LIFE SKILLS EDUCATION IMPLEMENTATION AND PERCEPTIONS ON ITS EFFECT ON DISCIPLINE IN SECONDARY SCHOOLS IN KANGEMA DISTRICT, MURANG'A COUNTY, KENYA

BY

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER IN EDUCATION 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 for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources including internet, these are specifically accredited and references cited in accordance with anti plagiarism regulation.

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DEDICATION

This work is dedicated to the almighty God for his grace which inspired me throughout the study and to my parents Mr. and Mrs. J.K A Mugo for their prayers and moral support.
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May I acknowledge the contribution of my supervisors, for their constructive guidance and criticism, patience and tolerance during the writing of this project, the staff of the department of education management, policy and curriculum studies for their support. My wife, Evelyn and my children, Joshua and comfort that have been an inspiration.
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ABSTRACT

Life Skills Education is aimed at equipping the learners with psychosocial competencies that would help them make informed decisions, solve problems, think creatively and critically, communicate effectively and build healthy relationships. However, the rising cases of indiscipline in schools in Kangema district characterized by many students' unrests seem to suggest that, the objectives of Life Skills education have not been achieved. This study therefore sought to investigate Life Skills Education and perceptions on its effect on discipline in Kangema district, Murang'a County. The study was guided by the following objectives: To establish how life skills education is taught in secondary schools, to determine teachers' competencies in LSE, to find out the availability and adequacy of LSE teaching and learning resources in schools, To determine perceptions on the effect of life skills education implementation on students' discipline and to determine possible teaching strategies which can be put in place to enhance life skills education. The study used a descriptive survey design targeting the teachers, form I-IV students and the principals in Kangema District. Stratified random sampling was used to select the students into subgroups of form (I-IV) and then systematic sampling used to sample 101 students from each subgroup. Purposive sampling was used to select teachers who teach LSE and eliminated those who didn't teach LSE, then, Simple random sampling was used to select 51 teachers from all the teachers who teach LSE in the selected schools. All the 11 principals in the 11 selected schools were used in this study. Two different questionnaires designed for the teachers and students were used in the study. An interview schedule for the principals was used to collect data for the study. Quantitative data from questionnaires were analyzed using Statistical Package for Social Sciences (SPSS) while qualitative data from interviews were analyzed thematically. The study established that LSE is taught in most of the secondary schools in Kangema but teachers were never trained on both LSE content and methodology.LSE teaching and learning materials were both unavailable and inadequate, majority of teachers and principals perceived that LSE has effects on students’ discipline and teachers commonly used traditional methods to teach LSE instead of the recommended participatory methods. The study, therefore, recommended that Higher education institutions should fully incorporate Life Skills Education as part of teachers’ education; secondary schools administrations should allocate more monetary resources to procure LSE teaching and learning resources. Curriculum supervision should be intensified to ensure effective LSE implementation and teachers involved in LSE teaching should be allocated less workload to enable them prepare and implement LSE curriculum effectively.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Life skills education is a product of United Nations inter-agencies meeting held at WHO headquarters in Geneva in 6th and 7th April 1998 where broad definition, objectives and strategy of implementation was reached (UNICEF, 2009).

Life skills are defined as psychosocial abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others (UNICEF, 2012). Life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, communicate effectively and develop coping and self-management skills to lead a healthy and a productive life (Adhiambo, 2012).

According to (Ornstein and coopers, 2009) implementation is a systematic process of ensuring that the planned curriculum reaches the learners. This entails persuading the policy makers, teachers and parents to accept the new curriculum, providing in-service and pre-service to teachers, providing the materials and administrative means to make the process possible.

According to (KIE, 2009) the Kenya revised curriculum infused Life Skills education in subjects like Christian Religious Education (CRE), English, and History and government
in both primary and secondary schools. According to (Gillespie, 2009), infusion as an approach to curriculum implementation has a major disadvantage in that it doesn’t give learners time to practice the learnt concept. It also encourages shallowness in content coverage.

Life Skills Education was introduced with the intention to empower students with psychosocial competencies that would help them make informed decision, solve problems, think creatively and critically, communicate Life skills education is a product of United Nations inter-agencies meeting held at WHO headquarters in Geneva in 6th and 7th April 1998 where broad definition, objectives and strategy of implementation was reached (UNICEF, 2009).

Life Skills Education was introduced with the intention to empower students with psychosocial competencies that would help them make informed decision, solve problems, think creatively and critically, communicate effectively build health relationships, empathize with those in need and manage their life in a healthy and productive manner including the fight against HIV and AIDS infections. It was a comprehensive behavior change approach that concentrated on the development of psychosocial skills needed for life. The course goes beyond providing information to the development of the whole individual. One of the benefits of LSE is that topics like critical thinking, coping skills and communication skills covered are adaptable to many different contexts (in and out of school) (KIE, 2008).

In the year 2006, a team of senior ministry of education officers from Kenya visited Zimbabwe and Malawi with view to familiarize themselves with the implementation
strategies of Life Skills education in the institutions in the two countries (KIE, 2008). As the delegation returned to Kenya, the challenge to review the current implementation of life skills education strategy, to allow for specific time in the curriculum became evident. The need to build the teachers’ competencies to enable them facilitate the development of the Life Skills beyond “content teaching” also became apparent. According to (KIE, 2008) a key recommendation arising from the tour was that Life Skills education needed to be given the priority it deserved by being taught as a stand-alone subject.

The LSE lesson was to be substituted for one PE lesson per week in all classes. The MOEST has provided guidelines on how LSE should be implemented; stating that it should be taught for one lesson a week in all classes in primary and secondary schools (KIE, 2008).

Exploring teachers’ own perception of what constitutes their competence, (Pantic and Shihna, 2011) found that teachers perceive aspects of competence related to the understanding of education system development as significantly less important than those related to other aspects of their competence including self-evaluation and professional development, knowledge about the subject matter, pedagogy, curriculum and those related to values and child development.

According to (competent teacher 2010-2020 report, 2010) the factors behind any successful education system are a solid teaching profession and confidence in the competence of its teaching staff. In order to ensure up-to-date initial and continuing teacher training, it is crucial to anticipate competence needs among the teaching staff such as skills to handle topics like assertiveness, self-esteem and sexuality among others.
and skills on participatory teaching methods like debates, discussions and storytelling (MOEST, 2009).

Wide varieties of materials are necessary for effective teaching to any subject. There must be suitable, relevant, interesting and durable to benefit the learning process (KIE, 2008). According to (Abobo, 2010) Education facilities and instructional materials are essential because they make teaching more effective and meaningful, increase the learners’ motivation, concentration span and simplify skills being taught. Lack of instruction materials could negatively affect the learning process. Studies from various countries like Botswana, South Africa and Rwanda among others have attributed the success of mainstreaming LSE to some determinants like; adequate training of teachers on LSE, teaching approaches like debates, discussions and storytelling, adequate learning resources, adequate assessment and evaluation of LSE and social and cultural influences that support practicing of life skills (Wamue, 2011). According to (Chamba, 2009) in Malawi, LSE in public secondary schools is not adequately implemented. He cited inadequate teaching and learning materials, non-examinability of the subject, inadequate teacher training and teachers’ competency and heavy workload on the part of the teachers as some of the factors hindering implementation of LSE in Malawi. He further argued that there was need to make improvement on the part of approaches used during delivery of lessons in class.

From 2003 learners have been taught life skills education in the primary and secondary schools in Kenya. It has taken six years of implementation of skills education and by now significant behavior change (For example: Before teenagers are taught LSE, they engage
in homosexuality, irresponsible sex and there is early sexual onset among them but with the advent of LSE, teenagers delay and abstain from sex) would be exhibited among the learners (Abobo, 2010). A close look in our secondary schools paints a gloom pictures. Six years after introduction of LSE component in our schools, the scenario is still the same. In most cases and in some cases it is worse than it was before the introduction of LSE (Ndonga, 2010). He further asserted that difficulties in enforcing discipline has increased as students progressed up the learning ladder, with form four students reporting major problems related to drug, alcohol abuse and bullying.

According to (Kenya Aids indicator survey, 2010) Aids prevalence rate in 2009 stood at 7.8% from 6.7% in 2006. The prevalence rate among young people between 15 to 24 years stood at 4.1%. Another study by African mental health foundation gave credence to concerns over the runaway indiscipline and to a large extent due to students lacking life skills to help them withstand peer pressure (Daily nation 14, 2008). The findings revealed that school children as young as 11 years were falling prey to drug abuse. Most principals concurred that drug abuse is a major cause of unrest in schools. The success of LSE implementation need to be investigated going by the incidences of strikes reported in secondary schools across the country in third term in 2012 (Star magazine 7 November, 2012) over 300 secondary schools went on a strike in a span of three weeks in Kenya. This implied that students in the schools lacked assertive communication skills. In Life Skills education, assertiveness is the ability to express ones desires, needs, feelings, opinion, values and beliefs clearly, firmly and respectively (KIE, 2008).
The LSE syllabus and the teachers' guide suggest that teachers use participatory teaching and learning methods, in which learners identify their own problems, discuss solutions, plans and carry one effective action (KIE, 2008). The participatory teaching and learning methods assumes that learning is the best achieved by requiring learners to be actively involved during lessons. The participatory teaching and learning methods recommended for the teaching of LSE include: case studies, brain storing, field visits, panel discussion, storytelling, songs, group discussions, debates, posters, role play, games, project, poetry recitals and drama (KIE, 2008). (Obura et al, 2009) argued that the participatory training approach adopted at the training workshop in Uganda could not automatically be applied in the classroom. The major reasons given included inadequate time for life skills activities on the time table and the big number of pupils in schools.

According to (Adhiambo, 2012) teachers using the conventional methods like lecture and question answer methods as opposed to participatory methods like debates, storytelling and discussions among others, inadequacy of teaching and learning materials as some of the factors militating against implementation of LSE.

In Kenya today; there are many challenges that are impacting negatively on educational institutions. (Kiyiapi, 2011) stated that homosexuality, lesbianism and sexual abuse were widespread in learning institutions in Kenya. This therefore means that life skills curriculum is not being implemented efficiently and the youth are lacking the necessary skills to encounter the daily challenges in the society.
1.2 Problem of Statement

A school where life skills education is well developed and practiced bears good discipline. This is because implementation of LSE strengthens teacher pupil relationship, leads to desirable behavior change and helps learners to develop values, attitudes, social skills and self-esteem. The learners appreciate the need for a peaceful co-existence and develop skills to deal with stress, negative emotions and every day’s emerging issues and challenges. All these enhance students’ academic performance and discipline.

Despite the benefits derived from effective implementation of LSE, many schools are not implementing LSE as stipulated by the Ministry of Education. In addition; there seem to be challenges militating against its introduction and implementation in secondary schools. These challenges may hamper life skills education achieving the intended objectives, for example, students may not acquire skills required to maneuver the murky waters of teenage and adult life. This study therefore, focuses on LSE implementation and perceptions on its effect on discipline in secondary schools.

1.3 Purpose of the Study

Based on the problem stated, the purpose of the study was to investigate LSE implementation and perceptions on its effect on discipline in secondary schools in Kangema district in Muranga County.

1.4 Research Objectives

1. To establish how life skills education is taught in secondary schools.

2. To determine teachers’ competencies in teaching LSE in secondary schools.
1.5 Research Questions

2. How is life skills education taught in secondary schools?

3. What are the teachers’ competencies in teaching LSE?

4. Are LSE teaching and learning resources available and adequate in schools?

5. What are the perceptions on the effect of LSE implementation on students’ discipline?

6. What are the possible teaching strategies that can be put in place to enhance LSE?

1.6 Significance of Study

The research findings provide useful feedback to both KIE and the Ministry of Education as they seek ways of improving the implementation of Life Skills education. The research’s findings are beneficial to both the government of Kenya and other United Nations Agencies interested in Life skills education as a basis of further investigations into the progress being made in the implementation of the Life Skills education. The results of the findings are specifically significant to the school managers including Board of Management, Principals, Deputy Head teachers and teachers as curriculum implementers, supervisors and providers of resources for life skills education curriculum implementation. They also would find the data useful as they manage students’ discipline
in their institutions. The study would finally form a base on which others can develop their studies.

