents who also confirmed this. However, no teacher or principal reported avenging religion for rumours as a cause of violence. The interpretation was that students were able to handle violence that was caused by this type of rumours on their own without involving the school administration.

4.1.2.11 Violence for no reason at all

Table 4.2 shows that the respondents also reported that there were instances when the violent student had no reason to be violent. It was reported by 16% of the student respondents. No prefect reported it. The implication was that this happened away from the prefect and it was never reported to him/her. The same cause of violence was reported by 11% of the teachers and the principals who were interviewed who indicated that they had witnessed cases of violence that had no causing reason. The same percentage was found in the school records. This was attributed to violence against new students and that which was started by students who were either under the influence drugs or stress.

4.1.2.12 Violence to avoid mocks

It was also reported that students become violent to avoid mock examinations. As shown on table 4.2, this cause of violence was reported by 11% of the principals and teacher respondents. The same was found in the discipline records. No student or prefect reported it. The interpretation was that form three students had not yet had an
experience with the mock examinations while the school administration had handled candidates in the past. There was no record that students had been able to solve this type of violence. It was punished by suspending students for a time.

4.1.2.13 Boy/girl relationship as a cause of violence

The romantic relationships between boys and girls were also reported to cause violence in public secondary schools in Kieni West. This was reported by 11% of both the principals and teacher respondents. The same percentage was also found in the school discipline records. No students reported it as indicated in table 4.2. The interpretation was that these cases were isolated.

4.1.2.14 Summary on the causes of violence

A large percentage of the violence that occurred in public secondary schools in Kieni West was seen to revolve around revenge at an average of 72% of all witnessed causes of violence as shown in figure 4.6.

![Figure 4.6: Summary of causes of violence in public secondary schools in Kieni](image-url)
The interpretation was that the students in public secondary schools are generally calm and result to violence when they are provoked. They were seen to be vindictive and unforgiving. It was also evident that students in public secondary school quarrel over competition for personal items that they use in school. Out of all the cases that were reported by the respondents, 21% cases of violence occurred because the victim took an item belonging to the perpetrator. The romantic relationship between a boy and a girl only caused 3% of the cases of violence.

4.1.3 The victims of violence

This research also sought to establish who the victims of violence in public secondary schools were. The data collected is presented in figure 4.7 and table 4.3.

Figure 4.7: A summary of victims of violence in public secondary schools in Kieni West
Table 4.3: A summary of victims of violence in public secondary schools in Kieni West

<table>
<thead>
<tr>
<th>VICTIM</th>
<th>% OF STUDENT WITNESSES</th>
<th>% OF PREFECT WITNESSES</th>
<th>% OF TEACHER WITNESSES</th>
<th>% OF PRINCIPAL WITNESSES</th>
<th>% IN RECORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>New students as victims</td>
<td>69</td>
<td>67</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Younger students as victims</td>
<td>37</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Small students by bigger ones</td>
<td>37</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>Older students by younger ones</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bigger students by small ones</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Minority tribe by majority</td>
<td>9</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Majority tribe by minority</td>
<td>9</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Those of equal status</td>
<td>60</td>
<td>56</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Boys insulted by girls</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Girls assaulted by boys</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Support staff by students</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Teachers by students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Those who meddle with others</td>
<td>72</td>
<td>67</td>
<td>67</td>
<td>78</td>
<td>78</td>
</tr>
</tbody>
</table>

4.1.3.1 New students as victims of violence.

The respondents reported that new students were usually victims of violence in public schools in Kieni West. Out of the sampled students, 69% confirmed that new students were victims of violence in their schools. This was also confirmed by 67% of the prefect respondents. It was also confirmed by 33% of the teacher respondents and the principals involved who indicated that new students were victims of violence in their schools. The same percentage was in the school records. This gave a variance of 34% between the students who confirmed that new students were victims of violence and percentage of the school administrations that confirmed the same. The variance was attributed to the violence directed to new students which the students solved without involving the school administration.
4.1.3.2 Younger students as victims of violence

The research also established that younger students were victims of violence. This information was given by 37% of the student respondents who confirmed that they had witnessed younger students being bullied by older ones. It was also confirmed by 33% of the prefect, teacher and principal respondents who reported that they had witnessed younger students being bullied by older ones. Out of the sampled schools, 33% had captured a history of younger students being bullied by older ones. This gave a variance of 4% between student respondents and the others. The 4% was attributed to the violence affecting younger students which the students were able to solve by themselves without reporting to the prefects or the school administration.

4.1.4.3 Smaller students as victims of violence by bigger ones.

There was a striking semblance between the way the respondents scored on the questionnaire for younger students being victimized by older ones and that of smaller students being victimized by bigger ones. There was fear that the questions might have been ambiguous due to the mother tongue similarities of ‘bigger’ and ‘older’ when the first language is influenced by Kiswahili. However, the response from the teachers and the principals confirmed that the data was correct. The students scored at 37% and the others at 33%. The records were silent on this one. The variance of 4% was attributed to the violence affecting smaller students that was solved by the students on their own. The absence of the records showed that the school administrations did not find it needful to keep such records.

4.1.3.4 Older students as victims of younger ones

The research also sought to establish whether older students were victims of violence from younger ones. This was confirmed to have happened by 7% of the student
respondents who confirmed that older students were bullied by younger ones in their school. It was further confirmed by 11% of the prefects interviewed. This is the equivalent of one school. When this is converted to the percentage per school, it translates to 66% student respondents and 100% prefects in that school. The other respondents reported 0% and so did the records. This showed that students in that school were able to handle all the cases of older students being victimized by younger ones.

4.1.4.5 Bigger students as victims of smaller ones

The similarity between the response to this question and that of older students being victimized by younger ones was striking. It was assumed that this was the same school and that the older student was smaller than the younger one. The respondents were therefore assumed to be referring to the same isolated case. It was, however, a pointer to the fact that bigger students were victims of smaller ones. The records were silent on this one, meaning that the case was never reported. The teachers and the principals scored zero indicating that they never learnt of such a case. It was assumed that students solved the case on their own without involving the school administration.

4.1.3.6 Minority tribe victimized by majority tribe

The research also sought to establish if the minority tribe was bullied by the majority tribe. According to 9% of the students, the minority tribe was bullied by the majority tribe. This was also confirmed by 11% of the prefects. The data was equivalent of data collected from one school. It was therefore converted to percentages of samples from one school. This was 83% student respondents from one school and 100% of prefects also from one school. However, the other respondents scored 0% and so did
the records. The interpretation was that the students were able to handle all the violence meted out on the minority tribe by the majority tribe without involving the school administration.

4.1.3.7 Majority tribe as victims of minority tribe

There was a striking similarity in the responses to this question and that of minority tribe being bullied by the majority tribe. The conclusion was that this was the same school and the same case and that it was not a question of one tribe being bullied. It was interpreted to have been a fight that involved members of the two different tribes. It was, however, an indication that even the majority tribe can be victimized by the minority tribe. More important to this research was that these cases were not reported by the teachers and the principals and neither were they in the discipline records. It was therefore an indication that students had acquired problem solving skills and could handle cases of tribal based violence without involving the school administration.

4.1.3.8 Victims and bullies are of equal status

Respondents confirmed that students of equal status bully each other. Equal status meant age, size and seniority in class was the same. This information was given by 60% of the sampled students. It was confirmed by 56% prefects who reported that bullies and their victims could be of equal status. The same fact was further confirmed by 33% of the principal and teacher respondents. In 33% of the sampled school records, it was indicated that students of equal status had been involved in quarrels in the history of the school. Important to this research was the variance of 27% between what the students had witnessed and what the teachers and principals reported. The
variance was attributed to the students’ ability to handle cases of violence involving students of equal status at 27% without involving the school administration.

4.1.3.9 Boys insulted by girls

There was no sufficient evidence that boys are insulted by girls. Only 11% of the teacher respondents indicated that this happens. This was treated as an outlier in this data. However, it was interpreted to mean that there were trace chances of girls insulting boys.

4.1.3.10 Girls assaulted by boys

There was also insufficient evidence that girls were assaulted by boys. Only 11% of the teacher respondents confirmed that girls were assaulted by boys. The other respondents posted a zero percent. This was also treated as an outlier in this data. It was interpreted to mean that there were trace chances of girls being assaulted by boys.

4.1.3.11 Support staff bullied by students

The research also sought to establish whether support staff was bullied by the students. Only 12% of the students confirmed to have witnessed support staff being bullied by students. The rest of the respondents posted a uniform 11% and this percentage was also found in the discipline records. This was the equivalent of data from one school. It was interpreted to mean that school workers were seldom bullied in public secondary schools.

4.1.3.12 Teachers bullied by students

All the respondents scored zero percent for teachers having been bullied by students. This was an indication that teachers were not bullied by students in public secondary
schools in Kieni West. This was interpreted to mean that teachers in public secondary schools in Kieni West were safe from school violent.

4.1.3.13 Meddlers as victims of violence

There was overwhelming evidence that those who meddle with the affairs of others ended up being bullied. According to 72% of the student respondents, meddlers were victims of violence. The same fact was confirmed by 67% of both prefect and teacher respondents who had witnessed students being bullied for meddling with the affairs of other students. The information was further confirmed by 78% of the principals involved who reported that this had been happening in their schools. Comparatively, this was the highest percentage of victims reported in this research. It was therefore concluded that the highest percentage of victims of violence at school were those who meddled with the affairs of others.

4.1.3.14 Summary on victims of violence

It was concluded that all stakeholders in public secondary school had a possibility of being bullied except the teacher. However, new students and meddlers had a higher chance of being victims of violence in public secondary schools in Kieni West. Those at the highest risk of being bullied were those that meddled with the affairs of others. There was also evidence that not all cases of violence were reported to the school administration. This was an indication that students were able to resolve some of the conflicts among themselves. It was evidence of acquired conflict resolution skills which is part of Life Skills Education.
4.1.4 Time when violence occurred

This research sought to establish the time when violence occurred in public secondary schools in Kieni West. Table 4.4 gives an introduction to the time when various respondents witnessed violent behaviour taking place.

Table 4.4: Summary of the time of violence occurrence in public secondary schools in Kieni West

<table>
<thead>
<tr>
<th>TIME OF OCCURRENCE</th>
<th>% STUDENT WITNESSES</th>
<th>% PREFECT WITNESSES</th>
<th>% TEACHER WITNESSES</th>
<th>% PRINCIPAL WITNESSES</th>
<th>% IN RECORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep time</td>
<td>56</td>
<td>56</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Break time</td>
<td>72</td>
<td>67</td>
<td>56</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>En route to &amp; from school</td>
<td>32</td>
<td>22</td>
<td>22</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Between lessons &amp; supper</td>
<td>44</td>
<td>44</td>
<td>11</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>At night in dorms</td>
<td>35</td>
<td>33</td>
<td>11</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Weekend</td>
<td>23</td>
<td>22</td>
<td>0</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Games time</td>
<td>32</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Any free time</td>
<td>25</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

Figure 4.8: Summary of the time of violence occurrence in public secondary schools in Kieni West
4.1.4.1 Prep time

It was established by this research that there occurred school violence during the preparation period when the students were alone. This was reported by 56% of the interviewed students who confirmed that they had witnessed violence occur during preps. According to 56% of the prefects involved in the research, some violence occurred in their classes during preps. This gave a variance of zero. The interpretation was that violence that occurred during preps was disruptive enough to be noted by all the students present. This occurrence was also witnessed by 22% of the teacher respondents and the principals involved in the research. Out of the sampled school records, 22% indicated that violence had occurred in the schools during preps. This gave a variance of 34%. This variance was attributed to the cases of violence that occurred during preps which the students were able to handle on their own without involving the school administration.

4.1.4.2 Break time

The respondents and school records showed that violence occurred in public secondary schools during break time. This information was given by 72% of the students interviewed who confirmed to have witnessed violent behaviour occur during break time. The same fact was reported by 67% of the prefects who also confirmed that they had witnessed this occurrence. It was further reinforced by 56% of the teachers who reported that they had witnessed violence occur during break time. This gave a variance of 16% between the student’s reports and those of the teachers. This was attributed to the cases of violence that the students did not report to the teachers because they were able to solve them on their own. Only 44% of the principals confirmed that violence had occurred in their schools during break time and this is
what was in the school record. There was a variance of 14% between what was reported by the teachers and what was reported by the principals. This was interpreted to mean that there were 14% violent behaviour cases that the teachers solved without involving the principal and they also did not record them.

4.1.4.3 En route to and from school

The research established that some cases of violent behaviour occurred when the students were on the way to and from school. This had been witnessed by 32% of the student respondents and 22% of the interviewed prefects. It was also reported by 22% of the teachers who had witnessed it. However, 33% of the principals involved in the research reported that violent behaviour had occurred when their students were on the way to and from school. It was this 33% that was found in the discipline records of the sampled schools. This was interpreted to mean that the prefects and the teachers did not receive most of the reports concerning their schools if it occurred outside their jurisdiction. On the other hand, the principal gets most of the reports and that was why they had witnessed more of violence occurring when the students were on the transit to and from school.

4.1.4.4 Between lessons & supper

This research also established that school violence occurred between the lessons and supper in boarding schools. According to 44% of the students, some violence occurred between lessons and supper. It was confirmed by 44% of the prefects who reported that they had witnessed occurrence of violent behaviour between lessons and supper but only 11% of the teachers and 22% of the principals involved reported to have witnessed violence during this period. The records in 22% of the schools indicated that violence occurred during that period in those schools. This gave a
variance of 22% between what the students witnessed and what was witnessed by the principals. The variance was interpreted to be the violence the students were able to handle on their own without informing the school administration.

4.1.4.5 At night in dormitory

Violence was also reported to occur at night in the dormitory in boarding schools. The data collected from 35% of the student respondents showed that they had witnessed violence during this period. This was also confirmed by 33% of the prefects and principal respondents who reported the same occurrence. 11% of the teachers reported that violence had occurred at night in the dormitory in their schools. There was a variance of 2% between the students who witnessed violence at night in the dormitory and that of the principals and 22% between teachers’ and that of the principals. The variance in this case was found to be insignificant to determine that students were able to solve issues of violence at night in the dormitory. Literature review showed that violence which occurred at night in the dormitory was at times fatal and two students had died out of this in the sub county.

4.1.4.6 During weekends

The respondents also reported that violent behaviour occurred during the weekends. Figure 4.4 gives a summary of this report. The information gathered from 23% of the student respondents showed that they had witnessed violent behaviour in their schools over the weekend. The same information was confirmed by 22% of the prefect respondents and the principals involved by reporting that violent behaviour had occurred in their schools during the weekend and the same was in the school records of 22% of the sampled schools. No teacher respondent reported to have witnessed this. The variance between the reports was 1% and this was regarded as being
insignificant to prove that students were able to handle violence that occurred during the weekend.

4.1.4.7 During games

Only students reported that violence occurred during games time. According to 32% of the student respondents, some students are involved in violent acts during games. This was also reported by 33% of the prefects involved. The teachers and the principals interviewed did not report having witnessed violence at games time. The interpretation was that students were able to handle cases of violence that occurred during games time without involving the school administration.

4.1.4.8 Any time the students are free

Students’ free time includes lesson time when the teacher is absent and in between the lessons when the teacher delays to report to class. Data collected from 25% of the student respondents showed that they had witnessed violence occurring any time the students were free in their school. This information was confirmed by 22% of the prefects who reported to have witnessed the same. Only 11% of both teacher and principal respondents reported to have witnessed violence occurring at the unexpected free time. This gave a variance of 14% and it was attributed to the cases of violence that students solved on their own.

4.1.4.9 Summary on time when violence occurs

The research established that violence had a possibility of occurring at any time of the day within the school or even on the transit to or from school. This information is summarized in figure 4.9 to show the percentage of occurrence.
It was however established that most violence occurred during break time. It was also established that violence that occurred at night was the most destructive because it had even led to loss of life.

4.1.5 Those likely to become violent

The teachers were also asked to give the category of students who were likely to become violent. The data collected is presented in the following figure 4.10.
According to 11% of the sampled teachers, the students who were struggling in class were likely to vent their frustration on others. Another 22% reported that it was the students under stress. Another 22% said that those who have given up in education are also likely to be violent while 45% reported that those reportedly on drugs had a higher chance of becoming violent. It was concluded that students who were likely to become bullies were those under stress, those struggling in education, those who had given up in education and those who were reportedly on drugs. Use of drugs was found to be the major cause of violence in public secondary schools in Kieni West.

4.1.6 Students’ attitude towards bullies

This research sought to establish whether the bullies were popular with students. Table 4.5 gives an introduction to the findings of this research in this area according to the data collected from the field.

<table>
<thead>
<tr>
<th>STATE</th>
<th>% REPORTED BY TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unpopular with students</td>
<td>67</td>
</tr>
<tr>
<td>Popular with students</td>
<td>33</td>
</tr>
<tr>
<td>Unpopular with girls</td>
<td>22</td>
</tr>
<tr>
<td>Unpopular with boys</td>
<td>44</td>
</tr>
<tr>
<td>Popular with boys</td>
<td>11</td>
</tr>
<tr>
<td>Popular with girls</td>
<td>22</td>
</tr>
<tr>
<td>Bully girls popular with girls</td>
<td>44</td>
</tr>
<tr>
<td>Bully girls popular with boys</td>
<td>11</td>
</tr>
<tr>
<td>Bully boys popular with girls</td>
<td>33</td>
</tr>
<tr>
<td>Bully boys popular with boys</td>
<td>11</td>
</tr>
</tbody>
</table>
4.1.6.1 Students’ general attitude towards bullies

The teachers were asked to report on the bullies’ popularity. The information they gave is summarized in figure 4.11.

![Pie chart showing students' attitude towards bullies in Kieni West](image)

**Figure 4.11: Students’ attitude toward bullies in Kieni West**

Out of the sampled teachers, 67% reported that bullies were unpopular with students while 33% of them said they were popular with students. It was an indication that although the public secondary schools were generally calm, they were potentially violent. This was because the bullies were likely to influence 33% of their school mates to whom they are popular. Literature review showed that it took only a few bullies for the schools that had experienced fatal cases of violent behaviour. The 33% of the student population in a school was interpreted to be an indication of potentially violent schools.

4.1.6.2 Popularity of bullies by gender

This research also sought to establish the extent to which the bullies were popular with different gender of students. It was reported by 67% of the respondents that bullies were popular with girls while 33% of them reported that bullies were popular with boys. This was an indication that for single sex schools, girls’ public secondary schools were potentially more violent than boys’ public secondary schools. It also meant that in mixed public secondary schools, the girls were more likely to encourage violence. Figure 4.12 gives this data in graphic form.
When the question was reversed, the data produced the exact reverse of the pattern in figure 4.12. It was reported by 33% of the respondents that bullies are unpopular with the girls and 67% reported that bullies were unpopular with the boys. Figure 4.13 is a mirror of figure 4.12 as seen below.

The findings of this research did not agree with the literature review which painted a picture of boys who are more violent than the girls. The findings painted a picture of boys who did not love bullies and this was interpreted to mean that they did not like violent behaviour. On the other hand, the girls adored bullies in their schools and this
was interpreted to mean that girls love violent behaviour. There exists a mystery that this research was not able to solve with regard to what makes the boys’ public secondary schools record more violence than the girls’ public secondary schools yet the girls love bullies more than the boys do.

4.1.6.3 Popularity of the girl bullies by gender

The respondents were asked to report on the popularity of the girl bullies across the two genders. It was reported by 20% of them that girl bullies were popular with boys while 80% of them reported that the girl bullies were popular with girls. The girl child was painted as one who loved violence. This again contradicted the literature review. The researcher went back to the primary data to counter check this information to verify this new twist. In one of the envelopes with writing that closely resembled girls’ writing, the student respondents had said that they would fight back if they were provoked to violence. The question was not intended to show how different gender would react to provocation but on the reduction of violent thoughts in general. This would be a very interesting area for gender experts to establish whether the society is developing new trends and probably leading to new gender roles. Figure 4.14 below gives a summary of that information.
4.1.6.4 Popularity of boys bullies by gender

The new trend continued to be seen in this area. It was reported by 75% of the respondents that bully boys were popular with girls and 25% of them reported that bully boys were popular with the boys. Figure 4.15 summarizes this information in graphic form.

![Figure 4.15: Summary of popularity of bully boys by gender](image)

The girl was reported to love violence more than the boy does. This was contrary to literature review that had painted the boy as being more violent compared to the girl.

4.1.6.5 Summary on popularity of bullies

It was concluded that new trends were forming with regard to attitude towards violence based on gender. The research revealed a situation where the girl loves violence more than the boy does. This contradicted the literature review that showed the boys’ secondary schools being more violent in Kenya. The interpretation was that girls were more likely to be violent than the boys in public secondary schools in Kieni West.
4.1.7 Summary on the status of violence in public secondary schools in Kieni West

This research established that the following types of violence occur in Kieni West Sub-county: Physical violence, use of insults, spreading of rumours, social isolation of learners, hiding of items belonging to other students and destruction of property.

The most frequently witnessed type of violence was physical violence at 61% followed by use of insults at 12%. The research also established that some cases of violence were solved before they got to the school administration. This was an indication that students were able to resolve some of the conflicts among themselves. It was evidence of acquired conflict resolution skills which is part of life skills education. When the school administration was involved, the schools employed manual labour, suspension from school for a time, replacement of destroyed items and being taken to rehabilitation as the preferred punishments and remedial measures for varied types of violence with manual labour being used most frequently.

The research also established that a large percentage of the violence that occurred in public secondary schools in Kieni West was seen to revolve around revenge at an average of 72% of all witnessed causes of violence. It was established that all stakeholders in public secondary schools in Kieni West sub-county had a possibility of being bullied except the teacher. However, new students and meddlers had a higher chance of being victims of violence. Those at the highest risk of being bullied were those that meddled with the affairs of others at an average of 72.4%.

The research established that violence had a possibility of occurring at any time of the day within the school or even on the transit to or from school. It was however established that most violence occurred during break time. It was also established that
violence that occurred at night was the most destructive because it had even led to loss of life in the past.

It was concluded that students who were likely to become bullies were those under stress, those struggling in education, those who had given up in education and those who were reportedly on drugs. Use of drugs was found to be the major cause of violence in public secondary schools in Kieni West.

The research also established that new trends were forming with regard to attitude towards violence based on gender. The research revealed a situation where the girl loves violence more than the boy does. This contradicted the literature review that showed the boys’ secondary schools being more violent. The interpretation was that girls were more likely to be violent than the boys in public secondary schools in Kieni West.

4.2 The status of life skills education in public secondary schools

The research set out to establish the status of Life Skills Education in public secondary schools in Kieni West sub – county. The areas targeted were the age of the teachers of Life Skills Education, the number of principals who teach Life Skills Education by gender, the training level of the teachers of Life Skills Education, the attitude of the teachers of Life Skills Education towards the subject, teacher preparedness to teach Life Skills Education, the frequency of departmental meetings to discuss Life Skills Education and the extent to which teachers of Life Skills Education are recognized for the work they do.
4.2.1 The age categories of the teachers of Life Skills Education in public secondary schools

The ages of the teachers of Life Skills Education was not evenly distributed across the age categories. Majority of the teachers fell under the category of 25 to 30 years at 56%. Another group of 11% belonged to the category of between 31 – 35 years. The others were at 0% between 36 to 45 years, 11% between 46 – 50 years, 11% between 51 – 55 years and 11% between 56 – 60 years. This data showed that most schools gave the inexperienced young teachers the role of imparting Life Skills in the adolescents in their schools. This research was not able to establish the effect which this action had on the quality of Life Skills acquired by the students taught by the young teachers. Only 11% of the teachers in mid-life were involved in the teaching of Life Skills Education and 22% in the senior category of between 51 – 60 years. Figure 4.16 shows the distribution of teachers across the age categories.

Figure 4.16: The distribution of L.S.E teachers across the age categories in Kieni West
The schools appeared to be sparing the teachers in mid life. This is the category of men and women who combine energy and experience. The lower category has teachers who are energetic but lacking in experience. The upper category is rich in experience but lacking in energy. This pattern was interpreted to mean that public secondary school administrations were not keen to invest their best manpower in Life Skills Education.

4.2.2 The number of principals teaching Life Skills Education per gender

This research established that a majority of the principals do not teach Life Skills Education. A total of 44% of the sampled principals were teaching Life Skills Education. The two genders shared this by half. A total of 56% of the principal respondents reported that they do not teach Life Skills Education. The interpretation was that Life Skills Education was not a priority to a majority of the principals of public secondary schools in Kieni West Sub-county yet they are important opinion shapers in schools. Figure 4.17 gives the summary of this information in graphic form.