1.7 Limitation of the Study
The respondents who included principals and who supervise the curriculum implementation felt threatened if their schools were not implementing life skills curriculum and teachers were fearful to give the true information for fear of victimization where life skills was not being taught. This was however, mitigated by ensuring confidentiality to the respondents by assuring them that the information given would be used for the purpose of the study.

1.8 Delimitation of the Study
Due to time constraints the study limited itself to public secondary schools in Kangema district and was not extended to private schools and other districts of the county as would have been necessary. The members of the non-teaching staff, QASSOs, MOEST officers and the parents or guardians to the students who would have been useful sources of information were not included in the research.

1.9 Assumption of the Study
The researchers assumed that the respondents would cooperative and respond to questions as expected. It was also assumed that teachers of Life Skills Education had been exposed to some training through workshops, seminars and in-service training and therefore were capable of giving relevant information. The other assumption was that the sampled students and teachers for the study represented the whole population. It was also
assumed that the study respondents willingly and truthfully provided information upon which the findings, conclusions and recommendations of the study were based.

1.10 Theoretical Framework

This study was guided by social cognitive theory. This theory was developed by Albert Bandura to show how people learn and unlearn behaviors. The theory emphasizes on learning that takes place within social context. The theory states that people learn through observation, imitation and modeling. Most human behavior is learned through modeling from observing others, one forms an idea of how new behaviors are formed in later occasions. Negative reinforcement, which can extinguish maladaptive behaviors places limit on self-destructive behavior Bandura (1977). He also noted that motivation is primarily concerned with how behavior is activated and maintained. Some instigators arise from the stimulation of environmental events and bodily conditions. People are moved to actions by various types of aversive external stimuli, however, a great deal of human behaviors are initiated and sustained over a period in the absence of compelling immediate external stimulation. In this instance, the inducement to action is rooted in cognitive activities.

The capacity to represent future consequences in thought provides a cognitive best source of motivation. Cognitive representations of future outcomes functions as current motivators of behaviors. Many of the things we do are designed to gain anticipated benefits and future difficulties. Reinforcement operations affect behavior largely creating expectations that conditional behavior will produce desired outcome. Cognitively based sources of motivation operate through the interviewing influences of goal setting and
self-regulated reinforcement. When individuals commit themselves to explicit goals, perceived negative discrepancies between what they do and what they seek to achieve create dissatisfaction that serve as motivational inducements to change. In this view of social learning theory, psychological change can be recognized as mediated through cognitive processes, but the cognitive events are induced and altered most readily by experiences arising from successive performance. Psychological procedures whatever their form, alter expectations of personal efficiency.

The social cognitive model can apply to this study because it deals with Life skills education and its effect on students discipline in secondary schools. Indisciplined students have psychological problems that need a change of behavior, which would be brought about by collective learning experiences. Cognitive based source of motivation would help students have a goal, which would stop misbehaviors. This would require regulated reinforcement towards behavior change. That is, unlearning the undesirable behavior. This theory was used to provide insight into life skills education implementation and perceptions on its effect on students’ discipline in secondary schools.
1.11 Conceptual Framework

The figure 1.1: Shows the impact of independent variables on the dependent variables.

Figure 1.1 the inputs are the actual teaching of LSE, Teachers’ competencies in LSE teaching, adequate teaching and learning materials and relevant teaching methods. The process is the act of implementing Life Skills education students undergo. The output refers to the end product of the system which is good discipline.
Teaching of LSE is the actual operationalization of the curriculum in schools. It involves translating curriculum designs into classroom activities aimed at changing pupils’ attitudes and hence good discipline. Lack of teaching of LSE hinders learners from acquiring psychosocial skills resulting to indiscipline. The competence of the teachers equips them with knowledge and skills required to impart learners who in turn improve their discipline by changing their behaviors positively. Lack of teachers’ competency leads to failure of LSE program resulting to indiscipline in students. With adequate resources materials, meaningful teaching and learning of LSE is carried out hence adoption of the curriculum by the learners which enable them to change their attitudes and acquire good discipline. Inadequate resources puts constrains in teachers’ efficiency hence disadvantaging the learners’ acquisition of knowledge, skills and attitudes resulting to indiscipline in schools. Finally, participatory teaching methods should be used in LSE which ensure development and internalization of the social skills for behavior change hence positive discipline.
1.12 Operational Definition of Terms

Adaptive: Refers to a person who is flexible in approach and is able to adjust in different circumstances.

HIV/AIDS: Refers to Human Immune Virus/ Acquired Immuno- Deficiencies

Life Skills: Refers to the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life.

Life Skills education: Refers to a program that promotes positive health choice making informed decisions, practicing health behavior, recognizing and avoiding risky situations and behavior.

Relevance: Refers to the level and background of the students in relation to Life Skills education and how they put the teachings into practice.

Teachers' competence: Refers to the extent to which teachers have the knowledge and skills and ability to organize and teach in an interesting and flexible ways using good methods.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter represents related literature on: How LSE is taught in secondary schools, the teachers’ competencies in teaching LSE in secondary schools, adequacy and availability of LSE learning and teaching resources, the effect of LSE on students’ discipline, the teaching strategies that can be put in place to enhance LSE and the summary of the literature review.

2.2 Teaching of Life Skills Education

Different curriculum modalities are taken to deliver LSE: it may be integrated into the curriculum, be included as a stand-alone subject, or offered as a co-curricular activity. An integrated approach infuses life skills across the curriculum or delivers specific topics and content through carrier subjects, such as science and sport. As a stand-alone subject, topics may include a range of psychosocial skills and thematic content, for example: interpersonal relations, health, sex education and HIV prevention, and environmental protection (UNICEF, 2012).

According to (Chamba, 2009), In Malawi, LSE replaced an approach that integrated HIV and AIDS education across core subjects, taught by different teachers. It was reported that the approach was not successful. Reasons for the failure was that teachers were inadequately trained for the subject and consequently, covered less sensitive topics and spent less time on the subject. It was based on this evidence that UNICEF started encouraging countries to move away from the integration approach, towards the separate
subject’ approaches. In ‘integration’ approach, Life skills topics are integrated into other subjects taught by different teachers like Biology, Home Economics and Social Studies, while in ‘separate subject’ approach, all LSE topics are combined into one subject taught by a specialized teacher. Besides the demerits indicated by the studies, the former approach had a strength over the latter in the fact that the Life Skills topic areas become examinable within the main subjects, which made teachers and students to be serious in their teaching and learning respectively.

According to (Mugambi et al., 2013) in their study on influence of structural context on implementation of secondary schools life skills curriculum in Kajiado county many (42%) of the teachers indicated that they were using infusion approaches in the implementation of Life Skills curriculum, 30% integration approach and 28% were using separate subject approach. The percentages indicated that many schools were teaching Life Skills within other subjects. Only a few schools were using separate subject approach where the subject had been timetabled. On the other hand, (Njuguna, 2013) found that in Kigumo district in Muranga county majority of teachers 96.3% agreed that they used integrated approach to teach LSE while 3.7% taught LSE as a standalone subject. 75.5% of teachers agreed that LSE was allocated one lesson per week. According to (Gillespie, 2012) infusion as an approach to curriculum implementation has a major disadvantage in that it does not give learners time to practice the learnt concepts. It also encourages shallowness in content coverage. A Monitoring Survey by KIE in 2006 on Implementation of Life Skills curriculum in Kwale district established that with
Integration, teachers found it difficult to establish boundaries between subject content and Life Skills (KIE, 2008).

According to (UNICEF, 2012) LSE involves the use of interactive and participatory teaching and learning methods, and experiential and activity-centered pedagogy. Examples of interactive learning activities include: class discussion, brainstorming, role play, games and simulations, case studies, debate and storytelling. This range of activities also helps to develop life skills, and is closely related to self-expression, promotion of emotional intelligence, empathy, interpersonal communication, cooperation, negotiation, examining or analyzing different perspectives, constructive argument and problem-solving. At the same time the activities are used to explore and develop content-related knowledge, attitudes and skills. They bring new information into the classroom for young people to engage in as well as enable them to draw on their own experiences. Using these methods, teachers are facilitators of learning and important actors in the environments for young learners, acting as role models and encouraging and empowering the students they work with.

The introduction of life skills-based education approach in primary schools alongside traditional education, has a comparative advantage because of introduction and use of active participatory learning methods against the usual learners’ passive reception of knowledge (Postma, et al, 2014). This is because in using the life skills education approach, the role of the teacher is different in that in life skills-based education children learn from the teacher and other fellow pupils in an interactive and participatory way (Postma et al, 2004). The process of learning using participatory methods enables pupils
to interact, listen, participate, observe, model, practice and use the skills. This enables the
learners to be prepared and able to use the life skills wherever they are (UNESCO, 2008).
According to (Chamba, 2009) noted that while LS was slotted for 3 lessons per week on
the master time table in Malawi other related programs like ‘YOUTH ALERT!’ and
‘WHY WAIT?’ Were done out of school activities. According to (KIE, 2008) the LSE
lesson was to be substituted for one PE lesson per week at all class levels in Kenya, so as
not to overburden students with the additional class time from an additional subject and
(Wamue et al, 2013) indicated that “TUKO PAMOJA” is an effective peer educators
program that supplemented LSE lessons in secondary schools in Kenya.

The above studies affirmed that life skills education is an important program. However,
the program is faced by so many challenges that their implementations in schools leave a
lot to be desired. The researchers have recommended that there is need to support the
implementation of the program in all schools in order to address effectively all the
problems that affect students. The study investigated Life Skills Education and seeks to
find the perspectives on its effect on discipline in secondary schools.

2.3 Teachers’ Competencies in LSE

According to (Gupta, 2013) competencies are knowledge, skills, attitudes, values,
motivations and beliefs people need to be successful in a job. According to (Shannon,
2010) teachers’ competence is the extent to which teachers has knowledge and skills. The
other component of teachers’ competence he argued includes the ability to organize and
teach in an interesting and flexible ways using good teaching methods. High teachers’
competency can lead to positive students’ development. Conversely, an incompetent
teacher can adversely affect students’ attitudes to learning and lower their self-
conceptions (Cubukcu, 2013). According to (Hammond, 2009) the teachers with the
highest quality are those who help their students learn, and are competent in terms of
mastery of both LSE subject matter and pedagogy.

In Cape Vade, Togo, and Uganda 35 to 50 per cent of the students have teachers who had
no teacher training. Yet in Benin, Bhutan, Equatorial Guinea, Madagascar and Nepal 90
per cent of the students do have teachers with at least lower secondary school education.
This contrast sharply with Cape Vade and Tanzania where over 60 per cent of the
students have teachers with only a primary education. This have affected education
quality and implementation of education innovations like LSE in these countries since
students achievements especially beyond basic skills depend largely on teachers’
competence and their ability to use that competence to help students learn
(UNICEF, 2012). Perhaps as a consequence of too little preparation in their initial training
before entering the teaching profession a number of teachers in China, Guinea, India and
Mexico were observed and found not to master neither the LSE subject matter nor the
pedagogy skills required (Carron et al, 2009). They further argued that one of the tools
that enhances teachers’ competency is in-service teachers training as it helps overcome
shortcomings that may have been part of teachers’ pre-service education, keep teachers
abreast with new knowledge and practices in the field and can have a direct effect on
students’ achievement especially in LSE.

Effective In-service training may take many forms: it should not be limited to the formal
offsite kind of programs like seminars and workshops. Dialogues and reflections with
colleagues, peer and supervisors observations and keeping educational journals are all effective ways for teachers to advance their knowledge (UNICEF, 2012).