![Figure 4.17: A summary of principals who teach Life Skills Education in Kieni West](image-url)
This was an indication that the subject was getting fair attention from the office of the principal.

4.2.3 Teachers’ preparedness to teach Life Skills Education

The research sought to establish the extent to which teachers are prepared to teach Life Skills Education. None of them had been pre-trained to teach Life Skills Education. However, 25% of the respondents reported that they had some form of training to teach LSE as shown in figure 4.18.

![Figure 4.18: A summary of teachers with some form of training in LSE in Kieni West](image)

The subject seemed to be getting less attention even from the institutions that train teachers. The larger percentage of the teachers was not trained.

There were also teachers of Life Skills Education who got in-service training in Life Skills Education. It was reported by 22% of the sampled teachers that they had been given in-service training in the area of Life Skills Education. A total of 78% of them reported that they had never had any in-service training in Life Skills Education as shown in figure 4.19.
The similarity between the number of teachers who claimed they were trained and those with in-service training was interpreted to mean that the training mentioned was in-service.

Teachers of Life Skills Education were themselves not preparing to teach the subject. Figures 4.20, 4.21 and 4.22 show this data in graphic form.
Figure 4.22: A Summary of teachers who had set targets to be achieved in LSE in Kieni West

Only 11% of the teachers reported that they prepared schemes of work. 89% of them did not have schemes of work. The same pattern was repeated for keeping records of work and setting of goals in Life Skills Education. The targets were in form of expected behavioural change after the students internalized the skills imparted in Life Skills Education.

Majority of the teachers of Life Skills Education never prepared for the lessons in the subjects. They neither had lesson plans nor lesson notes. Only 11% had evidence of lesson preparation in terms of teaching notes. A total of 89% of the teacher respondents reported that they never prepared for the lessons.

Figure 4.23: A Summary of teachers of LSE who prepared for lessons in Kieni West
The above data gives the image of a neglected subject. No meaningful teaching and learning would go on when the teacher is not prepared to teach.

This research sought to also establish the reasons given for not preparing schemes of work and keeping records of work covered. A total of 33% of teachers said that the subject was not examinable and thus did not need much attention. Another 56% of them reported that what they need was determined by the students. They said that they go to class and ask the students whether they had any issue they wanted to discuss. The issue then formed the topic of the lesson. Figure 4.24 gives a summary of this data.

![Pie chart showing reasons for no schemes and records of work in SLE](image)

**Figure 4.24: Summary of reasons given for no schemes and records of work in SLE**

This was interpreted to mean that in 56% of the schools, Life Skills Education was a reaction rather than pro-action. In this case, it could not be used to prevent an occurrence which the students were yet to experience. However, it could solve issues which the students came across from time to time.

This research also established that the Life Skills Education Department seldom meets in public secondary schools in Kieni West. Figure 4.25 below gives the data collected.
Data showed that 11% of the departments of Life Skills Education met once per term, 11% met annually while 78% never met at all. This showed that ideas in Life Skills Education were never shared among teachers in a majority of schools.

This research also established that given a chance, majority of the teachers of Life Skills Education would not teach the subject. Only 44% of the sampled teachers reported that they enjoyed teaching Life Skills Education. The other 56% of them preferred to teach other subjects. Figure 4.26 gives a summary of this data.

The data showed that Life Skills Education was unpopular with the teachers. A majority of them taught Life Skills Education only because it had been allocated to them.
Attention was also focused on the recognition which the teachers of Life Skills Education got in Kieni West public secondary schools. Only 11% of the sampled teachers had been assessed in teaching of LSE, 11% had been asked a question on Life Skills Education during an interview and later got promoted but 78% were still seeking recognition when this research was conducted. This showed that to a greater extent, Life Skills Education teachers were not recognized for their effort in the teaching of the subject. Figure 4.27 gives this data in summary.

![Figure 4.27: A Summary of the recognition received by teachers of LSE in Kieni West.](image)

The motivation of the teachers was low. Most of them felt that their work was never appreciated.

### 4.2.4 The level of student involvement in LSE

**Table 4.6: Summary of student involvement in LSE in public schools in Kieni West**

<table>
<thead>
<tr>
<th>LEVEL OF INVOLVEMENT</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy LSE lessons</td>
<td>57</td>
</tr>
<tr>
<td>Attend all LSE lessons</td>
<td>56</td>
</tr>
<tr>
<td>Take notes in LSE</td>
<td>40</td>
</tr>
<tr>
<td>Issued with text book in LSE</td>
<td>7</td>
</tr>
<tr>
<td>Sat for exams in LSE</td>
<td>4</td>
</tr>
<tr>
<td>Never done exam in LSE</td>
<td>96</td>
</tr>
</tbody>
</table>
Table 4.6 summarizes the involvement of the students in Life Skills Education in public secondary schools in Kieni West. The same information is put in graphic form for easy comparison.

Figure 4.28: Summary of student involvement in LSE in public secondary schools in Kieni West

A total of 57% of the sampled students reported that they enjoyed lessons in Life Skills Education while 56% of them reported that they attended all the Life Skills Education lessons. A variance of 1% was noted between the students who enjoyed the LSE lessons and those who attended all the lessons. It was reported by 40% of the sampled students that they took LSE notes while only 7% of the respondent students had been issued with textbooks in the subject. Only 4% of the students reported that they had done a continuous assessment test in Life Skills Education but 96% of them had never done any exam in LSE. This gave the impression that the students’ progress in Life Skills Education is given little attention.

4.2.5 The popularity of Life Skills Education

The school heads were asked to report on the popularity of Life Skills Education in their schools. The data they gave is presented in figure 4.29.
They reported that Life Skills Education was popular with 44% of the teachers who taught it and unpopular with 56% of them. The interpretation was that Life Skills Education was unpopular with the teachers. This image was reversed when the same respondents were asked how popular the subject was with the students as shown in figure 4.30.

The subject was popular with 56% of the students and unpopular with 44% of them. The implication was that the subject was popular with the students but unpopular with the teachers.

4.2.6 Summary on the status of Life Skills Education

The findings of this research showed that Life Skills Education was a neglected subject in public secondary schools in Kieni West Sub-county. It was mainly
allocated to either the teachers who were newly employed or those who were about to retire. The first category has energy but lacks in experience. The second category is rich in experience but lacks in energy. The subject was also student driven because the teachers seldom prepare what to teach and they mainly teach what the students want to learn. It was thus found to be reactive rather than proactive. This approach decreased the chances of the subject preventing the occurrence of violence if the students found themselves in a new violence provoking situation. Teachers on their part lacked enthusiasm in teaching Life Skills Education. Most of them preferred to teach other subjects for which they were trained. None of the teachers was primarily trained to teach Life Skills Education and this gave the impression that even the institutions that train teachers had not paid much attention to the subject. Life Skills Education was, however, popular with the students.

### 4.3 The extent to which life skills education has reduced violence in public secondary schools in Kieni west

#### 4.3.0 General Introduction

The research compared form 3 class with the rest of the school to establish the extent to which violence has been reduced through the teaching of Life Skills Education. The class was also compared against itself while in the lower forms. Correlations were drawn to establish whether indeed it was the teaching of Life Skills Education that contributed to this reduction. The following were the findings.

#### 4.3.1 Evidence of reduced incidents of violence

Data available in 4.1 of this research report showed that it was not all cases of violence that reached the school administration in public secondary schools. Table 4.7
gives a summary of those cases solved by students as extracted from 4.1 of this chapter.

<table>
<thead>
<tr>
<th>TYPE OF VIOLENCE</th>
<th>VIOLENCE HANDLED BY STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical violence</td>
<td>11</td>
</tr>
<tr>
<td>Use of insults</td>
<td>32</td>
</tr>
<tr>
<td>Spreading rumours</td>
<td>28</td>
</tr>
<tr>
<td>Social Isolation</td>
<td>35</td>
</tr>
<tr>
<td>Hiding items</td>
<td>6</td>
</tr>
<tr>
<td>Destruction</td>
<td>26</td>
</tr>
</tbody>
</table>

The research also sought to know the extent to which this violence that students handled on their own would be attributed to the form 3 students. The data was subjected to a Pearson Coefficient of Correlation test. The result showed an insignificant correlation at 0.01. It was therefore determined that the other students also contributed significantly in handling violence in public secondary schools.

A total of 78% of the prefects reported to have witnessed near violent situations that were resolved by students. This was an indication that students indeed had acquired conflict resolution skills and this would help to reduce violence in public secondary school. A comparison of the percentage of the violence handled by the students and the percentage drop of violence in form 3 revealed that in general, the drop in form 3 was higher by an average of 26% with destruction having been eradicated at form three. However, use of social isolation as a weapon against fellow students registered a lower drop by 7% compared to the lower classes. The implication was that form three students were using social isolation more than other forms of violence. Data from 4.1 indicated that both the teachers and the principals did not know that this type
of violence existed in their schools. Data from 4.2 showed that teaching of Life Skills Education was a reaction rather than proaction because lesson content was determined by the immediate need of the students. It therefore meant that teachers of Life Skills Education did address social isolation of students by others in their teaching. A total of 40% of the student respondents also reported that if they were provoked to violence, they would fight back. This showed that the form 3 class was potentially violent. Literature review showed that it takes very few students to bring violence to secondary schools. Tables 4.7.1 and 4.7.2, and figure 4.31 give that summary.

Table 4.7.1: Comparison of drop in violence in form 3 with that of entire school

<table>
<thead>
<tr>
<th>TYPE OF VIOLENCE</th>
<th>GENERAL DROP IN SCHOOL</th>
<th>DROP IN FORM 3</th>
<th>VARIANCE IN DROP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Violence</td>
<td>11</td>
<td>53</td>
<td>42</td>
</tr>
<tr>
<td>Use of Insults</td>
<td>32</td>
<td>57</td>
<td>25</td>
</tr>
<tr>
<td>Spreading Rumours</td>
<td>28</td>
<td>61</td>
<td>33</td>
</tr>
<tr>
<td>Social Isolation</td>
<td>35</td>
<td>28</td>
<td>-7</td>
</tr>
<tr>
<td>Hiding Items</td>
<td>6</td>
<td>47</td>
<td>41</td>
</tr>
<tr>
<td>Destruction</td>
<td>26</td>
<td>48</td>
<td>22</td>
</tr>
<tr>
<td>Average</td>
<td>23</td>
<td>49</td>
<td>26</td>
</tr>
</tbody>
</table>

Table 4.7.2 Comparison of violence in form 3 with that of entire school

<table>
<thead>
<tr>
<th>TYPE OF VIOLENCE</th>
<th>% WITNESSED IN SCH</th>
<th>% NOT WITNESSED IN F3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical violence</td>
<td>60</td>
<td>53</td>
</tr>
<tr>
<td>Use of insults</td>
<td>77</td>
<td>57</td>
</tr>
<tr>
<td>Spreading rumours</td>
<td>72</td>
<td>61</td>
</tr>
<tr>
<td>Isolation</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>Hiding items</td>
<td>62</td>
<td>47</td>
</tr>
<tr>
<td>Destruction</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Average</td>
<td>59</td>
<td>49</td>
</tr>
</tbody>
</table>
Figure 4.31: Comparison of drop in violence in form 3 with that of entire school

This data in table 4.7 shows that there was less violence witnessed in form 3 class. The percentage drop of violence was also higher in the same class compared to the rest of the school except for use of social isolation as a weapon against other students.

The data also showed that the cases of violence in public secondary schools reduced as one progressed from a lower grade to a senior one demonstrated by figure 4.32 below.

Figure 4.32: Summary of cases reported in public secondary schools in Kieni West in 2015
The current form 1 class had registered 16 cases of violence in 2015, form 2 had registered 9 cases and form 3 had registered 4 cases of violence. There was clear evidence of reduction of violence.

4.3.2 Comparison of form three class against itself while in lower forms

The current form 3 class was also compared against itself in the lower forms. It was established that while in form one, the class registered 20 cases of violence. At form two, the cases reduced to 14 and then 4 cases of violence at form 3. There was evidence of reduction in violence as the class progressed from one grade to the other.

![Figure 4.33: A Summary of cases of violence reported from the current form 3 while in lower classes](image)

The data shows that this class also experienced less cases of violence as it progressed from the lower forms. The drop was attributed to acquired life skills.
4.3.3 The relationship between the teaching of Life Skills Education and violence in public secondary schools

The research sought to establish whether there was a relationship between the teaching of Life Skills Education and violence in public secondary schools. The data from sections 4.1 on the status of violence in public secondary schools, 4.2 on the status of Life Skills Education and 4.3.1 on evidence of reduced incidents of violence was brought together for comparison. Table 4.8 shows that data.

Table 4.8: Comparison of data for relationships

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TEACHER PREPAREDNESS</th>
<th>% STUDENTS WHO ENJOY LSE LESSONS</th>
<th>% STUDENTS WHO ATTEND ALL LSE LESSONS</th>
<th>% DROP OF VIOLENCE AT F3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>67</td>
<td>67</td>
<td>59</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>60</td>
<td>60</td>
<td>58</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>88</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>60</td>
<td>60</td>
<td>56</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>60</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>F</td>
<td>72</td>
<td>100</td>
<td>92</td>
<td>30</td>
</tr>
<tr>
<td>G</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>H</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>I</td>
<td>1</td>
<td>67</td>
<td>67</td>
<td>57</td>
</tr>
</tbody>
</table>

AVERANGE: 57.11111111 56.22222222 58.66666667 48.77777778

Pearson Correlation Coefficient was used to establish the relationships that existed among the variables. The data on students’ enjoyment of Life Skills Education was compared with lesson attendance. This gave a value of $r = 0.9963$ and the coefficient of determination at 0.9926. There existed a very high level of positive correlation such that when the students enjoyed the Life Skills Education Lessons, they attended Life Skills Education lessons more frequently and the vice versa. It was decided that
doing calculations of correlation for both of them would generate redundant data. The attendance of Life Skills Education lessons was easier and accurate to measure because it could be physically witnessed and documented. It was therefore used to calculate the relationship between Life Skills Education and school violence. When Life Skills Education lesson attendance and school violence were tested for correlation using Pearson Correlation Coefficient, they gave a coefficient of correlation value of $r = -0.9452$ and coefficient of determination at $0.8934$. It was therefore evident that there existed a negative relationship between attendance of Life Skills Education and violence in public secondary schools such that the more the students attended lessons in LSE, the less the violence witnessed in the school. The opposite would also be true. The correlation between the drop in school violence and attendance of Life Skills Education lessons was also tested. These posted a correlation coefficient value $r = -0.5964$ and a coefficient of determination of $0.3557$. This was a moderate negative correlation which means that there was a tendency of violence reducing when students attended Life Skills education but the attendance of Life Skills Education was not the only factor that reduced school violence. Extraneous variables came to play. When the same test was done to determine whether there existed a relationship between teacher preparedness and school violence, it gave a value of $r = -0.709$. This is a significant negative relationship such that when the teacher prepared to teach Life Skills Education, the level of violence in the school reduced. The vice versa is also true. The same test was done to determine whether there existed a relationship between teacher preparation to teach Life Skills Education and reduction in school violence. This gave a value of $r = 0.9488$ and a coefficient of determination of $0.9002$. It meant that when the teacher prepared more to teach Life Skills Education, the higher the drop in violence and the less the teacher prepared, the
less the drop in school violence. The implication was that the teacher of Life Skills Education had a greater role to play in the reduction of school violence than the role played by the student. What was required was for the teacher to go prepared rather than react while in class to a problem that had been identified by the students. It is worth noting at this point that use of social isolation as a weapon against other students was more in form three compared to other classes. This was attributed to its discreet nature such that teachers of L.S.E never noted that it existed and thus never addressed it. It was assumed that for this reason, the students use it as the preferred weapon because they had not acquired knowledge that would inhibit its use against other students.

4.3.4 Summary of the extent to which Life Skills Education has reduced violence

It was concluded that violence had reduced in public secondary schools depending on the seniority of the class. The data collected revealed that form 3 class registered a higher drop in violence except in the use of isolation of other students. There was evidence that the class was potentially violent with 40% of the student respondents reporting that they would fight back if provoked to violence. However, form 3 class registered a drop of violence by an average of 49%. Pearson correlation coefficient tests showed that there existed a significant negative relationship between Life Skills Education and school violence. This was an indication that teaching of Life Skills Education has helped in the reduction of violence in public secondary schools where it is taught. It was also established that the teacher of Life Skills Education had a greater role to play in the reduction of school violence in public secondary school than the student.
4.4 Strategies to Improve Live Skills Education in Public Secondary Schools

Kieni West Sub County

Data collected from the field showed that there were few strategies to improve Life Skills Education in schools. Only 22% of the teachers had had in-service training. It was also reported that 78% of the schools never had Life Skills Education departmental meetings. The research sought to know what strategies the various respondents would suggest for improving Life Skills Education. Table 4.9 shows the suggestions that were given.

Table 4.9: Suggested strategies to improve Life Skills Education

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>% SUGGESTED BY STUDENTS</th>
<th>% SUGGESTED BY PREFECTS</th>
<th>% SUGGESTED BY TEACHERS</th>
<th>% SUGGESTED BY PRINCIPALS</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic symposiums</td>
<td>0</td>
<td>0</td>
<td>44</td>
<td>77</td>
<td>30.25</td>
</tr>
<tr>
<td>Continuous assessments</td>
<td>20</td>
<td>22</td>
<td>22</td>
<td>56</td>
<td>30</td>
</tr>
<tr>
<td>Final examination</td>
<td>20</td>
<td>22</td>
<td>33</td>
<td>67</td>
<td>35.5</td>
</tr>
<tr>
<td>Review syllabus</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>56</td>
<td>22.25</td>
</tr>
<tr>
<td>Teaching it during working hours</td>
<td>1</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>25</td>
</tr>
<tr>
<td>Field trips</td>
<td>67</td>
<td>33</td>
<td>11</td>
<td>44</td>
<td>38.75</td>
</tr>
<tr>
<td>In-service training of teachers</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>56</td>
<td>19.5</td>
</tr>
<tr>
<td>Recognition of teachers</td>
<td>0</td>
<td>0</td>
<td>78</td>
<td>67</td>
<td>36.25</td>
</tr>
<tr>
<td>Pre-service training of teachers</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>22</td>
<td>13.75</td>
</tr>
<tr>
<td>Use of resource persons</td>
<td>3</td>
<td>33</td>
<td>44</td>
<td>56</td>
<td>34</td>
</tr>
<tr>
<td>More text books</td>
<td>44</td>
<td>22</td>
<td>11</td>
<td>11</td>
<td>22</td>
</tr>
</tbody>
</table>
4.4.1 The Use of Examinations

The data presented in Table 4.9 shows that 20% of the students interviewed suggested that continuous assessment may be useful in improving Life Skills Education. A total of 22% of the prefects and of the teachers suggested the same strategy. It was also suggested by 44% of the principals interviewed that use of continuous assessments could be instrumental in the improvement of life skills education. Kihlstorm J. F (2013), states that testing improves memory. He adds that different versions of the same memory, created through repeated testing, make it possible to retrieve information quickly when needed again later. This strategy is therefore recommended for the improvement Life Skills Education. The strategy of testing is applied in the use of symposiums during which learners answer questions. The use of symposiums was suggested by an average 30% of the respondents. Testing the subject at K.C.S.E was also suggested. This would make the teachers treat the subject with the seriousness it deserves.

4.4.2 Revision of LSE syllabus

The respondents also suggested that the Life Skills Education syllabus should be revised as shown in table 4.9 An average 22% of the respondents suggested this strategy. However, they did not suggest the areas to be revised. This strategy was thus not convincingly put forward as a strategy to improve Life Skills Education at the time of this research.

4.4.3 Change of teaching hours

Life Skills Education as a subject was taught outside the working hours. This meant that teachers of Life Skills Education had to create time outside the working hours to attend to their classes. The practice was prohibited by Legal Notice Number 39 of
2015 (Education Regulations, 2015) which restricted teaching to between 8:00am to 3:30pm. This therefore called for Kenya Institute of Curriculum Development to reallocate time on the Time Table so that Life Skills Education is allocated time within the working hours. Table 4.9 shows that average 25% of the respondents suggested that this strategy would be useful in the improvement of Life Skills Education. This research was able to prove that the frequency of Life Skills Education lesson attendance on the part of the students and the reduction of violence in public secondary schools had a high positive correlation such that when the frequency of lesson attendance was high, the reduction of violence was also high. It would thus be desirable to allocate enough time to Life Skills Education on the Time Table so that a higher percentage of violence will be reduced in future.

4.4.4 Training of LSE teachers

Data collected from the field also suggested that the training of teachers of Life Skills Education would be an effective strategy to improve the subject as shown in table 4.9. This research was able to prove that there existed a strong negative correlation between violence in secondary schools and the teachers' preparedness. Training of manpower is the first level of improving Life Skills Education. The percentages in support of this strategy were low. However, the data in section 4.3 of this chapter is enough evidence that if the violence experienced in public Secondary schools is to be reduced further and faster, the teachers of Life Skills Education need to be trained. This is because teacher preparation has a significant positive correlation with the reduction of violence in public secondary schools and a significant negative correlation with school violence.
4.4.5 Introduction of Field Visits

The respondents also suggested the use of field trips as a strategy to improve Life Skills Education as indicated in table 4.9. Field trips would be instrumental in exposing the students to situations similar to the ones taught in class. An example given in one school was a visit to King'ong'o prison during which students learnt the disadvantages of reacting before reasoning. They came face to face with in-mates who were jailed for fighting battles that could have been avoided. Schools could explore such other areas to visit.

4.4.6 Use of Text Books

Provision of more text books was also given as a strategy that could improve Life Skills Education as shown in table 4.9. This would require the printing of more books in Life Skills Education. For books to be written, there needs to be more specialists and this demands for training of more personnel.

4.4.7 Use of Resource Persons

Table 4.9 shows that the use of resource persons was also suggested as a strategy to improve Life Skills Education for reduction of violence in public secondary schools. This would require schools to get people who have had some experience that the school wants the students to learn about. The resource persons would include victims of violence, perpetrators of violence who later came to realize that they were wrong, witnesses of violent situations, magistrates and judges who have dealt with cases of violence or doctors who have treated victims of violence. This will help change the mind-set of the students such that if they come from a background where violence is used to settle disputes, they will be uncomfortable to use it to settle their own
disputes. Once this happens, there shall be a cultural shift as suggested by Facchini and Melki (2011).

4.4.8 Recognition of Teachers of LSE

Data captured in table 4.9 shows that the teachers and the principals also suggested that recognition of teachers of Life Skills Education would also be a strategy to improve Life Skills Education. Data collected in this research showed that 78% of the teachers of Life Skills Education seek recognition. Blaauw D, English M, Gilson. L and Mbindiyo. P (2009) state that recognition and appreciating a worker's effort to do a good job were important influences improving motivation. It is therefore important that the Teachers Service Commission comes up with a method to recognize the efforts put by the teachers of Life Skills Education in the subject so that their motivation is improved.

4.4.9 Summary of Strategies to Improve LSE

In summary, this research established that there were few strategies being employed to improve Life Skills Education in schools. Several strategies were suggested by the respondents as means of improving Life Skills Education. One of these was the use of examinations which according to past research was capable of improving memory. It would also improve teachers’ commitment to teach Life Skills Education because they would be required to account for the mean grade they post at K.C.S.E as was done in other subjects. The research also found that teaching of Life Skills Education was done outside teaching hours. This was found to be undesirable because teaching was restricted to 8:00 am to 3:30pm by the Legal notice number 39 of 2015. It was needful of K.I.C.D to come up with new time allocation on the Time Table to allow for Life Skills Education to continuo being taught for at least one lesson per week.
This is because there exists a moderate negative correlation between lesson attendance and the reduction of violence with a coefficient correlation value of $r = -0.5964$ and a coefficient of determination of 0.3557. This finding disagrees with Mutegi (2012), who conducted a research in Athi River, Kenya and her findings revealed that time allocated to LSE affected the implementation of life skills education. According to Mutegi, LSE was allocated 1 lesson per week on the time table while the maximum required number of lessons allocated was 3 per week. Inadequate time allocation led to inadequate content coverage hence affecting the implementation of the LSE curriculum. The current research established that time allocated to Life Skills Education was fairly adequate given the moderate negative correlation between student’s LSE lessons attendance with the reduction of school violence, but the time of the day when LSE is taught is the impediment. It agrees with Mutegi, Langi and Wamue et el that time should be allocated to the subject during the teaching hours.
CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

This chapter gives the summary of the findings of this research project which was able to prove that Life Skills Education has been an effective tool to fight school violence in Kieni West. It also gives the conclusions that were arrived at after analyzing the data collected from the field. The chapter also gives recommendations with regard to use of Life Skills Education to reduce school violence.