According to (Aderson, 2010) A LSE program in Kenya, the Mombasa schools improvement project, built on this approach showed that teachers supported by in-service training as well as external workshops training improved their competencies in LSE and their abilities to use child-centered and participatory teaching methods. While In India, a LSE program used interactive video technology to reach a large number of teachers who sought professional development. This program found that training using interactive video technology led to improved teachers competencies and enhanced understanding of LSE pedagogy issues for a larger number of geographically dispersed teachers (Maheswari et al, 2013).

According to (Gachuhi, 1999) in a study on impact of HIV and AIDS on education system in Eastern and Southern Africa region which established that although life skills had been included in various subjects, teachers lacked confidence to tackle sensitive topics such as sexuality. On the other hand, (Moseti, 2009) observed that the effectiveness of any curriculum like LSE depend on teachers’ competence who translate the syllabus into practical material in the class.

The above studies affirmed that the teachers were not adequately prepared to implement Life Skills Education program in schools as their competencies were acutely inadequate. Majority of the studies provides information on whether in-service training on LSE was offered to teachers, however, scanty information is available on whether teachers were
adequately prepared to implement LSE during their pre-service training. This study intends to provide part of that missing information.

2.4 Teaching and Learning Resources

Teaching and learning materials are resource materials which are aids and other references that help a facilitator to prepare and present life skills activities effectively. Resource materials make life skills activities real and interesting, enhance participants understanding of Life Skills activities and enable the participants to retain the knowledge, skills and attitudes learnt (KIE, 2008).

Some resource material in LSE can be bought or sourced from the environment, locally made, borrowed or shared at departmental or interschool levels. The importance of LSE resources include: they make the hearing interesting, real and enjoyable, they encourage students to retain knowledge, skills and attitudes learned. They appeal to senses like sight, touch, smell among others. They make it possible for students understand abstract ideas in LSE and clarify concepts and ideas and they provide stimulus variation in the teaching learning process thus making the LSE lesson captivating (Abobo, 2012).

Teaching and learning materials availability and their effective use reflect on the quality of teaching of LSE. This is because most of the resources play an important role in understanding the concept and imparting skills to the learner. (Gregory& Knight 2012, KIE 2008). Education psychologists approve use of instructional materials maintaining that learning takes place through appeal to senses. (Kanjira, 2013) argued that instructional materials should utilize more than one senses, she underscored that realia are preferably the best resources for teaching LSE because they appeal to more senses,
make it possible to understand abstract ideas and clarify concepts and ideas; set a novelty mood in the LSE lesson that enhances understanding; and provide variation in the teaching and learning process.

Real objects are items or materials which may be collected or obtained from immediate environment. Observably, Audio-visual equipment, are electronic equipment, which the participant can look at (visual) and listen to (audio) during the teaching learning process. Audio-visual aids make the training more interesting and help to capture the attention of the participant. On the other hand, (Nasibi, 2008) noted that the classroom teacher needs to emphasize the use of both visual resources and words to achieve long lasting learning. He further adds that a careful selection and use of audio visual makes it possible for a successful combination in learning hence deeper understanding and greater permanency of what is learnt. Slide and moving projectors, video and televisions can enhance teaching and learning process of LSE and influence creativity and problem solving which are elements of LSE (Kiato et al, 2010). There are some programs on prevention of drugs and substance abuse, developed on radio and films, which may be used to implement LSE (KIE, 2008). Resource persons are knowledgeable people in various aspects such as drug and substance or in any other area of Life Skills education the teacher may use to enhance the training session (KIE, 2008).

According to (Asiach et al, 1999) the teacher’s materials such as teacher’s guide aiming at helping the teacher to provide detailed instructions for teaching each particular section of a program. In addition, it may contain background and enrichment materials as well as suggestions for supplementing activities. The teacher should determine the best resources
for a particular lesson like LSE and the resource should be used in the most natural and logical manner known to reinforce a particular learning activity. However, they should complement teaching and learning and not replace the teacher (KIE, 2008).

According to (Abobo, 2012) most schools in Trans Nzoia lacked adequate teaching and learning materials which included textbooks, teacher’s guides, reference materials, charts and videos which influenced negatively the implementation of life skills education. These findings concurred with a study by (Chamba, 2009) which established that implementation of LSE in Malawi was hindered by lack of adequate and appropriate instructional materials. This study therefore was to reveal the level of availability and adequacy of teaching learning materials and whether they affect the implementation of LSE in secondary schools.

According to (Adhiambo, 2012) teachers in Uriri and Awendo districts of Trans Nzoia county secondary schools agreed that teaching and learning materials for implementing LSE syllabus were not available in schools.

The above body of literature confirmed that effective curriculum implementation cannot be achieved in an environment where resources are inadequate. The researcher therefore investigated whether the same scenario was replicated in Kangema district with a view to addressing it.

2.5 Perceptions on Effects of LSE Implementation on Students’ Discipline

Kenya has had a history of ethnic tensions and more recent the one in Tana Delta, Mombasa and Mathare according to the (Daily Nation of 23rd6 March, 2012). Violence which is carried out by rowdy youths is more often seen in schools and in the community.
and this tends to be due to lack of effective implementation of life skills education in schools.

According to (Kiyiapi, 2011) homosexuality, lesbianism and sexual abuse are widespread in learning institutions in Kenya. He further asserted that what happens in these institutions are reflections of today’s society which is marred with violence, family problems, HIV and AIDS, drug and substance abuse, homosexuality, irresponsible sex, teenage suicide, early sexual onset, rape, incest, early marriages, negative peer pressure, indiscipline among other problems.

According to (Kilonzo, 2013) teachers’ perception is that the implementation life skills, has benefits such education benefits, social benefits, health benefits and cultural benefits. The education benefits according to (Global Evaluation LSE report, 2012) include the teacher–pupil relationship which becomes good and teaching is in turn enhanced. On the other hand,(Ashton , 2012) asserted that teachers felt that after introduction of LSE, their pupils acquired critical and independent thinking skills, respect for others and generally, the discipline in the schools improved as the chances of pupils practicing truancy; drug and substance abuse and pregnancy reduced.

According to (Global Evaluation LSE report, 2012) teachers and principals acknowledged improved academic achievement after the implementation of life skills curriculum. In particular, the report showed that In Malawi teachers reported reduction of indiscipline cases, absenteeism and children were less rude to their teachers. The report further indicated that the health benefits included providing pupils with skills needed for health knowledge so as to practice healthy habits. This included teaching pupils how to
resist pressure to use drugs and substances and skills to prevent HIV and AIDS. The social benefits that accrue from teaching LSE include character building and proper use of leisure time for the youth. The cultural benefit gotten from teaching life skills is acquiring values of living harmoniously and having healthy relations and interactions among themselves and skills to appreciate their cultural diversity (Kilonzo, 2013).

According to (Wamue, et al, 2013) Majority of principals perceived that life skills education was introduced by the Ministry of Education as a directive, while others felt that it was introduced following the ineffectiveness of the guidance and counseling program. In fact, one principal in her study was quoted as saying; “Boys don’t seek guidance and counseling; they shy off and do not share their problems with teachers especially when such teachers are women.” She further asserted that Guidance and counseling services in schools have not been effective, hence the principals felt that introduction of life skills education which is classroom-based was considered to be more effective. This was seen as a solution to those students’ who could not open up to teacher counselors.

According to (Global Evaluation, 2012) evaluative studies of Life Skills programs suggest that effective implementation can help to improve teacher and student relationship and there are indications that Life Skills lessons are associated with fewer reports on classroom behavior problems. On the other hand, (Weissberg et al, 1998) argued that stakeholders in education sector globally perceive that there are indications of improved academic performance as a result of teaching life skills, less bullying, few referrals to specialist support services and better relationship between children and
parents). So LSE is education which equips the learner with abilities which enables her/him develop adaptive and positive behavior to deal effectively with challenges and demands of everyday life (KIE, 2008).

It is believed that almost all challenges of everyday life encountered by the youth can be dealt with if these life skills are acquired. There is no empirical evidence as to whether students acquire the intended skills and whether the acquisition eliminates indiscipline in schools. This study indirectly attempted to identify students’ acquisition of the expected skills and the perceptions of teachers and principals on effects LSE implementation have on students’ discipline.

2.6 The Teaching Strategies in Teaching LSE

The Life Skills Education syllabus and the teachers’ guide suggest that teachers use participatory teaching and learning methods in which learners identify their own problems, discuss solutions, plan and carry out effective action program (KIE, 2008). The participatory teaching and learning methods assume that learning is best achieved by requiring learners to be actively involved during lessons. According to a study by (Chamba, 2009), the findings show that the participatory teaching and learning methods recommended for the teaching of LSE includes: role plays, brainstorming, storytelling, songs, case studies, group discussions, games, poetry recitals.

Role plays are short dramas in which participants experience how a person feels in a similar real life situation. Role plays enable participants to acquire and develop new skills as they perfect those already learnt. In Life Skills education, role plays are helpful in dealing with sensitive issues related to drug and substance abuse and HIV and AIDS.
Brainstorming is a free expression of ideas among participants on a given topic, question or issue. Brainstorming enables the facilitator to assess the knowledge level and attitude of the participants on a given topic. At the end of the brainstorming activity the facilitator should guide the participants in selecting ideas relevant to acquisition of the appropriate life skills. Story-telling involves telling of narratives with particular theme based on actual event. They give accounts of detailed information about an event in an interesting way (KIE, 2008).

Stories can be composed or collected based on specific themes of life skills for example assertiveness, negotiations and decision making. When reading or telling stories, they should be dramatic and larger than real life experiences. The stories could be presented in a variety of ways for example, tone variation, use of facial expression, and involvement of audience (Chamba, 2009). Songs are musical compositions on topical issues and themes. Dancing involves coordinated body movements, which generate joy and cheer among participants (KIE, 2008). Songs and dances are interesting, appealing and have an immediate impact on the listeners, which is long lasting and memorable. Songs and dances can therefore be used to pass messages on selected topics and development of life skills (KIE, 2008). Case studies should be interesting, appealing and relevant to the reader's imagination. They are useful when the teacher want to appeal to the learners' emotions, expect the learners to identify and internalize the concepts and issues raised in the case, expects the learners to apply the skills learned to solve similar problems that they may encounter and when he or she wants the learners to appreciate that others undergo similar challenges, case study can be developed by a teacher or selected from already developed ones in LSE books (KIE, 2008). A discussion is an activity in which
students, under the teacher’s direction, exchange points of view so as to arrive at a collective decision or conclusion (Wasike et al, 2009). Discussion involves sharing of information, ideas and opinions in large or small groups. Discussion method is suitable for young adults since they can express themselves easily. At the end of the discussion the facilitator should summarize the views and ideas, putting emphasis on acquisition of life skills while still passing a moral message (KIE, 2008).

Games are interesting and exciting activities which have set rules. They can be used when: clarifying difficult issues, discussing sensitive issues enhancing the quality of interaction in a group, learning and practicing new life skills, increasing the participants’ knowledge of each other and making presentations interesting (Wasike et al, 2009). Poetry and recitals are compositions which capture events, themes and situations in a short and precise manner. They communicate feelings, opinions, ideas, habit and their experiences. They can be in form of songs, recitations, chats or they can be dramatized to enhance acquisition of various Life Skills. They can be used to appeal to people’s emotions to enable them adopt behavior towards a desired direction (KIE, 2008).

Life skills learning cannot be facilitated on the basis of the information or discussion alone. Moreover, it is not only an active learning process but also includes experiential learning that is, practical experience for each student in a supportive learning environment (Kanjira, 2013). It is (Rutenberg et al, 2002) who indicated that in South Africa, teachers did not have the confidence to carry out experiential learning activities such as role play, so they reverted back to more conventional methods like lecture methods. Lecture methods in its pure form does not provide for the participation of the
learners, it is limiting in nature and it is not possible for the teachers to address all the intended learning outcomes in LSE (Chelule, 2009).