5.1.1 The status of violence in public secondary school in Kieni West Sub County

This research was able to establish that the following types of violence occur in Kieni West Sub-county: physical violence, use of insults, spreading of rumours, isolation of learners, hiding of items and destruction of property. Except physical violence, the rest of it was psychological warfare. It agrees with Casey-Cannon, Gowen & Hayward (2001), who conducted a qualitative investigation of the experiences and perceptions of relational bullying among middle school girls from Northern California. Majority of the participants reported experiencing either overt or relational bullying. A lot of bullying that goes on in public secondary schools is psychological and may go unnoticed.

The most frequently witnessed type of violence was physical violence at 61% followed by use of insults at 12%. The research also established that some cases of violence were solved before they got to the school administration. When the school
administration was involved, the schools employed manual labour, suspension from school for a time, replacement of destroyed items and being taken to rehabilitation as the preferred punishments for varied types of violence with manual labour being used most frequently at 45%. These punishments were interpreted to be extraneous variables that also contributed to reducing violence.

The research established that violence had a possibility of occurring at any time of the day within the school when the students were on their own or even on the transit to or from school. It was however established that most violence occurred during break time. It was also established that violence that occurred at night was the most destructive because it had even led to loss of life.

The research also established that a large percentage of the violence that occurred in public secondary schools in Kieni West was witnessed to revolve around revenge at an average of 72% of all witnessed causes of violence. It was established that all stakeholders in public secondary schools in Kieni West sub-county had a possibility of being bullied except the teacher. However, new students and meddlers had a higher chance of being victims of violence. Those at the highest risk of being bullied were those that meddled with the affairs of others at an average of 72.4%. There was also evidence that not all cases of violence were reported to the school administration. This was an indication that students were able to resolve some of the conflicts among themselves. It was evidence of acquired conflict resolution skills which is part of life skills education.

It was concluded that students who were likely to become bullies were those under stress, those struggling in education, those who had given up in education and those
who were reportedly on drugs. Use of drugs was found to be the major cause of violence in public secondary schools in Kieni West.

The research also established that new trends were forming with regard to attitude towards violence based on gender. The research revealed a situation where the girl loves violence more than the boy does. This contradicted the literature review that showed the boys’ secondary schools in Kenya being more violent and agreed with Stassen Berger (2007), who said that in Japan, girls are more frequent bullies. The interpretation was that girls were more likely to be violent than the boys in public secondary schools in Kieni West.

5.1.2 The status of Life Skills Education in public secondary school in Kieni West Sub County

The findings of this research showed that Life Skills Education was a neglected subject in public secondary schools in Kieni West Sub-county. It was mainly allocated to either the teachers who were newly employed or those who were about to retire. The first category has energy but lacks in experience. The second category is rich in experience but lacks in energy. The subject was student driven because the teachers seldom prepare what to teach and they mainly teach what the students want to learn. It was thus found to be reactive rather than proactive. This approach decreased the chances of the subject preventing the occurrence of violence if the students found themselves in a new violence provoking situation. Teachers lacked enthusiasm in teaching Life Skills Education. Most of them preferred to teach other subjects. The subject was, however, popular with the students. There appeared to have been an extraneous variable that made the teachers to lack zeal in the teaching of Life Skills Education as reported by Kibui (2011). A total of 78% of the teachers were
seeking recognition and the same percentage preferred to teach other subjects. The conclusion therefore was that the extraneous variable noted in Kibui’s report was lack of recognition.

5.1.3 **The extent to which Life Skills Education has reduced violence in public secondary schools in Kieni West Sub County**

It was established that violence had reduced in public secondary schools. The reduction depended on the seniority of the class. The data collected revealed that that form 3 class registered a higher drop in violence except in the use of isolation of other students. There was evidence that the class was potentially violent with 40% of the student respondents reporting that they would fight back if provoked to violence. However, form 3 class registered a drop of violence by an average of 49%. Pearson correlation coefficient tests showed that there existed a significant negative relationship between Life Skills Education and school violence. When Life Skills Education lesson attendance and school violence were tested for correlation using Pearson Correlation Coefficient, they gave a coefficient of correlation value of $r = -0.9452$ and coefficient of determination at 0.8934. It was therefore evident that there existed a negative relationship between attendance of Life Skills Education and violence in public secondary schools such that the more the students attended lessons in LSE, the less the violence witnessed in the school. The opposite would also be true. The correlation between the drop in school violence and attendance of Life Skills Education lessons was also tested. These posted a correlation coefficient value $r = -0.5964$ and a coefficient of determination of 0.3557. This was a moderate negative correlation which means that there was a tendency of violence reducing when students attended Life Skills education but the attendance of Life Skills Education was not the
only factor that reduced school violence. Extraneous variables came to play. When the same test was done to determine whether there existed a relationship between teacher preparedness and school violence, it gave a value of $r = -0.709$. This is a significant negative relationship such that when the teacher prepared to teach Life Skills Education, the level of violence in the school reduced more. The vice versa is also true. The same test was done to determine whether there existed a relationship between teacher preparation to teach Life Skills Education and reduction in school violence. This gave a value of $r = 0.9488$ and a coefficient of determination of 0.9002. It meant that when the teacher prepared more to teach Life Skills Education, the higher the drop in violence and the less the teacher prepared, the less the drop in school violence. The implication was that the teacher of Life Skills Education had a greater role to play in the reduction of school violence than the role played by the student. What was required was for the teacher to go prepared rather than react while in class to a problem that had been identified by the students. It is worth noting at this point that use of social isolation as a weapon against other students was more in form three compared to other classes. This was attributed to its discreet nature such that teachers of L.S.E never noted that it existed and thus never addressed it. It was assumed that for this reason, the students use it as the preferred weapon because they had not acquired knowledge that would inhibit its use against other students. This was an indication that teaching of Life Skills Education has helped in the reduction of violence in public secondary schools where it is taught. This information agrees with the Council of Europe (2006) which observed that the life skills programme had helped to reduce school violence in Iceland and that in the Netherlands and Norway; it was more effective than programmes that focused rather specifically on violence or bullying. It was also established that the teacher of Life Skills Education had a
greater role to play in the reduction of school violence in public secondary school than the student.

5.1.4 Strategies to improve Life Skills Education in public secondary schools in Kieni West Sub County

The data collected showed that 20% of the students interviewed suggested that continuous assessment may be useful in improving Life Skills Education. 22% of the prefects and of the teachers suggested the same strategy. 44% of the principals interviewed also suggested that use of continuous assessments could be instrumental in the improvement of life skills education. Langi (2013), reported that both teachers and students emphasized that LSE should be examinable. Kihlstrom J. F (2013), states that testing improves memory. He adds that different versions of the same memory, created through repeated testing, make it possible to retrieve information quickly when needed again later. This strategy is therefore recommended for the improvement Life Skills Education. The strategy of testing is applied in the use of symposiums during which learners answer questions. The use of symposiums was suggested by an average 30% of the respondents. Testing the subject at K.C.S.E was also suggested. This would make the teachers treat the subject with the seriousness it deserves. It would also give the T.S.C a measurement to use as ground for recognition.

The respondents also suggested that the Life Skills Education syllabus should be revised. An average 22% of the respondents suggested this strategy. However, they did not suggest the areas to be revised. This strategy was thus not convincingly put forward as a strategy to improve Life Skills Education at the time of this research. It is an area to be considered for further research.
Life Skills Education as a subject was taught outside the working hours. This meant that teachers of Life Skills Education had to create time outside the working hours to attend to their classes. The practice was prohibited by Legal Notice Number 39 of 2015 (Education Regulations, 2015) which restricted teaching to between 8:00am to 3:30pm. This therefore called for Kenya Institute of Curriculum Development to reallocate time on the Time Table so that this subject is allocated time within the working hours. An average 25% of the respondents suggested that this strategy would be useful in the improvement of Life Skills Education. This research was able to prove that the frequency of Life Skills Education lesson attendance on the part of the students and the reduction of violence in public secondary schools had a high positive correlation such that when the frequency of lesson attendance was high, the reduction of violence was also high. It would thus be desirable to allocate more time to Life Skills Education on the Time Table so that a higher percentage of violence will be reduced in future.

Data collected from the field also suggested that the training of teachers of Life Skills Education would be an effective strategy to improve the subject. This research was able to prove that there existed a strong negative correlation between violence in secondary schools and the teachers' preparedness. Training of manpower is the first level of improving Life Skills Education. The percentages in support of this strategy were low. However, the data in section 4.3 of this chapter is enough evidence that if the violence experienced in public Secondary schools is to be reduced further and faster, the teachers of Life Skills Education need to be trained. This is because teacher preparation has a significant positive correlation with the reduction of violence in public secondary schools and a significant negative correlation with school violence.
The respondents also suggested the use of field trips as a strategy to improve Life Skills Education. Field trips would be instrumental in exposing the students to situations similar to the ones taught in class. An example given in one school was a visit to King'ong'o prison during which students learnt the disadvantages of reacting before reasoning. They came face to face with in-mates who were jailed for fighting battles that could have been avoided. Schools could explore such other areas to visit.

Provision of more text books was also given as a strategy that could improve Life Skills Education. This would require the printing of more books in Life Skills Education. For books to be written there needs to be more specialists and this demands for training of more personnel.

The use of resource persons was also suggested as a strategy to improve Life Skills Education for reduction of violence in public secondary schools. This would require schools to get people who have had some experience that the school wants the students to learn about. The resource persons would include victims of violence, perpetrators of violence who later came to realize that they were wrong, witnesses of violent situations, magistrates and judges who have dealt with cases of violence or doctors who have treated victims of violence. This will help change the mind-set of the students such that if they come from a background where violence is used to settle disputes, they will be uncomfortable to use it to settle their own disputes. Once this happens, there shall be a cultural shift as suggested by Facchini and Melki (2011).

The teachers and the principals also suggested that recognition of teachers of Life Skills Education would also be a desirable strategy to improve Life Skills Education. Data collected in this research showed that 78% of the teachers of Life Skills Education seek recognition. Blaauw D, English .M, Gilson. L and Mbindiyo. P (2009)
state that recognition and appreciating a worker's effort to do a good job were important influences improving motivation. It is therefore important that the Teachers Service Commission comes up with a method to recognize the efforts put by the teachers of Life Skills Education in the subject so that their motivation is improved.

This research established that there were few strategies being employed to improve Life Skills Education in schools. Several strategies were suggested by the respondents as means of improving Life Skills Education. One of these was the use of examinations which according to past research was capable of improving memory. It would also improve teachers’ commitment to teach Life Skills Education because they would be required to account for the mean grade they post at K.C.S.E. Teaching of Life Skills Education was done outside teaching hours. This was found to be undesirable because teaching was restricted to 8:00 am to 3:30 pm by the Legal notice number 39 of 2015. It was needful of K.I.C.D to come up with new time allocation on the Time Table to allow for Life Skills Education to continuo being taught for at least one lesson per week. This is because there exists a moderate negative correlation between lesson attendance and the reduction of violence with a coefficient correlation value of \( r = -0.5964 \) and a coefficient of determination of 0.3557. This finding disagree with Mutegi (2012), who conducted a research in Athi River, Kenya and her findings revealed that time allocated to LSE affected the implementation of life skills education. According to Mutegi, LSE was allocated 1 lesson per week on the time table while the maximum required number of lessons allocated was 3 per week. She stated that inadequate time allocation led to inadequate content coverage hence affecting the implementation of the LSE curriculum. The current research established that time allocated to Life Skills Education was fairly adequate given the moderate
negative correlation between student’s LSE lessons attendance with the reduction of school violence, but the time of the day when LSE is taught is the impediment. It agrees with Mutegi, Langi and Wamue et al. that time should be allocated to the subject during the teaching hours. This will allow for the subject to be treated with the seriousness it deserves.

5.2 Conclusions

This research made the several conclusions after the analysis of data from the field. They were grouped according to the research objectives that generated them as follows.

5.2.1 The Status of violence in public secondary schools in Kieni West Sub County

1. Public secondary schools are calm but potentially violent. This is because 33% of the student respondents would fight back if provoked to violence.

2. The girls in the public secondary schools are more likely to result to violence compared to boys. This is because 67% of the teacher respondents reported that girls adore bullies.

3. The girls in public secondary schools like violence while the boys in the same schools dislike it. A total of 67% reportedly love bullies while only 33% of the boys who were reported to like bullies.

4. Students who are stressed or using drugs are more likely to bully others. This was supported by 45% of the teacher respondents.

5. Meddlers have a higher chance of being bullied in public secondary schools. Out of all the witnessed cases of violence in this study, 72% of the victims were those who meddled with the affairs of others.
6. Most of violence witnessed in public secondary schools is a form of revenge. A total of 72% of the witnessed cases of violence, 72% cases were motivated by revenge.

5.2.2 The Status of Life Skills Education in public secondary schools in Kieni West Sub County

1. Life Skills Education is a neglected subject in public secondary schools. It is mainly allocated to teachers with less experience or those that were about to retire. The subject was also allocated time outside teaching hours.

2. Life Skills Education is a popular subject with students but unpopular with teachers in public secondary schools. This is because 56% of the heads reported that the students like the subject and 56% of them reported that the subject was unpopular with the teachers.

5.2.3 The Extent to which Life Skills Education has reduced violence in public secondary schools in Kieni West Sub County

1. One lesson a week for Life Skills Education will significantly reduce levels of violence in public secondary schools if the teachers prepare well for the lesson. This is because the test for relationship between teacher preparedness and school violence, it gave a value of $r = -0.709$. This is a significant negative relationship such that when the teacher prepared to teach Life Skills Education, the level of violence in the school reduced more.

2. There exists a moderate correlation between Life Skills Education lesson attendance and drop in school violence and a high negative correlation between LSE lesson attendance by students and school violence. The correlation between the drop in school violence and attendance of Life Skills Education lessons was
tested and this gave a correlation coefficient value $r = -0.5964$ and a coefficient of determination of 0.3557. When Life Skills Education lesson attendance and school violence were tested for correlation using Pearson Correlation Coefficient, they gave a coefficient of correlation value of $r = -0.9452$ and coefficient of determination at 0.8934.

3. There exists a significant positive correlation between LSE teacher preparedness to teach the subject and drop in school violence in public secondary schools and a significant negative correlation between LSE teacher preparedness and violence in public secondary schools. When Pearson Correlation test was done to determine whether there existed a relationship between teacher preparedness and school violence, it gave a value of $r = -0.709$. This is a significant negative relationship such that when the teacher prepared to teach Life Skills Education, the level of violence in the school reduced more. The vice versa is also true. The same test was done to determine whether there existed a relationship between teacher preparation to teach Life Skills Education and reduction in school violence. It gave a value of $r = 0.9488$ and a coefficient of determination of 0.9002.

5.2.4 The Strategies to improve Life Skills Education in Kieni West Sub County

1. Introduction of examinations in Life Skills Education in public secondary schools will boost recall of concepts learnt in the subject when need arises. The data collected showed that 20% of the students interviewed suggested that continuous assessment may be useful in improving Life Skills Education. 22% of the prefects and of the teachers suggested the same strategy. 44% of the principals interviewed also suggested that use of continuous assessments could be instrumental in the
improvement of life skills education. Langi (2013), reported that both teachers and students emphasized that LSE should be examinable. Kihlstrom J. F (2013), states that testing improves memory. He adds that different versions of the same memory, created through repeated testing, make it possible to retrieve information quickly when needed again later. This strategy is therefore recommended for the improvement Life Skills Education. The strategy of testing is applied in the use of symposiums during which learners answer questions. The use of symposiums was suggested by an average 30% of the respondents. Testing the subject at K.C.S.E was also suggested. This would make the teachers treat the subject with the seriousness it deserves. It would also give the T.S.C a measurement to use as ground for recognition.

2. Field visits and use of resource people are desired strategies to improve Life Skills Education in public secondary schools. This was based on the findings of this research as explained in 4.4 of this research which suggested that this strategy would give the learners an experience that is close to a real life situation.

5.3 Recommendations

After considering the conclusions, the following recommendations were made.

5.3.1 The Status of violence in public secondary schools in Kieni West Sub County

1. Public secondary schools in Kieni West Sub County should emphasize conflict resolution skills and stress management. This is because public secondary schools in the Sub County are calm but potentially violent. A total of 33% of the student respondents would fight back if provoked to violence. Most of violence witnessed in public secondary schools is a form of revenge because 72% of cases witnessed
in this study were motivated by ravage. According to 11% of the sampled teachers, the students who were struggling in class were likely to vent their frustration on others. This would require stress management skills. Another 22% of the teachers reported that it was the students under stress thus agreeing with the other 11%. Another 22% said that those who have given up in education are also likely to be violent while 45% reported that those reportedly on drugs had a higher chance of becoming violent.

2. The leadership of girls’ schools should be more vigilant in the fight against school violence than those in boys’ schools. This is because girls in the public secondary schools in Kieni West Sub County were found to be more likely to result to violence compared to boys. This is because 67% of the teacher respondents reported that girls adore bullies while it was only 33% of the boys who were reported to like bullies.

3. Students in public secondary schools should be trained to avoid meddling in the affairs of others. This study established that meddlers have a higher chance of being bullied in public secondary schools. Out of all the witnessed cases of violence in this study, 72% of the victims were those who meddled with the affairs of others.

5.3.2 The Status of Life Skills Education in public secondary schools in Kieni West Sub County

1. The Kieni West Sub County Quality Assurance and Standards officer should be keen in assessing the teaching of LSE. This is because Life Skills Education is a neglected subject in public secondary schools in the Sub County. It is mainly allocated to teachers with less experience or those that were about to retire. The
subject was also allocated time outside teaching hours. At the time of this study, it had been reduced to class visits by the class teachers.

2. Efforts should be made to popularize LSE among the teachers. This study established that Life Skills Education was a popular subject with students but unpopular with teachers in public secondary schools. This is because 56% of the heads reported that the students liked the subject and 56% of them reported that the subject was unpopular with the teachers.

5.3.3 The Extent to which Life Skills Education has reduced violence in public secondary schools in Kieni West Sub County

1. Public secondary school heads should ensure that LSE lesson is taught. This one lesson per week for Life Skills Education will significantly reduce levels of violence in public secondary schools if the teachers prepare well for the lesson. This is because the test for relationship between teacher preparedness and school violence, it gave a value of $r = -0.709$. This is a significant negative relationship such that when the teacher prepared to teach Life Skills Education, the level of violence in the school reduced more.

2. Life Skills Education should remain compulsory in public secondary schools. This study established that there exists a moderate correlation between Life Skills Education lesson attendance and drop in school violence and a high negative correlation between LSE lesson attendance by students and school violence. The correlation between the drop in school violence and attendance of Life Skills Education lessons was tested and this gave a correlation coefficient value $r = -0.5964$ and a coefficient of determination of 0.3557. When Life Skills Education lesson attendance and school violence were tested for correlation using Pearson
Correlation Coefficient, they gave a coefficient of correlation value of $r = -0.9452$ and coefficient of determination at 0.8934.

3. Teachers of Life Skills Education should prepare for LSE lessons. This is because there exists a significant positive correlation between LSE teacher preparedness to teach the subject and drop in school violence in public secondary schools and a significant negative correlation between LSE teacher preparedness and violence in public secondary schools. When Pearson Correlation test was done to determine whether there existed a relationship between teacher preparedness and school violence, it gave a value of $r = -0.709$. This is a significant negative relationship such that when the teacher prepared to teach Life Skills Education, the level of violence in the school reduced more. The vice versa is also true. The same test was done to determine whether there existed a relationship between teacher preparation to teach Life Skills Education and reduction in school violence. It gave a value of $r = 0.9488$ and a coefficient of determination of 0.9002.

5.3.4 The Strategies to improve Life Skills Education in Kieni West Sub County

1. Life Skills Education should be made an examinable subject. Introduction of examinations in Life Skills Education in public secondary schools will boost recall of concepts learnt in the subject when need arises. The data collected showed that 20% of the students interviewed suggested that continuous assessment may be useful in improving Life Skills Education. 22% of the prefects and of the teachers suggested the same strategy. 44% of the principals interviewed also suggested that use of continuous assessments could be instrumental in the improvement of Life Skills Education. Langi (2013), reported that both teachers
and students emphasized that LSE should be examinable. Kihlstrom J. F (2013), states that testing improves memory. He adds that different versions of the same memory, created through repeated testing, make it possible to retrieve information quickly when needed again later. This strategy is therefore recommended for the improvement Life Skills Education. The strategy of testing is applied in the use of symposiums during which learners answer questions. The use of symposiums was suggested by an average 30% of the respondents. Testing the subject at K.C.S.E was also suggested. This would make the teachers treat the subject with the seriousness it deserves. It would also give the T.S.C a measurement to use as ground for recognition.

2. Schools should introduce field visits and use of resource people in the teaching of Life Skills Education. Field visits and use of resource people are desired strategies to improve Life Skills Education in public secondary schools. This was based on the findings of this research as explained in 4.4 of this research which suggested that this strategy would give the learners an experience that is close to a real life situation.

5.4 Recommendations for Further Research

1. Further research should be done to establish why the girls are less violent compared to boys yet they are fond of bullies while boys dislike the bullies.

2. Research is needed to establish the frequency of tribal based violence in public secondary schools in an area with higher concentration of different tribes.

3. There is need to find out why teachers choose not to record some cases of violence.
4. There should be other research such as this one conducted in other Sub Counties in Kenya and other parts of the world to confirm the relationships between LSE class attendance and violence on one hand and between LSE teacher preparedness and school violence on the other.
REFERENCES


Bennett, Leventhal, Kim Young Shin and Koh Yun-Joo (2005): *School Bullying and Suicidal Risk in Korean Middle School Students.*


Cornell, Dewey G, Farah and Williams (2006): Student Willingness to Seek Help for Threats of Violence in Middle School: *Journal of School Violence, v5*


National campaign effects on secondary pupils’ bullying and violence. British Journal of Educational Psychology, 75(3), 489-511.


APPENDICE

APPENDIX 1: OBSERVATION SCHEDULE

SCORE ALL THE AREAS

A. The State of Violence in the School
1. How would you best describe the school as you found it?
   
   Chaotic [ ]   Orderly [ ]   Tense [ ]
   
   There were students on punishment [ ]   Students were fighting [ ]
   
   Cases on violence were going on [ ]
   
   There was evidence of broken property [ ]
   
   There were students who were students struggling to locate their items [ ]
   
   Some students were reporting students who had hidden their items [ ]
   
   Teachers were discussing reported issues of harassment [ ]
   
   Any other (Specify) .................................................................

2. What kind of graffiti did you find in the school?
   
   Abuse language [ ]   Advisory against violence [ ]
   
   Encouraging violence [ ]   Messages of peace [ ]
   
   Any other (Explain) ........................................................................

B. The State of Life Skills Education in the School
3. What did you witness being done by teachers of Life Skills Education doing?
   
   Preparing teaching notes for Life Skills Education [ ]
   
   Preparing teaching notes for other subjects [ ]
   
   Setting examinations for Life Skills Education [ ]
   
   Setting examinations for other subjects [ ]
   
   Marking students work in Life Skills Education [ ]
   
   Marking students work in other subjects [ ]
   
   Discussing issues affecting Life Skills Education [ ]
   
   Discussing issues affecting other subjects [ ]
   
   Teaching Life Skills Education [ ]
   
   Teaching other subjects [ ]
   
   Any other (specify) ........................................................................

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

120
4. Which of the following did you witness being done by students?

Reading Life Skills Education text books
Making Life Skills Education notes
Discussing topics in Life Skills Education
Revising for an internal examination in Life Skills Education
Any other (Specify)

5. Which of the following is true about Life Skills Education text books that you saw?

They were dilapidated
They looked new and unused
There were many in the store
They were with the students
None was seen

C. The Extent to Which Life Skills Education Has Reduced Violence in the School.

6. Which of the following did you witness comparing the form three students and the junior ones?

There were no form three students on punishment for harassment.
No three students had cases of violence going on.
There was no form three students involved in harassing others.
The graffiti in form three class suggested less violence.
No form three students were looking for lost items.
No students had gone to report having been harassed by form three students.
No form 3 student was involved in bullying others in your presence.
Any other (Specify)
D. Strategies to Improve Life Skills Education

7. Which of the following did you witness?

   There was a departmental meeting to discuss Life Skills Education. [ ]
   A group of teachers of Life Skills Education had come to benchmark. [ ]
   A field trip was being organized for a Life Skills Education class. [ ]
   A teacher was requesting the office to buy teaching materials for L.S.E. [ ]
   A teacher was out attending a workshop on Life Skills Education. [ ]
   A teacher was briefing others on what he/she learnt from a seminar in L.S.E. [ ]
   There existed an award for the best student in Life Skills Education. [ ]
   Any other (specify) ..............................................................