To ensure development and internalization of life skills the following instructional delivery approaches are encouraged: case studies, brainstorming, field visits, storytelling, songs and jingles, discussion, debating, panel discussion, resource persons, posters, poetry recital, role plays, games, projects, research, drama and future's goals. These are more participatory and more interesting as compared to the methods commonly used in schools such as lecture and question and answer. It is not known as to whether these recommended teaching methods were utilized in Kangema District to teach LSE. Hence, the need for this study.

2.7 The Summary of Literature Review

Life skills education is an education innovation introduced in Kenya in 2008 as a standalone subject and was supposed to take one lesson per week in schools' timetables. From the literature review, it is evident that several studies in Kenya and elsewhere have been carried out to establish different aspects of LSE implementation in public secondary schools. There is adequate literature on how LSE is taught and implemented in schools, on teachers competency regarding LSE, on adequacy and availability of teaching and learning resources and on teaching strategies used to teach life skills education. However, there is hardly any study that has specifically addressed LSE implementation and its effects on students' discipline a gap this study wish to fill. On the same breath, (Njuguna, 2013) in his study on factors influencing implementation of LSE in Kigumo district Muranga County recommends that a similar study be carried out in other districts of
Muranga county, he suggests that factors such as how LSE is implemented, adequacy and availability of resources, teaching strategies used among others be investigated a gap this study wish also to fill in Kangema district in Muranga.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The study sought to investigate LSE implementation and perceptions on its effect on discipline in secondary schools in Kangema district in Muranga County. This chapter presents research design, study locale, target population, sampling design, research instruments, validity and reliability of the instruments, data collection and analysis techniques.

3.2 Research Design

The study employed a descriptive survey design. This design was appropriate for the study as it enhanced an in depth investigation on Life skills education implementation and perceptions on its effect on discipline in secondary schools in Kangema district. According to (Orodho, 2009) descriptive design allows the researcher to gather information, summarize, present and interpret data for the purpose of clarification. On the other hand, (Ludico, 2010) argued that descriptive design has the purpose of gathering opinions, beliefs, or perceptions about a current issue from a large group of people. She further says that in educational research, these issues can be wide ranging and may include, but not limited to, high-stakes testing, parent involvement, school improvement, classroom instructional practices, behavior management techniques, and after school or summer enrichment programming.
3.3 Study Locale

The study was carried out in Kangema district. The district is situated in Muranga County in central Kenya on the eastern slopes of the Abadares mountain ranges. It is 98.6 Kilometers from Nairobi the capital city of Kenya. Kangema district covers 135km2 and has a population of about 70396 as per 2009 census. The mainstay for Kangema is agriculture, most of the land being under tea, coffee, wattle and subsistence food crops. There is vibrant trade of consumer goods. Nascent industry includes milk, tea and coffee processing factories. The area is well served by transport and communication infrastructure.

A wave of strikes in secondary schools in Kangema had reached the climax in 2012. According to (The star, Friday 27th July, 2012) Students in Kibutha Girls Secondary School went on the rampage and razed a store, kitchen and part of a dining hall. The incident came in the wake of several strikes in the area with over 10 schools going on rampage. In Njumbi Secondary School in Mathioya students attempted to raze a dormitory but the fire was contained. The unrest started at Rwathia Girls' Secondary School where students demanded to be allowed to wear mini-skirts to school. Others include Iyego, Kanyenyaini, Kiruri, Dr Kiano, Weithaga Boys, Gitweku Girls, Koimbi Boys, Kianderi Girls and Karuri Gakure secondary schools. Kangema district was chosen by the researcher because the runaway indiscipline had disrupted secondary schools programs and needed to be investigated.
3.4 Target Population

The population for the study was public secondary schools in Kangema District. There are 27 secondary schools in the district. The target population consisted of 27 principals, 283 teachers and 7925 students totaling to a target population of 8235. Teachers were targeted because they were perceived to be the major agents for curriculum delivery and implementation. Teachers were in direct contact with students and had the responsibility of employing the recommended teaching/learning strategies and were directly involved in the teaching of Life Skills Education. Students were targeted in the study because they were perceived to have information on the importance of Life Skills Education and the skills they had learnt. Principals were targeted because they supervise the curriculum implementation in their secondary schools.

3.5 Sample and Sampling Procedures

In Kangema district there are 27 public secondary schools. The target population included all the 1010 form 1-4 students, 80 teachers and 27 principals totaling to 1117. The study used simple random sampling to select 101 students for the study. This represented 10% of the target population. This was line with (Gay, 1992) recommendation which states that a sample of 10% and above is a good representation of the target population. Out of the targeted 80 teachers, 51 of them were purposively selected to take part in the study. All the 11 principals of the selected schools were purposively selected to participate in the study. In summary, 11 schools out of 27 formed the sampling units for respondents. From these 11 schools, 101 students, 51 teachers and 11 principals were yielding a sampled of 163 respondents for the study.
3.5.1 Selection of Schools

The study population included all public secondary schools in Kangema District, N = 27 all with a total student population of 7925. Through purposive sampling, the schools that taught LSE were selected. The selected schools were slotted in five strata: girls, boys, mixed day, mixed boarding and mixed day & boarding. Schools from each stratum were listed on Excel spread sheet and the computer commanded to randomly select one name at a time until 2 different names were selected from each category except mixed day & boarding where 3 schools were selected. The schools were selected without actually removing any from the original list. This was so because it is believed that such kind of sampling helps to reduce selection bias. This was possible because the list of all secondary schools in Kangema District was available. The sample size of 11 schools was selected. This size made over 40% of the study population, and was considered large enough by the researcher to be representative. The 11 sampled schools had a student population of 1010.

3.5.2 Selection of Students

The population of the students from the selected schools constituted a total of (1010) cases from which a sample of (101) respondents was chosen. The students from the selected schools were slotted in four strata: form 1, form 2, form 3 and form 4. The researcher then used systematic sampling. In systematic sampling, the researcher requested the selected schools to provide the previous term’s students’ performance ranking list for each strata, He picked randomly the first item from the population in one of the lists and then used the formulae N/n to get an integer that served as the constant
difference between two consecutive numbers in the progression in the list. The researcher repeated the process with the other lists and a total of 101 students were sampled.

Table 3.1 Presents the Sampling Matrix

<table>
<thead>
<tr>
<th>Types of schools</th>
<th>No of schools</th>
<th>No of students</th>
<th>No of teachers</th>
<th>No of principals</th>
<th>No of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls Boarding</td>
<td>2</td>
<td>20</td>
<td>9</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>Boys Boarding</td>
<td>2</td>
<td>20</td>
<td>11</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>2</td>
<td>18</td>
<td>13</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>2</td>
<td>19</td>
<td>8</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Mixed, Day &amp; Boarding</td>
<td>3</td>
<td>24</td>
<td>10</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>101</strong></td>
<td><strong>51</strong></td>
<td><strong>11</strong></td>
<td><strong>163</strong></td>
</tr>
</tbody>
</table>

3.5.3 Selection of Teachers and Principals

From preliminary data, the population of the teachers who taught LSE in the selected schools constituted a total of (80) cases from which a sample of (51) respondents were chosen using purposive, stratified sampling and simple random sampling. With regards to purposive sampling only those teachers who taught LSE were used in this study while those who did not teach LSE were eliminated. With regards to the stratified sampling, the population of teachers in a given school (who teaches LSE) were attached to some proportional allocation using a sampling fraction of $\frac{51}{80} = 0.6375$ so that the school’s contribution to the total sample was proportional to its population size.

Simple random sampling was then applied to select the cases that were included in the study from each of the selected schools. The researcher first obtained lists of teachers from the schools that were selected to participate in the study then assigned each teacher in a given school a two digit number starting from (01) to the highest number depending
on the number of teachers in the school under consideration. The two digit number that
was assigned to every teacher enhanced the selection of sample cases from the selected
schools using two digits in the random number tables. The researcher then applied
random number tables to select the particular teachers who participated in the study from
each of the selected school. The number of respondents selected from each school in
every stratum was then added to form the complete sample of the teachers who were
included in this study. All the principals of the selected schools were used in this study.

3.6 Research Instruments

The instruments for data collection were questionnaires and interview guide. The
questionnaires were administered to the students and the teachers while the interview
guide was administered to the principals.

3.6.1 Questionnaires

Data was collected using two structured questionnaires (one for the LSE teachers and
another one for the students), which was taken to all sampled schools. Questionnaires
were chosen because they have ability to collect a lot of information on a large Sample
and have a greater reliability (Chamba, 2009). The questionnaires for the teachers and
students comprised two sections: Section one collected the background information of
teachers and students. Section two comprised five parts A-E consisting items covering all
the objectives of the study such as how LSE is taught in schools, teachers' competencies
in LSE, availability and adequacy of teaching and learning resources, the effects of LSE
on students' discipline and on the teaching strategies that can be put in place to enhance
LSE.
3.6.2 Interview Schedule for the Principals

Interview schedules were used to guide the interviews that were conducted with the principals. This method of collecting data is usually carried out in a structured way where output depends to a large extent on the ability of the interviewer. It is a good method of collecting data as the researcher use a set of pre-conceived questions through personal interview (Orodho, 2009). The interview schedule consisted two sections: Section one collected the background information of the principals and section two consisted five parts A-E dealing with items covering all the objectives of the study.

3.7 Validity of Research Instruments

Validity is the degree to which a test measures what it is supposed to measure (Gay, 1992). The content validity of the research was ensured through the expert judgment. The content experts who included the research supervisors helped the researcher to assess the concept the instruments tried to measure in order to determine whether the set of items accurately represented the items under study. The content experts help determine content validity by defining in precise terms the domain of the specific content that the test is assumed to represent and then will determine how well that content universe is sampled. Direct or primary validity depends upon judgment or opinion of experts who after examining the content decide what they think it measures (Lovell et al, 1970).

3.7.1 Reliability of Research Instruments

To establish the reliability of the instrument the researcher employed the test-retest Method during the pilot study. The researcher administered the questionnaires to the respondents and after one week the researcher again administered the same instrument to the same respondents. The researcher then used the Pearson product moment correlation
formula below to correlate the scores from both the tests to obtain a correlation coefficient.

\[ r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum (x)^2 - (\sum x)^2][N \sum (y)^2 - (\sum y)^2]}} \]

Pearson Product Moment Correlation establishes the extent to which content of the instrument is eliciting the same responses every time the instrument is administered (Orodho, 2005). The study obtained a coefficient of 0.7825 which is acceptable. According to (Mugenda and Mugenda, 2003) a coefficient of 0.7 or more is considered reliable.

3.7.2 Piloting of Research Instruments

Before the data was collected, the research instruments were piloted in two schools in Kangema district that were not included in the study sample. According to (Wiesma, 1985) argued that the aim of piloting is to help identify misunderstanding, ambiguities and useless or inadequate items in the instruments. The researcher carried piloting to identify potential problems that might affect the results.

3.8 Data Collection Procedure

A permit to collect data was obtained from the National Commission for Science and Technology (NACOSTI) to allow for data collection which allowed him to get permission letter from Kangema DEO to allow him visit the schools. The researcher made appointments with principals of the sampled schools to request them for permission to carry out the study in their schools. The researcher arranged with the principals to confirm the dates for data collection and got the consent of the school administration. The
instruments were administered to the respondents who were given ample time to respond to the questions. The researcher ensured confidentiality of the information given by the respondents. Participants were informed that their confidential information provided would only be accessed by the researcher and the supervisor. They were not required to provide any identifying information such as their names, hence making responses become unanimous (Orodho, 2012).

3.9 Data Analysis and Presentation

The primary quantitative data collected from the field was first edited to remove errors from responses written which were not required. Coding was done to summarize the data, where code numbers were assigned to each of the research questions. The coded items were analyzed with the aid of Statistical Package for Social Sciences (SPSS) computer software version 20 for analyzing data. Both quantitative and qualitative data analysis techniques were used to analyze data as per the study objectives.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents analysis and discussions of the study's findings. The main objective of the study was to investigate LSE implementation and perceptions on its effect on discipline in secondary schools in Kangema district in Muranga County. The chapter is organized into six sections as follows; background information of the study respondents, how life skills education is taught in secondary schools, teachers' competencies, availability and adequacy of LSE teaching and learning resources in schools, the effect of life skills education on students' discipline and LSE teaching strategies. Results of the analysis were presented using tables, pie charts and bar graphs which were then discussed on basis of the literature reviewed.

4.2 Analysis of Data

Data obtained from the questionnaires and the interview schedules were mainly analyzed using frequencies and percentages. Analysis and presentation of the data were based on the following research questions:

1. How is life skills education taught in secondary schools?
2. What are the teachers' competencies in teaching LSE?
3. Are LSE teaching and learning resources available and adequate in schools?
4. What are the perceptions on the effect of LSE implementation on students' discipline?
5. What are the possible teaching strategies that can be put in place to enhance LSE?
4.3 Demographic Information of the Study Respondents

The study sought demographic data of the respondents including gender, age, year of study, work experience and professional qualifications.

4.3.1 Gender of the Respondents

Gender refers to whether the respondent is male or female. It was important to find out the gender of the respondents to have fair representation for the two categories of gender.

Table 4.1: Gender of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Students</th>
<th>Teachers</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td>47.5</td>
<td>22</td>
</tr>
<tr>
<td>Female</td>
<td>53</td>
<td>52.5</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
<td>51</td>
</tr>
</tbody>
</table>

From the findings presented in Table 4.3.1, 76 (46.6%) of the respondents were male while 87 (53.4%) were female. The female students represented 53 (52.5%) while the male students consisted of 48 (47.5%). Female teachers represented 29 (56.9%) while their male counterparts represented 22 (43.1%). There were 6 (54.5%) male principals and 5 (45.5%) female principals who participated in the study.

4.3.2 Age of the Students

Age of the students refers to their maturity. The age of students was grouped into over 20 years and below 20 years which included those in their late teens, 18-20 years and 12-14 those in early teens and those in mid teens 15-17 years. It was important to establish the
age groups of the students in the sample to be studied as this would assist in assessing how their perceived different aspects of LSE.

Figure 4.1: Students’ Age

From the findings, majority (60.4%) of the students was aged between 15 and 17 years while (29.7 %) were students aged between 18-20 years. There was a significant number of students between 18-20 years, this was as a result of the Free Primary Education (FSE) and subsidized secondary education in Kenya. These two factors had helped those who couldn’t afford school levies and had dropped out of schools to come back and continue with their education despite their age. Most of the students were also teenagers. At this stage students experience physical, emotional and social developmental changes which influence them to seek advice from teachers, friends and parents. In this view, life skill education is used to help students cope with these changes they experience at this stage.
Figure 4.2: Teachers’ Experiences

From the findings, majority (73.5%) of the teachers had taught in their current school for more than 5 years. This shows that most of the teachers were conversant and experienced with how things were run in the schools and could give sufficient and correct information on how LSE was implemented and whether it had effect on students’ discipline.

4.3.5 Professional Qualifications

Across the different categories of schools and even in the same school teachers had different qualifications. Teachers’ professional was important as LSE curriculum requires competence for its implementation.
Therefore, this called for investigation on how life skills education was implemented in schools.

4.3.3 Students’ Year of Study

The study investigated samples of students from form 1 to 4. Identifying the year of study was necessary so as to establish how each category of students responded to the LSE program.

Table 4.2: Students’ Year of Study

<table>
<thead>
<tr>
<th>Forms</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form one</td>
<td>18</td>
<td>17.8</td>
</tr>
<tr>
<td>Form two</td>
<td>33</td>
<td>32.7</td>
</tr>
<tr>
<td>Form three</td>
<td>28</td>
<td>27.7</td>
</tr>
<tr>
<td>Form four</td>
<td>22</td>
<td>21.8</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100*</td>
</tr>
</tbody>
</table>

From the findings, many students (32.7%) who filled the questionnaires were form twos while (27.7%) were form threes. This shows that majority had stayed in the school for a significant period of time and was in a position to give information. They were also in their teenage, a volatile age, prone to indiscipline due to peer pressure. This gave them a chance to share their experiences first hand.

4.3.4 Teachers’ Experiences

Teachers in the same schools had variation in terms of teaching experience. Identifying teachers’ experience was important as how well a curriculum is implemented sometimes depend on the teachers’ experience.
Table 4.3: Highest Professional Qualifications

<table>
<thead>
<tr>
<th>Professional Qualifications</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Certificate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>Degree</td>
<td>7</td>
<td>63.6</td>
</tr>
<tr>
<td>Master degree</td>
<td>3</td>
<td>27.3</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings, majority of the principals (63.6%) and teachers (60.8%) in the schools had attained degree qualifications. For a teacher to educate others, he/she must also be educated and is expected to use his/her professionalism and experience to positively impact the students. Professional qualification of teachers has been associated with teachers’ effectiveness. Findings from Mugambi (2013) established that majority of the teachers in secondary schools are holders of degrees and diplomas and therefore qualified enough to teach and implement the secondary school curriculum.

4.4 Teaching Life Skills Education

The respondents were asked to state if their school taught LSE and whether LSE was on the timetable. The responses were as presented in the table 4.4;

Table 4.4: Teaching and Timetabling of Life Skills Education

<table>
<thead>
<tr>
<th>LSE Teaching</th>
<th>LSE Timetabling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Students</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>YES</td>
<td>45 88.2</td>
</tr>
<tr>
<td>NO</td>
<td>6 11.8</td>
</tr>
<tr>
<td>Total</td>
<td>51 100</td>
</tr>
</tbody>
</table>
From the findings, Over (85%) of both teachers and students indicated that LSE was taught in their schools. On the other hand, above (50 %) of the teachers and students indicated that LSE was not on the master timetable. These findings points out the fact that although most schools were teaching LSE, teaching was being done during the preps, after 4 o’clock and during the weekends especially where guidance and counseling invited guest speakers to talk to students in a hall as one big group. The findings were in agreement with Njuguna (2013) findings which established that majority of schools in Kigumo district didn’t have LSE on the timetable. However, Chamba (2009) found that most of the schools in Malawi had LSE on the timetable and were teaching it.

4.4.1 Time Allocation for LSE

The respondents were asked to state how many lessons LSE was taught per week in their schools. They responded as follows in table 4.5;

Table 4.5: Time Allocated for Life Skills Education

| Time Allocated | Principals | | Teachers | | | Students |
|----------------|------------|----------------|----------|----------------|----------|
|                | f | %     | f | %     | f | %     |
| One lesson     | 6  | 55.5 | 44 | 86.3 | 83 | 82.2 |
| Two lessons    | 2  | 18.2 | 1  | 2     | 8  | 7.9   |
| Not taught     | 4  | 36.4 | 6  | 11.8  | 10 | 9.9   |
| Total          | 11 | 100  | 51 | 100   | 101| 100   |

From the findings, over (55%) of principals, teachers and students indicated that LSE was taught one lesson per week in their schools. It was clear from the findings that majority of the schools were implementing LSE as prescribed by MOE and in the curriculum
documents. A significant number of schools, however, indicated that they were taught twice. This was probably due to the reason that teachers and students had realized the benefits of teaching and learning LSE in their schools were enthusiastic to use any other free time to teach LSE. Adhiambo (2012) contradicts these findings as she found that in majority of the schools in Uriri and Awendo districts LSE lessons were not taught at all in their schools and assessment in such schools was to be done to re-enforce the effective implementation of LSE.

4.4.2 Teaching Life Skills Education

The respondents were asked to state which forms were taught LSE in their schools. The responses varied as indicated in the table 4.6;

<table>
<thead>
<tr>
<th>Table 4.6 : Teaching Life Skills Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Form one</td>
</tr>
<tr>
<td>Form1-2</td>
</tr>
<tr>
<td>Form1-3</td>
</tr>
<tr>
<td>Form1-4</td>
</tr>
<tr>
<td>Not taught</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

From the finding, over (50%) of the principals, teachers and students indicated that LSE was taught in form 1-4 while over (30%) of the respondents indicated that LSE was taught from form one to form three. Although many of schools indicated that they were offering
Life Skills subject, not all were offering it in all classes. Some of the schools were offering it in all the classes except form 4s who were expecting to write national examinations in that particular year. LSE being non examinable and not in the curriculum was probably perceived not important. These findings concurred with Chamba (2009) who observed that majority of the schools in Malawi were teaching LSE in form one to four. Most schools didn’t teach form fours LSE since LSE was probably not examinable and the form fours needed more time to concentrate on ‘important’ subjects that were examinable.

4.4.3 Designs of Teaching Life Skills Education

The standalone is the recommended design to teach LSE, respondents were asked to indicate the design they used to teach LSE in their school. The following responses were given.

<table>
<thead>
<tr>
<th>Designs</th>
<th>Principals</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f  %</td>
<td>f  %</td>
<td>f  %</td>
</tr>
<tr>
<td>Separate</td>
<td>4  36.4</td>
<td>15 29.4</td>
<td>43 42.5</td>
</tr>
<tr>
<td>Integrated</td>
<td>-  -</td>
<td>5  9.8</td>
<td>2  2</td>
</tr>
<tr>
<td>Both separate integrated</td>
<td>6  54.5</td>
<td>26 50.9</td>
<td>51 50.5</td>
</tr>
<tr>
<td>Not taught</td>
<td>2  18.2</td>
<td>6 11.8</td>
<td>5  5</td>
</tr>
</tbody>
</table>

From the findings, over (50%) of the principal, teachers and students indicated that LSE was taught both as integrated and separate subject. This was probably because some of
the LSE topics cut across other subjects like biology and CRE. It was clear from the findings that most of the schools were implementing LSE in the wrong way therefore the LSE curriculum and its objectives were probably not delivered and achieved as intended. Chamba (2009) established that teaching Life Skills as a separate subject gave learners an opportunity to practice the intended curriculum and inculcated the skills in the right way. Table 4.7 presents Teachers’ reasons why LSE is not taught in their schools.

4.4.4 Rationale for not Teaching Life Skills Education

Teachers were asked why some schools were not teaching LSE. They gave the reasons as follows.

Table 4.8: Rationale for not teaching Life Skills Education

<table>
<thead>
<tr>
<th>Reasons</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavy workloads</td>
<td>26</td>
<td>51.6</td>
</tr>
<tr>
<td>Lack of trained manpower</td>
<td>11</td>
<td>21.3</td>
</tr>
<tr>
<td>LSE not examinable</td>
<td>10</td>
<td>19.6</td>
</tr>
<tr>
<td>Teachers negative attitude</td>
<td>4</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 4.8, majority (51.6%) of the teachers indicated that LSE was not taught because teachers in those schools had heavy workloads while (21.7%) indicated that LSE was not taught because schools lacked trained teachers. This implies that there were many reasons and factors militating against LSE implementation in secondary schools some of which were school, student and teacher based. These findings were in line with Njuguna (2013) who found that heavy workload and lack of in-service training for
teachers among others were hindrances to LSE implementation in secondary schools in Kigumo district.

4.4.5 Peer Educators and Training

Principals and teachers were asked whether their schools had peer educators and whether they were trained. Their responses were as indicated in table 4.9

<table>
<thead>
<tr>
<th>Peer educators &amp; training</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Presence of peer educators</td>
<td>9 78.4</td>
<td>3 21.6</td>
</tr>
<tr>
<td>Trained</td>
<td>7 65.8</td>
<td>4 34.2</td>
</tr>
</tbody>
</table>

From the findings, over (54%) of the principals and teachers indicated that there were peer educators in their schools. Peer educators are important in a school setting as they compliments the work of LSE teachers and play a great role in guidance and counseling among the students as some of the issues students go through can only be shared amongst themselves. From the findings, Over (50%) of both the principals and teachers indicated that peer educators in their schools were trained. Peer educators' training equips them with knowledge and skills on how to delay sexual intercourse provide them with facts about health, pregnancies, STIs and HIV/AIDS and provide them with skills to make informed decisions among others. These findings concur with those of Chendi (2010) who found that trained peer educators helped teachers to disseminate information and
inculcate vital skills (to their fellow learners) required to face peer pressure and problems associated with teenage crisis.