   .........................................................................................
   .........................................................................................
   .........................................................................................
APPENDIX 2: DOCUMENT OBSERVATION SCHEDULE

SCORE ALL AREAS

A. The State of Violence in the School

1. Which of the following forms of violence were evident in the student discipline record?
   - Physical fighting [ ]
   - Use of insults [ ]
   - Spreading of malicious rumours [ ]
   - Destruction of students’ belongings [ ]
   - Rejection by others [ ]
   - Attempted suicide [ ]
   - Any other (specify) .................................................................

2. Briefly explain how those cases were handled according to the available records
   ........................................................................................................

B. The State of Life Skills Education in the School

3. Which of the following academic Life Skills Education records were available and updated?
   - Schemes of work [ ]
   - Lesson plans [ ]
   - Teaching notes [ ]
   - Lesson attendance register [ ]
   - Student progress records [ ]
   - Students notes [ ]

4. If any of the records was not available or up dated, briefly capture the excuses that were given .................................................................

5. Briefly describe the records as you saw them ........................................
   ........................................................................................................

123
C. The Extent to Which Life Skills Education Has Reduced Violence.

6. Which of the following types of violence is not evident in form three students’ discipline record but evident in the discipline records of the junior students?
   - Physical fighting [ ]
   - Use of insults [ ]
   - Spreading of malicious rumours [ ]
   - Destruction of students’ belongings [ ]
   - Rejection by others [ ]
   - Any other (specify) ........................................................................................................

D. Strategies to Improve Life Skills Education

7. Which of the following Life Skills Education records were available?
   - Minutes of Life Skills Education department meeting [ ]
   - Record of issued new text books [ ]
   - Records of requisition of Life Skills Education teaching materials [ ]
   - Report from a Life Skills Education seminar [ ]
   - Report from a Life Skills Education field trip [ ]
   - Report from external assessment on Life Skills Education [ ]
   - Any other (specify) ........................................................................................................
APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

This questionnaire is intended to collect data for an academic research. Do not mention your name or the name of your school anywhere in it. All the information given will be confidential.

Preliminary Questions
1. What is your gender? Male [  ] Female [  ]

2. How old are you? (✓ Tick one)
   - 25 - 30 years [  ] 31 - 35 years [  ]
   - 36 - 40 years [  ] 41 - 45 years [  ]
   - 46 - 50 years [  ] 51 - 55 years [  ]
   - 56 years and above [  ]

3. For how long have you been in this school? (✓ Tick one)
   - Below 6 years [  ] 6 - 10 years [  ]
   - 11 - 15 years [  ] Above 15 years [  ]

Answer all the following questions. Where choices are given, tick the correct choice.

A. The State of Violence in Public Secondary Schools
1. Which of the following types of violence have you witnessed in this school?
   - Physical fighting [  ] Use of insults [  ]
   - Spreading of malicious rumours [  ] Destruction of students' belongings [  ]
   - Rejection by others [  ]
   - Any other (specify) ..........................................................

2. Which of the following are true statements in this school?
   - All the bullies are older/bigger students compared to their victims. [  ]
   - New students usually report having been bullied. [  ]
   - Girls usually report having been physically attacked by boys. [  ]
   - Boys usually report having been insulted by girls. [  ]
   - Boys usually report having been physically attacked by girls. [  ]
Reported cases of physical fight start from unreported insults, spreading of malicious rumours or destruction of a student’s property. [ ]
Members of staff usually report having been physically attacked by the learners. [ ]
Members of staff usually report having been insulted by the learners. [ ]
Others (specify)..........................................................................................................................

3. State the most frequent reason given for violence in this school?..........................
..................................................................................................................................................

4. What time of the day do these cases of violence occur?
During preps [ ]
Break time [ ]
On the way to/from home to school/school to home [ ]
Between the end of the lessons and supper [ ]
At night in the dormitory [ ]
Other (specify)................................................................................................................................

3. Tick the correct statements among the following.
Students who fight have a big following in the school. [ ]
Bullies are usually elected to student leadership positions. [ ]
Bullies only associate with bullies. [ ]
Bully boys have more girls following them. [ ]
Bully boys have more boys following them. [ ]
Bully girls are popular with boys. [ ]
Bully girls are popular with girls. [ ]

4. How would you describe the bullies in this school?
Learners who are under stress [ ]
Learners who have given up in education [ ]
Poor performers in class [ ]
Very bright in class [ ]
Average performers in class [ ]
Those who are reportedly on drugs [ ]
Others (Specify)..................................................................................................................................
5. Briefly explain how bullies are treated in your catchment area..........................
........................................................................................................................................

B. The State of Life Skills Education

6. When is Life Skills Education taught?
   During normal lesson time   [  ]
   Before and after normal classes   [  ]
   Never taught   [  ]
   Other time (Specify) ..........................................................................................................
........................................................................................................................................

7. Which of the following statements is true about you?
   I enjoy teaching Life Skills Education.   [  ]
   I would rather teach something else rather than Life Skills Education.   [  ]
   I prepare lesson notes for Life Skills Education.   [  ]
   I am trained to teach Life Skills Education.   [  ]

8. What is the ratio of your learners to Life Skills Education text books?..............
........................................................................................................................................

9. Have you ever been assessed in the teaching of Life Skills Education?
   Yes   [  ]   No   [  ]

10. How many Job Groups have you acquired because of your performance in Life Skills Education?
    One   [  ]   Two   [  ]   Three and Above   [  ]   None   [  ]

11. What do you target to achieve by the end of the year in your form three class through the teaching of Life Skills Education?.................................
........................................................................................................................................

12. How often do you hold departmental meetings to discuss issues affecting Life Skills Education?
    Monthly   [  ]   Fortnightly   [  ]
    Termly   [  ]   Annually   [  ]
    Never   [  ]
B. The Extent to Which Life Skills Education Has Reduced Violence in Public Secondary schools

13. How many cases of violence has your school witnessed this year in the following classes?
   Form one [ ] Form two [ ] Form three [ ]

14. How many cases of violence did your form three class experience while in
   Form Two [..................] Form One [..................]

15. Which of the following types of violence is witnessed in forms one and two and not in form three?
   Physical fighting [ ]
   Use of insults [ ]
   Spreading of malicious rumours [ ]
   Destruction of students’ belongings [ ]
   Rejection by others [ ]
   Any other (specify) ........................................................................................................

16. Which of the following members of your school community report having been bullied by learners in either form one or two but never report having been bullied by a form three student?
   New learners [ ] Younger learners [ ]
   Older learners [ ] Boys [ ]
   Girls [ ] Teachers [ ]
   Non-teaching staff [ ]

17. How do the form three students treat bullies?
   They elect them as their leaders [ ]
   They segregate them [ ]
   They ignore them [ ]
   They report them to the teachers [ ]
   Other (specify) ........................................................................................................

18. Which are the most frequently given reasons for violence in forms one and two that are not frequent in form three? ..................................................................................
C. Strategies to Improve Life Skills Education

19. Which of the following can be useful in improving Life Skills Education?

- Pre-service training of teachers of Life Skills Education [ ]
- In-service training for the teachers of Life Skills Education [ ]
- Close supervision [ ]
- Making it examinable [ ]
- Motivation of teachers of Life Skills Education [ ]
- Any other .................................................................

20. In your teaching of other subjects, which of the following strategies improve the learners’ retention of what you teach in class?

- Giving of continuous assessment [ ]
- Holding of academic symposiums [ ]
- Preparation of the final examination [ ]
- Making the subject relevant to the learners’ immediate needs [ ]
- Offering the subject on the time table [ ]
- Field visits [ ]

21. Would you recommend that the strategies you have ticked be applied in Life Skills Education?

- Yes [ ]
- Highly Recommend [ ]
- No [ ]

22. In your opinion, which of the following statements is true about the Life Skills Syllabus?

- It requires revision to be relevant to the learners’ immediate needs [ ]
- It should be evaluated after four years and graded like other subjects [ ]
- It covers all that a secondary school student needs to know [ ]
- It is overloaded [ ]
- It is shallow [ ]

23. Suggest any other method to improve Life Skills Education

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

THANK YOU FOR PARTICIPATING IN THIS RESEARCH

129
APPENDIX 4: QUESTIONNAIRE FOR SCHOOL HEADS

I'm a student at Kenyatta University carrying out a research in Life Skills Education. Kindly answer all questions and do not mention your name or the name of your school anywhere in this questionnaire. The information you give will be treated with confidentiality and it will not be used against you or your school.

Preliminary Questions
1. What is your gender? A. MALE [ ] B. FEMALE [ ]
2. How old are you? (Tick one)
   25 - 30 years [ ] 31 - 35 years [ ]
   36 - 40 years [ ] 41 - 45 years [ ]
   46 - 50 years [ ] 51 - 55 years [ ]
   56 years and above [ ]
3. For how long have you been in this school? (Tick one)
   Below 6 years [ ] 6 - 10 years [ ]
   11 - 15 years [ ] Above 15 years [ ]
4. What is the size of your school? Student enrolment.
   Single stream [ ] Double stream [ ]
   Triple stream [ ]
   Four streamed [ ]

Answer The Following Questions. Where Choices are Given, Tick the Correct Choice
A. The State of Violence in the School
1. Which of the following types of violence have you handled in this school?
   Physical fighting [ ]
   Use of insults [ ]
   Spreading of malicious rumours [ ]
   Destruction of students’ belongings [ ]
   Rejection by others [ ]
   Any other (specify) ...................................................................................................................................

.................................................
2. From the list below, tick the categories that report to have been bullied by students.

- New students bullied by the older ones [ ]
- Younger students by older ones [ ]
- Small students by bigger ones [ ]
- Older students by younger ones [ ]
- Bigger students by small ones [ ]
- The minority tribes by the majority tribe [ ]
- The majority tribe by the minority [ ]
- Those of equal status [ ]
- Support staff by learners [ ]
- Teachers by learners [ ]

3. Which of the following statements are true about bullies in your school?

- They are generally popular with students [ ]
- They are generally unpopular with the students [ ]
- They are popular with boys [ ]
- They are popular with girls [ ]
- They are unpopular with boys [ ]
- They are unpopular with girls [ ]
- Bully girls are generally popular with girls [ ]
- Bully girls are generally popular with boys [ ]
- Bully boys are generally popular with boys [ ]
- Bully boys are generally popular with girls [ ]
- Any other (Specify) .................................................................

4. What are the excuses generally given for use of violence

- He/she took my item [ ]
- He/she insulted me [ ]
- He/she reported me [ ]
- He/she talked about me [ ]
- He/she beat my friend [ ]
- He/she beat my brother/sister [ ]
- He/she talked about my mother [ ]
- He/she talked about my father [ ]
- He/she talked about my family [ ]
- He/she talked about my tribe [ ]
- He/she talked about my religion [ ]
5. What time of the day do these cases of violence occur?
   - During preps
   - Break time
   - On the way to/from home to school/school to home
   - Between the end of the lessons and supper
   - At night in the dormitory
   - Other (specify)

Briefly explain how you deal with students who bully others...

B. The State of Life Skills Education.
6. Do you teach Life Skills Education?   Yes [ ]  No [ ]
7. Have the teachers of Life Skills Education presented their schemes of work for this year?   Yes [ ]  No [ ]
8. Do the teachers present records of work for Life Skills Education on time?
   - Yes [ ]
   - No [ ]
   If no, briefly explain what reasons they give for the delay...
9. Which of the following statements are true about Life Skills Education in this school?
   - The teachers are trained to teach this subject [ ]
   - The teachers are not trained to teach this subject [ ]
   - It is allocated enough time during working hours? [ ]
   - It is only taught outside working hours [ ]
   - It is tested within the school. [ ]
   - It is never tested within the school [ ]
   - It is a popular subject with teachers [ ]
   - It is an unpopular subject with teachers [ ]
   - It is a very popular subject with students [ ]
   - It is a very unpopular subject with students [ ]
10. In your own opinion, how will life skills education be affected by the gazette notice which requires students not to be taught outside lesson hours? ..................


11. Which of the following do the teachers of Life Skills Education regularly ask for?

   Text books [ ]
   Externally prepared examinations [ ]
   Field trips [ ]
   Teaching aids [ ]
   Recognition [ ]


C. The Extent to Which Life Skills Education Has Reduced Violence in Public Secondary schools

12. How many cases of violence has your school witnessed this year in the following classes?

   Form one [ ]
   Form two [ ]
   Form three [ ]

13. How many cases of violence did your form three class experience while in

   Form Two [.................]
   Form One [..................]