4.4.6 Preparation of Professional Documents

The researcher wished to find out whether the teachers prepared professional documents before teaching LSE. Professional documents are important as they indicate teachers’ preparedness and planning.

Table 4.10: Preparation of Professional Documents

<table>
<thead>
<tr>
<th>Documents</th>
<th>Prepared</th>
<th></th>
<th>Not Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Lesson notes</td>
<td>23</td>
<td>45.1</td>
<td>28</td>
</tr>
<tr>
<td>Schemes of work</td>
<td>10</td>
<td>19.6</td>
<td>41</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>5</td>
<td>9.8</td>
<td>46</td>
</tr>
<tr>
<td>Records of work</td>
<td>13</td>
<td>25.5</td>
<td>38</td>
</tr>
</tbody>
</table>

The researcher was interested in finding out whether teachers prepared professional documents. Teachers were asked to provide information on the professional documents they prepared and those they didn’t prepare. From the findings, above (70%) of the teachers never prepared schemes of work, lesson plans and records of work. For effective curriculum implementation, teachers should ensure that curriculum content is well planned in a scheme of work which should tally well with the lesson plans, record of works and the lesson notes. These findings agrees with Mugambi et al (2013) who established that majority of teachers in Kajiado county did not prepare schemes of work and Heads of departments had not checked on the schemes that had been prepared.
4.4.7 Departments LSE teachers belonged

Respondents were required to indicate which departments teachers who taught LSE belonged. Table 4.11 represents their responses.

Table 4.11: Departments where Life Skills Education Teachers Belonged

<table>
<thead>
<tr>
<th>Departments</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>34</td>
<td>66.1</td>
</tr>
<tr>
<td>Technical</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Sciences</td>
<td>6</td>
<td>11.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.11, many (66.1%) of the teachers who taught LSE were from departments that taught art subjects, (22%) were from technical department while (11.9%) were from the science department. Lack of competent teachers hindered implementation of LSE in secondary schools. The allocation to teach LSE in secondary school was done on the basis on the teacher's workload. Those with lighter workloads were given the role to teach LSE and PE irrespective whether they were competent or not. Teachers who taught humanities had the lightest workload and hence given the role to teach LSE. Findings from a study carried out by Adhiambo (2012) established that most teachers felt that LSE should be taught by the class teacher as they were in charge of all the matters affecting the class while others felt that the CRE teachers should be in charge of LSE as the philosophies of the two subjects were the same. Table 4.11 presents principals and teachers responses on their initial teachers training on LSE content and LSE methodology.
4.5 Teachers’ Competence on Life Skills Education

The principals and the teachers were asked if the teachers were taught LSE content and methodology in their initial teacher training. The responses were as in table 4.12

Table 4.12: Initial Training on Life Skills Education Content and Methodology

<table>
<thead>
<tr>
<th>Areas of training</th>
<th>Principals</th>
<th></th>
<th></th>
<th>Teachers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>NO</td>
<td></td>
<td>Yes</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>LSE content</td>
<td>3</td>
<td>27.3</td>
<td>8</td>
<td>72.7</td>
<td>15</td>
<td>29.4</td>
</tr>
<tr>
<td>LSE methodology</td>
<td>2</td>
<td>18.2</td>
<td>9</td>
<td>81.8</td>
<td>16</td>
<td>31.4</td>
</tr>
</tbody>
</table>

From the Findings, majority (72.7%) and (70.6%) of the principals and of the teachers respectively indicated that teachers had never been trained on LSE content in their initial teachers’ education training. Regarding LSE methodology (81.8%) and (68.6%) of principals and teachers respectively indicated that teachers were never trained on LSE methodology during their initial teachers’ education. This could probably mean that student teachers were ill equipped to implement LSE curriculum in the schools they were to teach after college. The teacher education probably would need to be relooked at and LSE be made compulsory to all students taking education course. Woelk et al (2010) established that Life Skills education can only succeed if teachers were exposed to pre- and in-service training on the use of modern participatory methods and experiential learning techniques. He also established that due to lack of training, most teachers’ teaching techniques, predominantly involved textbooks and a didactic approach and that, in most sub-Sahara countries, teachers had not received adequate training in participatory methods and were not familiar with LSE content.
4.5.1 Pre-Service LSE Topics

Teachers were asked to indicate the topics that they were taught in initial teachers' education in college. Figure 4.3 shows their responses.

![Bar Chart](image)

**Figure 4.3: Topics on Initial Teachers' Education to Enhance Teachers' Competence**

In order to establish the LSE topics that teachers covered when they were students in college, the researcher asked the teachers to indicate the LSE topics they were taught and the ones they were not taught. From (figure 4.3), majority (92%) and (73%) of teachers were taught sexuality and critical thinking respectively while in college. However, the least covered topics were coping skills (86%) and assertiveness (76%). Probably the reason why most teachers had no clue on LSE was because they have never interacted with any knowledge about LSE during their pre-service training. This jeopardized the implementation of LSE in secondary schools. The findings are in agreement with
Adhiambo (2012) who observed that interpersonal relationship and empathy were rarely taught in secondary school as teachers knew little about these topics due to lack of training.

4.5.2 LSE in-Service Training for Teachers.

The researcher was interested in finding out whether teachers in charge of teaching LSE had received any in-service training. Teachers responded as indicated in figure 4.4;

![Pie Chart](image)

**Figure 4.4: In-service Training in Life Skills Education for Teachers**

From figure 4.4, majority (88.2%) of the teachers had never received any in-service training in life skills education while (11.8%) had attended an in-service training. The teachers having not received any in-service training shied off from teaching many LSE topics especially the sensitive ones such as 'condom use' and 'menstrual cycle' they were also unfamiliar with experimental learning and participatory teaching methods making implementation of LSE ineffective in secondary schools. Findings from Chendi (2010)
established that head teachers had not received training on Life Skills, and many teachers lacked the confidence to handle sensitive topics and use of new participatory teaching approaches. Findings from UNESCO (2010) Evaluative report on LSE implementation in sub-Sahara countries concur with these findings as they established that most countries had adopted a two-pronged strategy involving in-service courses for teachers already in schools and pre-service training for trainee teachers. However, the teacher training process was seen as too slow in some countries hence making the implementation of LSE ineffective.

4.5.3 In-service Training Details

It was important for the researcher to find out the details of the LSE in-service training in terms of duration and providers as the information would be used later to make such training better. Table 4.13 presents the responses.

Table 4.13: In-service Training Details

<table>
<thead>
<tr>
<th>Teaching LSE</th>
<th>did the training help</th>
<th>Yes</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>6</td>
<td>11.8</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>5.9</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>42</td>
<td>82.3</td>
<td>never attended</td>
<td>never attended</td>
</tr>
</tbody>
</table>

Teachers were asked to provide information on training that they had attended. They were to state when, how long and who organized the in-service training that they had attended. From the findings, majority (82.3%) have never attended any LSE in-service...
training while (11.8%) had attended an in-service training conducted by the Kangema DEOs office and (5.9%) had attended a training conducted by LSE promoters. The two training took one day and two days respectively. All (100%) of the teachers who attended the trainings indicated that the trainings helped them to improve their competence in LSE. Chendi (2010) findings concur with these findings as he established that In-service training helps teachers to improve their competence and increases their confidence in handling LSE content.

4.6 Availability and Adequacy of LSE Teaching and Learning Materials

The principals were asked if Life Skills Education teaching and learning materials were available in their schools. The responses were as presented in the table 4.14

<table>
<thead>
<tr>
<th>Materials</th>
<th>Available</th>
<th>%</th>
<th>Not Available</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td>21</td>
<td>41.2</td>
<td>30</td>
<td>58.8</td>
</tr>
<tr>
<td>Teachers guide</td>
<td>15</td>
<td>29.4</td>
<td>36</td>
<td>70.6</td>
</tr>
<tr>
<td>Text books</td>
<td>9</td>
<td>17.6</td>
<td>42</td>
<td>82.4</td>
</tr>
<tr>
<td>Charts</td>
<td>11</td>
<td>21.6</td>
<td>40</td>
<td>78.4</td>
</tr>
<tr>
<td>DVD&amp; video</td>
<td>16</td>
<td>31.4</td>
<td>35</td>
<td>68.6</td>
</tr>
<tr>
<td>Resource persons</td>
<td>38</td>
<td>74.5</td>
<td>13</td>
<td>25.5</td>
</tr>
<tr>
<td>Church leaders</td>
<td>40</td>
<td>78.4</td>
<td>11</td>
<td>21.6</td>
</tr>
</tbody>
</table>

From the findings, Over (55% ) of the principals indicated that LSE syllabus, teachers guides, students' textbooks, charts and DVDs & videos were not available in schools.
This implies that most of the schools were not adequately equipped with teaching and learning materials hence undermining implementation of life skill education in school curriculum. The study findings agree with Njuguna (2013) in a study on factors influencing implementation of LSE in Kigumo District which established that teachers’ guide and audio/visual tapes were inadequate in schools. The students also reported that they were not provided with life skill textbooks. Abobo (2012) also found that most schools of the sampled schools in his study in Tran-zoia lacked adequate teaching and learning materials which included textbooks, teacher’s guides, reference materials, charts and videos. This influenced LSE implementation negatively.

4.6.1 Adequacy of LSE Teaching and Learning Resources

The researcher wanted to establish the adequacy of LSE teaching and learning material and asked the respondents to indicate how the situation was. Their responses were as indicated in table 4.15

<table>
<thead>
<tr>
<th>Resources</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Resource persons</td>
<td>20</td>
<td>20</td>
<td>53</td>
</tr>
<tr>
<td>Church leaders</td>
<td>40</td>
<td>39.6</td>
<td>48</td>
</tr>
<tr>
<td>Teachers’ guides</td>
<td>23</td>
<td>22.7</td>
<td>43</td>
</tr>
<tr>
<td>Realia/models</td>
<td>10</td>
<td>9.9</td>
<td>38</td>
</tr>
<tr>
<td>Posters</td>
<td>10</td>
<td>9.9</td>
<td>40</td>
</tr>
<tr>
<td>Films and slides</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>LSE Syllabus</td>
<td>20</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>LSE text books</td>
<td>2</td>
<td>1.9</td>
<td>5</td>
</tr>
<tr>
<td>Magazines</td>
<td>8</td>
<td>7.9</td>
<td>15</td>
</tr>
<tr>
<td>DVDs &amp; videos</td>
<td>3</td>
<td>2.9</td>
<td>3</td>
</tr>
<tr>
<td>Charts</td>
<td>5</td>
<td>4.9</td>
<td>28</td>
</tr>
</tbody>
</table>

58
From the findings, over 50% of the teachers indicated that realia, posters, films & slides, LSE syllabus, text books, magazines, DVDS & videos and charts were inadequate in secondary schools. The study findings indicated that most of the schools were ill equipped with teaching and learning materials, meaning implementation of LSE was negatively impacted. In agreement with the findings, a study conducted by Mutegi (2012) on school factors influencing the implementation of life skills education in public schools established that inadequate learning and teaching resources negatively influenced implementation of life skills education.

4.6.2 LSE Text Books to Students’ Ratio

The researcher was interested to find out the LSE text book ratio to students, students were therefore asked to indicate the ratio. The responses were as indicated in figure 4.5

![Figure 4.5 Life Skills Education text books students’ ratio](image)

Figure 4.5 Life Skills Education text books students’ ratio
From figure 4.5 shows that majority (51%) of the students had no single LSE text book while those that had (41.1%), the ratio was 1 book shared among twenty students. In that case, it can be argued that the principals didn’t consider LSE an important subject to spend money on due to its non-eximinability and that many schools faced budget constrains due to delayed funding from FSE kitty from the government. The findings concurred with those of Adhiambo (2012) in a study on implementation of LSE in Owendo Uriri Districts that found that majority of the principals indicated that textbooks used in teaching Life Skills Education were inadequate. She, however, found that majority of teachers used text books (which were very few) as their main teaching/learning materials in LSE.