14. Which of the following types of violence is witnessed in forms one and two and not in form three?

   Physical fighting [ ]
   Use of insults [ ]
   Spreading of malicious rumours [ ]
   Destruction of students ‘belongings [ ]
   Rejection by others [ ]
   Any other (specify)............................................................................................................................................
15. Which of the following members of your school community report having been bullied by learners in either form one or two but never report having been bullied by a form three student?

- New learners [ ]
- Younger learners [ ]
- Older learners [ ]
- Boys [ ]
- Girls [ ]
- Teachers [ ]
- Non-teaching staff [ ]

16. How do the form three students treat bullies?

- They elect them as their leaders [ ]
- They segregate them [ ]
- They ignore them [ ]
- They report them to the teachers [ ]
- Other (specify) ..............................................................

17. Which are the most frequently given reasons for violence in forms one and two that are not frequent in form three?

____________________________________________________________

D. Strategies to Improve Life Skills Education

18. Which of the following can be useful in improving Life Skills Education?

- Pre-service training of teachers of Life Skills Education [ ]
- In-service training for the teachers of Life Skills Education [ ]
- Close supervision [ ]
- Making it examinable [ ]
- Motivation of teachers of Life Skills Education [ ]
- Any other ............................................................................

19. In your supervision of curriculum implementation in other subjects, which of the following strategies improve the learners’ retention of what is taught in class?

- Giving of continuous assessment [ ]
- Holding of academic symposiums [ ]
- Preparation of the final examination [ ]
- Making the subject relevant to the learners’ immediate needs [ ]
- Offering the subject on the time table [ ]
- Field visits [ ]
20. Would you recommend that the strategies you have ticked be applied in Life Skills Education? Yes [ ] Highly Recommend [ ] No [ ]

21. In your opinion, which of the following statements is true about the Life Skills Syllabus?
   It requires revision to be relevant to the learners’ immediate needs [ ]
   It should be evaluated after four years and graded like other subjects [ ]
   It covers all that a secondary school student needs to know [ ]
   It is overloaded [ ]
   It is shallow [ ]
   I have never thought about it [ ]

22. Suggest any other method to improve Life Skills Education

THANK YOU FOR PARTICIPATING IN THIS WORK OF RESEARCH
APPENDIX 5: QUESTIONNAIRE FOR PREFECTS

This questionnaire is intended to collect data for an academic research. Do not mention your name or the name of your school anywhere in it. All the information given will be confidential.

A. The State of Violence in the School

1. Which of the following have you seen happening in your school?
   - Students fighting each other [ ]
   - Students insulting/abusing each other [ ]
   - Students spreading rumours about others [ ]
   - Students avoiding to be with others to make them feel bad [ ]
   - Students hiding items belonging to others to punish them [ ]
   - Students destroying others’ property to punish them [ ]

2. Which of the following are the reasons usually given for the above actions?
   - He/she took my item [ ]
   - He/she insulted me [ ]
   - He/she reported me [ ]
   - He/she talked about me [ ]
   - He/she beat my friend [ ]
   - He/she beat my brother/sister [ ]
   - He/she talked about my mother [ ]
   - He/she talked about my father [ ]
   - He/she talked about my family [ ]
   - He/she talked about my tribe [ ]
   - He/she talked about my religion [ ]

3. What time of the day do the actions in question one happen?
   - During preps [ ]
   - Break time [ ]
   - On the way to/from home to school/school to home [ ]
   - Between the end of the lessons and supper. [ ]
   - At night in the dormitory [ ]
   - Other (specify) ...........................................................................................................
      ........................................................................................................................................

4. From the list below, tick the categories that report to have been harassed by students.

New students harassed by the older ones [ ]
Younger students by older ones [ ]
Small students by bigger ones [ ]
Older students by younger ones [ ]
Bigger students by small ones [ ]
The minority tribes by the majority tribe [ ]
The majority tribe by the minority [ ]
Those of equal status [ ]

B. The State of Life Skills Education in School.

5. Which of the following is true about Life Skills Education in your class?

We attend all Life Skills Education lessons [ ]
All students in my class enjoy Life Skills Education [ ]
All students in my class write notes on Life Skills Education. [ ]
We sit for end of term exams in Life Skills Education [ ]
There are enough text books on Life Skills Education in my class [ ]
We have never done a test on Life Skills Education [ ]

C. The Extent at Which Life Skills Education Has Reduced Violence in School.

6. Which of the following is done by the junior students and not by form three students?

Students fighting each other [ ]
Students insulting/abusing each other [ ]
Students spreading rumours about others [ ]
Students avoiding to be with others to make them feel bad [ ]
Students hiding items belonging to others to punish them [ ]
Students destroying others’ property to punish them [ ]
7. Which of the following actions would you advise a student to take if wronged by another?

- Fight back [ ]
- Tell my friends to avoid that student [ ]
- Report to the school administration [ ]
- Hide that person’s property as a punishment [ ]
- Destroy that person’s property as a punishment [ ]
- Any other (Explain) ..........................................................................................................................

8. Are there times when students disagree in your class almost to the point of fighting but they don’t fight? Yes [ ] No [ ]

If yes, briefly explain how the fight is stopped from taking place by the rest of your class? .............................................................................................................................................................
..........................................................................................................................................................

D. Strategies to Improve Life Skills Education.

9. Which of the following would make Life Skills Education better in your opinion?

- Field trips [ ]
- Normal examinations as in other subjects [ ]
- Remain as it is [ ]
- More text books [ ]
- Any other (explain) ..........................................................................................................................
..........................................................................................................................................................

10. Is there any problem that you have noted that is not discussed by any subject in school and you would wish it is taught in Life Skills Education?

Yes [ ] No [ ]

If your answer in 11 above is yes, briefly explain the problem ..........................................................
..........................................................................................................................................................

THANK YOU FOR PARTICIPATING IN THIS RESEARCH
APPENDIX 6: QUESTIONNAIRE FOR STUDENTS

The information you give in this questionnaire will be confidential. Do not write your name or the name of your school anywhere in it.

A. The State of Violence in School

A. Which of the following have you seen happening in your school?
   - Students fighting each other [ ]
   - Students insulting/abusing each other [ ]
   - Students spreading rumours about others [ ]
   - Students avoiding to be with others to make them feel bad [ ]
   - Students hiding items belonging to others to punish them [ ]
   - Students destroying others’ property to punish them [ ]

2. Which of the following are the reasons usually given for the above actions?
   - He/she took my item [ ] He/she insulted me [ ]
   - He/she reported me [ ] He/she talked about me [ ]
   - He/she beat my friend [ ] He/she beat my brother/sister [ ]
   - He/she talked about my mother [ ] He/she talked about my father [ ]
   - He/she talked about my family [ ] He/she talked about my tribe [ ]
   - He/she talked about my religion [ ]

3. What time of the day do the actions in question one happen?
   - During preps [ ]
   - Break time [ ]
   - On the way to/from home to school/school to home [ ]
   - Between the end of the lessons and supper [ ]
   - At night in the dormitory [ ]
   - Other (specify),...................................................................................................
   - ........................................................................................................................................
   - ........................................................................................................................................
   - ........................................................................................................................................
4. From the list below, tick the categories that report to have been harassed by students.

- New students harassed by the older ones [ ]
- Younger students by older ones [ ]
- Small students by bigger ones [ ]
- Older students by younger ones [ ]
- Bigger students by small ones [ ]
- The minority tribes by the majority tribe [ ]
- The majority tribe by the minority [ ]
- Those of equal status [ ]

B. The State of Life Skills Education in School.
5. Which of the following is true about you?

- I attend all my Life Skills Education lessons [ ]
- I enjoy Life Skills Education [ ]
- I write notes on Life Skills Education [ ]
- I pass in Life Skills Education C.A.T(s) [ ]
- I have a text book on Life Skills Education [ ]
- I have never done a test on Life Skills Education [ ]

C. The Extent at Which Life Skills Education Has Reduced Violence in School.
6. Which of the following is done by the junior students and not by form three students?

- Students fighting each other [ ]
- Students insulting/abusing each other [ ]
- Students spreading rumours about others [ ]
- Students avoiding to be with others to make them feel bad [ ]
- Students hiding items belonging to others to punish them [ ]
- Students destroying others’ property to punish them [ ]
7. If a student did something bad to you, which of the following actions would you take?
   - Fight back [ ]
   - Tell my friends to avoid that student [ ]
   - Report to the school administration [ ]
   - Hide that person’s property as a punishment [ ]
   - Destroy that person’s property as a punishment [ ]
   - Any other (explain) ..............................................................................................................

D. Strategies to Improve Life Skills Education.

8. Which of the following would make Life Skills Education better in your opinion?
   - Field trips [ ]
   - Normal examinations as in other subjects [ ]
   - Remain as it is [ ]
   - More text books [ ]
   - Any other (Explain) ..............................................................................................................

9. Is there any problem that you have encountered in life that is not discussed by any subject in school and you would wish it is taught in Life Skills Education?
   - Yes [ ]
   - No [ ]

   If your answer in 9 above is yes, briefly explain the problem ..............................................
   ..........................................................................................................................................
   ..........................................................................................................................................

THANK YOU FOR PARTICIPATING IN THIS RESEARCH
APPENDIX 7: RESEARCH AUTHORIZATION BY NYERI

C.D.E

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

E-Mail – centralpde@gmail.com
Telephone: Nyeri (061) 2030619
When replying please quote

OFFICE OF THE COUNTY
DIRECTOR OF EDUCATION
P.O. Box 80 - 10100,
NYERI

CDE/NYI/GEN/23/VOL. 1

11th May, 2015

Sub-County Director of Education,
Kieni West.

RESEARCH AUTHORIZATION

Reference is made to Secretary National Commission on Science, Technology and Innovation letter Ref. NACOSTI/P/15/7303/7037 of 14th July, 2015 on the above subject.

Please note that John Muchiri Nyingi has been authorized to carry out research on “Teaching of life skills education for reduction of violence in public secondary schools - a case of Kieni West Sub-County, Kenya.” He has been authorized to undertake the research for a period ending 4th September, 2015.

Kindly accord her the necessary assistance.

KABORA I. Mwangi
FOR: COUNTY DIRECTOR OF EDUCATION
NYERI COUNTY

CC

John Muchiri Nyingi,
Kenyatta University,
P. O. Box 43844 - 00100
NAIROBI

National Commission for Science,
Technology and Innovation
P. O. Box 43844 – 00100
NAIROBI.
APPENDIX 8: AUTHORIZATION BY NYERI COUNTY COMMISSIONER

THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: 061 20306519/20
Fax: 061 2032089
E-mail: mkokoti@yahoo.com
When replying please quote

COUNTY COMMISSIONER,
NYERI COUNTY,
P.O. Box 33-10300,
NYERI.

REF: NYC/ADM1/57 VOL.IV/11

JOHN MUCHIRI NYINGI,
KENYATTA UNIVERSITY,
NAIROBI.

28TH JULY, 2015

RESEARCH AUTHORIZATION
Reference is made to your letter dated 28TH July 2015 on the above subject.

The approval is therefore granted to carry out your research on “The teaching of life skills education for the reduction of violence in Public Secondary Schools” in Kieni West Sub County - Nyeri County.

The period of the research ends on 4th September, 2015.

L. M. RUKWAO
FOR: COUNTY COMMISSIONER,
NYERI COUNTY.
APPENDIX 9: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. JOHN MUCHIRI NYINGI
KENYATTA UNIVERSITY, 0-10129
Mugunda, has been permitted to
conduct research in Nyeri County
on the topic: TEACHING OF LIFE SKILLS
EDUCATION FOR REDUCTION OF
VIOLENCE IN PUBLIC SECONDARY
SCHOOLS A CASE OF KIENI WEST SUB
COUNTY KENYA

for the period ending:
4th September, 2015

Applicant’s
Signature

CONDTIONS

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)
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.

Director General
National Commission for Science, Technology & Innovation

Republic of Kenya

National Commission for Science, Technology & Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 5787

CONDITIONS: see back page

144
APPENDIX 10: DORMITORY BELONGING TO ENDARASHA

BOYS HIGH SCHOOL - KIENI WEST SUB-COUNTY

A dormitory belonging to Endarasha Boys High School that was burnt down

Photo/JOSEPH KANYI