4.7 Perceptions of Stakeholders on Effect of LSE Implementation on Students’ Discipline

4.7.1 Indiscipline Challenges in Secondary Schools

Life skills education is intended to mitigate indiscipline in schools. The principals were asked to indicate the indiscipline challenges in their schools. The responses were presented in table 4.16
Table 4.16: Indiscipline Challenges in Secondary Schools

<table>
<thead>
<tr>
<th>Category of schools</th>
<th>Boys</th>
<th>Girls</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiscipline cases</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>28</td>
<td>27.7</td>
<td>5</td>
</tr>
<tr>
<td>Teenage pregnancy</td>
<td>-</td>
<td>-</td>
<td>19</td>
</tr>
<tr>
<td>Coupling</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lateness</td>
<td>17</td>
<td>16.8</td>
<td>15</td>
</tr>
<tr>
<td>Fighting</td>
<td>32</td>
<td>31.8</td>
<td>9</td>
</tr>
<tr>
<td>Insubordination</td>
<td>19</td>
<td>18.8</td>
<td>18</td>
</tr>
<tr>
<td>Dropping out</td>
<td>10</td>
<td>9.9</td>
<td>36</td>
</tr>
<tr>
<td>Sneaking</td>
<td>56</td>
<td>55.4</td>
<td>16</td>
</tr>
<tr>
<td>Bullying</td>
<td>55</td>
<td>56.4</td>
<td>17</td>
</tr>
<tr>
<td>Stealing</td>
<td>61</td>
<td>60.2</td>
<td>25</td>
</tr>
<tr>
<td>Homosexuality</td>
<td>50</td>
<td>55.4</td>
<td>-</td>
</tr>
<tr>
<td>Truancy</td>
<td>20</td>
<td>19.8</td>
<td>64</td>
</tr>
<tr>
<td>Lesbianism</td>
<td>-</td>
<td>-</td>
<td>62</td>
</tr>
<tr>
<td>Devil worship</td>
<td>10</td>
<td>9.9</td>
<td>60</td>
</tr>
</tbody>
</table>

The study sought to establish the common indiscipline challenges found in secondary schools. From the findings, over (50%) of the respondents indicated that drug abuse, coupling, teenage pregnancies, lateness, fighting, insubordination and dropping out of school were some of the indiscipline cases that were common in mixed secondary schools. From these findings, it can be argued that students in day schools were getting access to drugs as they had free time after school and during the weekend. Observably, the coupling witnessed in schools could have culminated to teenage pregnancies. The findings also revealed that above (55%) of the respondents indicated that stealing, sneaking, bullying and homosexuality were common indiscipline cases found in boys schools while above (60%) of the respondents indicated that Truancy, lesbianism and
devil worship were commonly practiced in girl schools. These indiscipline cases could have been fuelled by parents who abduct their parental duties of guiding and counseling their children while the media could have aggravated this moral decadence in schools as most of the youth had access to all types of media. The runaway indiscipline in the schools could also be attributed to ineffective and inefficient guidance and counseling in schools.

The findings of this study concurred with those of Wamue et al (2013) in a study on gender factors in implementation of LSE in secondary schools in Nairobi who found that gender relations at this stage of development often posed serious challenges to both boys and girls. This is a crucial stage where each child is trying to discover themselves as they transit to adult life. Such relational problems often develop during teenage and consequently, some students, in particular girls, become victims of teenage pregnancies. Boys on the other hand, often fall victims of drug and alcohol abuse. These observations concurs with Marloo (2010) who found that about ten thousand young women in Kenya give birth before the age of 20 hence teachers should be sensitized on how to implement LSE; this would help to in-put adaptive skills to the youth and prevent problems associated with teenage crisis.

4.7.2 Methods of Resolving Indiscipline in Schools

Apart from establishing the indiscipline challenges in schools, the researcher also wanted to find out what methods teachers used to resolve the challenges. Teachers were asked to indicate which methods they used to resolve indiscipline cases in their schools. Table 4.17 presented the findings.
Table 4.17: Methods of Resolving Indiscipline in Schools

<table>
<thead>
<tr>
<th>Methods</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance &amp; counseling</td>
<td>25</td>
<td>51</td>
</tr>
<tr>
<td>Expelling</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>Teaching LSE</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Minor punishment</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Suspension</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Canning</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Denying privilege</td>
<td>1</td>
<td>1.9</td>
</tr>
</tbody>
</table>

From the findings, majority of teachers (51%) resolved indiscipline cases through guidance and counseling which seemed not to be efficient enough as runaway indiscipline continue to persist in secondary schools. Mboche (2013) found that the limiting factor in regards to guidance and counseling services in schools was that counseling teachers were not available for students. In a few schools where they existed, they were so much over-burdened with teaching load that they hardly offered effective counseling services to students. In some schools, there were no counseling rooms reserved for such services. A significant number of respondents used teaching of LSE as a means to mitigate the runaway indiscipline as it equipped the students with various skills that comes in handy when they find themselves in teenage crisis. These finding concurred with those of Wamue et al (2013) who found that indiscipline in schools was as a result of environmental changes, students' careless lifestyles, moral decadence in the society such as drug abuse, sexuality and that parents were either too busy for their children or shy, consequently, the option of imparting skills to children has been relegated to teachers wholeheartedly albeit their inexperience in this. They further
established that some skills are not incorporated in guidance and counseling and hence the need for life skills education.

### 4.7.3 Teachers Perceptions on Effects of Life Skills Education on Discipline

After establishing the discipline challenges in schools and how teachers try to resolve them, the researcher further sought to find out the perception of teachers on effects of LSE on students' discipline as showed in table 4.18.

<table>
<thead>
<tr>
<th>Effects of LSE on discipline</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced</td>
<td>42</td>
<td>82.4</td>
</tr>
<tr>
<td>Eliminated</td>
<td>7</td>
<td>13.7</td>
</tr>
<tr>
<td>Remain the same</td>
<td>2</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

In response to whether teaching LSE would reduce, be eliminated or had no effect on indiscipline, majority (83.3%) of the teachers were of the opinion that it would reduce indiscipline in schools. *Life Skills Education equips learners with practical skills like coping skills, decision making skills and social skills among others that come in handy if confronted with adolescence experiences. These skills help them wade through the murky waters of teenage crisis and life difficulties. These findings concurred with Wamue et al (2013) who established that teaching of life skills education to young people leads to prevention of maladjustment and enhances the development of human potential.*
4.7.4 Principals Perceptions on Effect of Life Skills Education Implementation on Students' discipline

Perception refers to the way one sees or thinks about something and one's idea of what something is like. Principals' perceptions on effects of LSE implementation on students' discipline was sought by the researcher. Table 4.19 presents the responses the principals gave.

Table 4.19: Principals' Perceptions on Effect of Life Skills Education Implementation on Students' discipline

<table>
<thead>
<tr>
<th>Effect of LSE Implementation on discipline</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>63.6</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>36.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.19, the majority of the principals (63.4%) perceived that effective implementation of LSE had a positive effect on students' discipline. While 36.4% were of a divergent opinion that implementation had no effect on students' discipline. This was probably because the majority of the principals felt that LSE equips the learner with abilities which enables her/him to develop adaptive and positive behavior to deal effectively with challenges and demands of everyday life. It also possibly means that schools that implemented LSE had less indiscipline issues. Findings from Wamue et al (2011) concurred with the above findings as they indicated that majority of girls and boys appeared to have gained and derived certain benefits from life skills education lessons. Among those benefits included: enhanced responsibility, relations with members of the opposite sex, fate of bad company, drugs and substance abuse and how to avoid them,
and focus on the future. Those who had been imparted with LSE appeared more disciplined and more responsible.

4.8 Teaching Methods Used in Life Skills Education

The researcher wanted to find out the methods the teachers were using to teach LSE. Teachers were asked to indicate the methods they used to teach LSE in their schools. The responses were presented in table 4.20.

Table 4.20: Methods used in Teaching life Skills Education

<table>
<thead>
<tr>
<th>Methods</th>
<th>Used</th>
<th></th>
<th>Not Used</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Mimics</td>
<td>1</td>
<td>2</td>
<td>50</td>
<td>98</td>
</tr>
<tr>
<td>Case Study</td>
<td>15</td>
<td>29.4</td>
<td>36</td>
<td>70.6</td>
</tr>
<tr>
<td>Song &amp; Dance</td>
<td>13</td>
<td>25.5</td>
<td>38</td>
<td>74.5</td>
</tr>
<tr>
<td>Field Trips</td>
<td>15</td>
<td>29.6</td>
<td>36</td>
<td>70.4</td>
</tr>
<tr>
<td>Poems</td>
<td>19</td>
<td>37.3</td>
<td>32</td>
<td>62.7</td>
</tr>
<tr>
<td>Discussions</td>
<td>13</td>
<td>25.5</td>
<td>38</td>
<td>74.5</td>
</tr>
<tr>
<td>Story -Telling</td>
<td>15</td>
<td>29.4</td>
<td>36</td>
<td>70.5</td>
</tr>
<tr>
<td>Role Play</td>
<td>23</td>
<td>45.1</td>
<td>28</td>
<td>54.9</td>
</tr>
<tr>
<td>Lecture</td>
<td>50</td>
<td>98</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Resource Person</td>
<td>36</td>
<td>70.4</td>
<td>15</td>
<td>29.6</td>
</tr>
<tr>
<td>Games</td>
<td>32</td>
<td>37.3</td>
<td>19</td>
<td>37.3</td>
</tr>
<tr>
<td>Debates</td>
<td>32</td>
<td>37.3</td>
<td>19</td>
<td>37.3</td>
</tr>
</tbody>
</table>

From the findings, over (60%) of the teachers indicated that they taught LSE using lecture, resource persons, games and debates of which the lecture method was the most dominant. This was probably due to the fact that most teachers had not received any in-service training and that they were unfamiliar with experiential learning and participatory
teaching methods. Over (50%) of the teachers never used role play, story telling, discussions, poems, field trips, song & dance, case study and mimics to teach LSE. Probably the teachers did not use these teaching methods and carry out experiential learning activities like role plays as they did not have confidence due to lack of training so they reverted to more conventional teaching methods. These findings are in line with Mugambi et al (2013) who found that teachers did not adopt participatory learning strategies in Kajiado County in Kenya. Their use was mitigated by too much use of lecture and Learners participated only in answering questions orally, discussing issues related to the topics and limited sharing of experience on issues related to the teaching.

Chendi (2009), however, found that in Zimbabwe, more than 2,000 teachers had received in-service training not only in using specific education materials, but also in participatory Life Skills methods. These teachers considered role-plays with follow-up discussion very effective; for students, role-play, group discussions, drama, and discussion of anonymously written questions were most popularly used.

4.8.1 Strategies to Enhance Life Skill Education Teaching

A strategy is a planned series of actions for achieving something, teachers were asked to indicate which other strategies could be employed to enhance effective teaching of LSE.
Table 4.21 Strategies to Enhance Life Skill Education Teaching

<table>
<thead>
<tr>
<th>Other possible strategies</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing experiences</td>
<td>29</td>
<td>56.8</td>
</tr>
<tr>
<td>Simulations</td>
<td>7</td>
<td>13.2</td>
</tr>
<tr>
<td>Demonstration</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Brain storming</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>News telling</td>
<td>2</td>
<td>4.5</td>
</tr>
<tr>
<td>Journaling</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>Concept mapping</td>
<td>2</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings, majority (56.8%) felt that sharing of experiences as method of teaching could effectively enhance the teaching of LSE while (13.2%) thought that simulations could enhance implementation of LSE. For effective delivery of LSE content, teachers should vary and adopt various teaching methods and activities as these would stimulate learning and make teaching effective. Sharing of students’ experiences, simulations and demonstration were some of the teaching methods used by teachers in Kangema District. Through lesson observation Mugambi et al (2013) established that brainstorming was very popular while stimulation and journaling were commonly used by teachers in Kajiado County. They further established that teachers were using the methods they were used to in their teaching subjects. Romizowski (2009) also found that teachers based their selection of teaching methods on their personal experience due to lack of adequate teacher training on teaching strategies or lack of adequate knowledge on theories of learning as expounded in psychology of learning.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter contains summary, conclusion and recommendations based on the research findings. In addition, suggestions for further research are also contained in this chapter. The purpose of the study was to investigate life skills education and perceptions on its effect on discipline in secondary schools. Special focus was given to principals, teachers and students and their role in implementing LSE in secondary schools.

5.2 Summary of the Research Findings
Regarding this objective, the study found out that Over (85%) of both teachers and students indicated that LSE was taught in their schools while above (50%) of the teachers and students indicated that LSE was not on the master timetable. In addition to this, majority, over (50%) of the principals, teachers and students indicated that LSE was taught both as integrated and separate subject. Furthermore, the study also established that many teachers didn’t prepare professional documents as over (54%) didn’t prepare lesson notes, schemes of work, lesson plans and records of work. This shows that LSE was not given much attention in schools by the school heads due to its simplicity form and the fact that it was not examinable.

The study revealed that majority of the students and teachers faced a challenge in terms of availability of LSE teaching and learning materials (over 58.8%) of the respondents indicated that LSE syllabi, teachers guide, LSE text books, charts and DVDS and videos were not available in the schools. in addition, Majority of the respondents, over (50%)

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that there were inadequacy of teaching and learning materials like realia, posters, film and slides magazines and text books. The ratio of text books to students was at 1:20 in most schools. This implied that most of the schools were not adequately equipped with teaching and learning materials and implementation of LSE was negatively impacted. On whether effective implementation of LSE would reduce, eliminate or had no effect on indiscipline majority (83.3%) and (63.4%) of the teachers and principals respectively perceived that it would reduce indiscipline cases and would have a positive effect on discipline.

5.3 Conclusion

The study has been able to provide almost all the required information as it was expected in its intended outcomes. From the findings of the study, a number of conclusions can be drawn concerning LSE implementation and stakeholders’ perceptions on its effect on students’ discipline in secondary schools.

i. LSE is generally taught in most of the secondary schools however, it was not slotted in the master time in most schools.

ii. On teachers’ competence, majority of the teachers were not trained during and after pre-service training in areas of LSE content and methodology.

iii. There was an acute shortage of LSE teaching and learning materials in almost all the secondary schools. The unavailability and inadequacy of LSE learning and teaching materials greatly hampered effective implementation of LSE in secondary schools.

iv. Majority of the principals and the teachers perceived that Effective implementation of LSE has positive effect on students’ discipline and that it would reduce indiscipline in
schools while a significant number perceived that it would eliminate indiscipline challenges in schools.

v. On teaching methods, teachers in almost all the schools used inappropriate teaching methods to teach LSE probably due to lack of training. However, a few used participatory methods. Finally, teachers suggested that to enhance LSE teaching: sharing experience, simulations, demonstrations, brain storming, news telling journaling and concept mapping could be adopted as teaching strategies.

5.4 Recommendations

Based on the research findings, the following recommendations were made:

i. At a policy level, Higher education institutions should consider incorporating LSE content and participatory teaching methods as part of pre-service teacher education.

ii. MOEST and other education stakeholders should intensify in-service teachers training on life skills education. The training should include LSE content and participatory teaching methods and it should take a longer duration.

iii. LSE teaching and learning materials were reported to be unavailable and inadequate in many schools; it is therefore recommended that schools administrations e.g. BOMs and school heads should allocate more monetary resources to procure LSE teaching and learning materials as most schools were ill-equipped.

iv. Teachers' preparation and delivery of LSE curriculum was reported ineffective; it is therefore recommended that both external and internal curriculum supervision be intensified both by Qassos and the heads of institutions to ensure effective LSE implementation in all schools.
v. Teachers who teach LSE should be allocated less workload to enable them prepare and deliver LSE curriculum effectively.

5.5 Suggestions for Further Research

i. A study should be carried out on the impacts LSE implementation have on students’ behavior in secondary schools in Kenya.

ii. A study should be carried out to find out how LSE is evaluated in secondary schools in Kenya.

iii. A study on the QASSOS and MOE officers’ supervisory roles in LSE implementation both in primary and secondary schools should be carried out.
REFERENCES


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KENYATTA UNIVERSITY,
P.O. BOX 43844,
NAIROBI.

To The Principal,
Secondary School
P.O Box-----------------
KANGEMA.

Dear Sir/Madam,

Re: Request to carry out Research.
I am a Master’s student at Kenyatta University in the Department of Education management, policy and curriculum studies. I am carrying out the study on Life Skills Education Implementation and perceptions on its Effect on Discipline in secondary schools in Kangema sub-county.

The purpose of this letter is to request you to allow me to administer questionnaires to teachers and students. The information collected could be used for this study alone and utmost confidentiality could be observed. Thank you in advance.

Yours sincerely

Titus K Mugo
APPENDIX B: TEACHERS’ QUESTIONNAIRE

The questionnaire is aimed at collecting information on Life skills education and perceptions on its effect on discipline in Secondary schools in Kangema District. The information given will be held with total confidentiality and used only for the purpose of the study. Please respond to each item by putting a tick (✓) next to the response that is applicable or write your response to fill the blanks. Do NOT write your name or the name of your school.

Section A: Background Information

Kindly indicate your

a) Gender: Male [ ] Female [ ] (please tick)

b) Professional qualification [ ] MED [ ] BED [ ] Diploma [ ] Certificate

c) Teaching subjects .................................................................

d) School Status

i. Boys school [ ]

ii. Girls school [ ]

iii. Mixed boarding [ ]

iv. Mixed day school [ ]

v. Mixed both boarding and day school [ ]

e) For how long have you been working at this school?

i. Less than 1 year [ ]

ii. 1 to 2 years [ ]

iii. 2 to 4 years [ ]

iv. Over 5 years [ ]
SECTION 2.

Part A: How LSE is taught

1. Is LSE taught in your school? [ ] Yes [ ] No

2. Is LSE in the school timetable? [ ] Yes [ ] No

3. How many period(s) are allocated to Life skill education per week?
   i. Not taught at all
   ii. 1 only [ ]
   iii. 2 periods [ ]
   iv. Over 2 periods [ ]

4(a). In which classes is LSE offered?
   i. Form: 1 only [ ]
   ii. Forms 1 and 2 [ ]
   iii. Forms 1, 2 and 3 [ ]
   iv. Form 1 to 4 [ ]

(b) If not offered in all classes what are the reasons?

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

5(a) Are there peer educators in your school? [ ] Yes [ ] No

(b) Are Peer educators trained to facilitate LSE in the school? [ ] Yes [ ] No

6. How is LSE taught in your school?
   i. As a separate subject [ ]
   ii. Integrated in other subjects [ ]

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iii. Both as separate subject and integrated in other subjects [ ]

iv. Is never taught at all [ ]

7. Kindly show whether you prepare or not the following LSE professional documents by indicating using a tick [✓] the one that applies.

<table>
<thead>
<tr>
<th>Documents</th>
<th>Prepare</th>
<th>Do not prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lesson notes</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>b. Scheme of works</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>c. Lesson plans</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>d. Records of works</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**Part B: Teachers' Competence**

1(a) From which department(s) do/does the teachers who teach LSE belong?

i. Languages [ ]

ii. Sciences [ ]

iii. Humanities [ ]

iv. Technical [ ]

v. All [ ]

vi. None [ ]

(b) Have the teachers who teach LSE received any training in LSE? [ ] Yes [ ] No

(c) If yes, indicate by a tick the areas the teachers have been trained on.

i. Assertiveness [ ]

ii. Critical Thinking [ ]

iii. Empathy [ ]

iv. Self-esteem [ ]

v. Coping skills [ ]

vi. Sexuality [ ]

vii. Communication skills [ ]
(d) How would you rate teachers’ competence in the area of LSE content and pedagogy?

i. Very high [ ]
ii. High [ ]
iii. Average [ ]
iv. Low [ ]
v. Very low [ ]

e). Were you equipped with LSE competence in your initial teacher training/in college regarding
i (a) LSE content [ ] Yes [ ] No
(b) Which of the following topics did you undertake in your initial teacher training/in college? Tick where applicable.

<table>
<thead>
<tr>
<th>LSE Topics</th>
<th>Taught</th>
<th>Not Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertiveness</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Empathy</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
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</tbody>
</table>

ii) Were you equipped with LSE competence in regard to teaching methods/pedagogy?
[ ] Yes [ ] No
2) Have you ever attended any in-service training in Life Skills education to enhance your competence?

[ ] Yes  [ ] No

If Yes,

i) When was it held? ..............................................................................................

ii) How long did it take? ..........................................................................................

iii) Who organized it? .............................................................................................

3) Has the above training helped to improve your teacher’s competence in Life Skills education? [ ] Yes [ ] No

Part C: Teaching and Learning Materials

1(a) Are the following LSE teaching and learning materials available in your school?

[ ] Form 1-4 LSE syllabi  [ ] LSE Teachers’ guides  [ ] Students LSE textbooks  [ ] LSE charts  [ ] DVDs and Videos  [ ] Resource persons  [ ] church leaders

1(b). The following are some of the teaching/learning resources used in teaching LSE in your schools. Please tick on their adequacy as follows (A) Very adequate (B) Adequate (C) Inadequate

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<tr>
<td>Relevant charts</td>
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</table>

81
(c) What is the LSE text books students ratio [ ] 1:1 [ ] 1:2 [ ] 1:5 [ ] 1:10 [ ] 1:2

Part D: Effects of LSE on Students’ Discipline

1(a). Kindly tick some of the indiscipline cases that occur in your school.

i. Sneaking [ ]
ii. Drug Abuse [ ]
iii. Truancy [ ]
iv. Teenage pregnancies [ ]
v. Coupling [ ]
vi. Lateness [ ]
vii. Bullying [ ]
viii. Fighting [ ]
ix. Stealing [ ]
x. Insubordination to teachers and school workers [ ]
xi. Dropping out of school [ ]

(b) How are the above indiscipline cases solved? Tick appropriately.

i. Guidance and counseling [ ]
ii. Denying students some privileges in school like attending games, entertainment or going home early [ ]
iii. Canning [ ]
iv. Expelling for a period of time [ ]

82
v. Suspension [ ]
vi. Giving minor punishments [ ]
vii. Teaching LSE [ ]

c) In your opinion if Life Skills education is well taught in your school, the above indiscipline cases will be. [ ] Reduced [ ] Eliminated [ ] the same

d) In your opinion, do you think effective implementation of LSE has any effect on students' discipline? [ ] Yes [ ] No

**Part E: Teaching Methods**

1(i) The following are some of the teaching methods used in teaching Life Skills education. Please tick the ones teachers (A) use (B) Don't use

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<td>[ ]</td>
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</tr>
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</table>
(ii) Of the teaching methods teachers use, which one(s) are most frequently used in teaching LSE

(iii) In your opinion which are the possible teaching strategies that can be put in place to enhance LSE.

Thank you for your time and co-operation
APPENDIX C: STUDENTS QUESTIONNAIRE

My name is Titus Mugo a student at Kenyatta University. The purpose of my visit to your school is to carry out a research on Life Skills Education and perceptions on its effect on discipline in secondary schools.

Instructions

The following questions are seeking your view and opinion on LSE implementation and its effect on students' discipline. Please read the questions carefully and respond to each question as required. Your answers will be treated confidentially and shall not be revealed to anybody. The answers will help in improving the teaching of Life Skills education in Kenyan secondary schools. Do not write you name.

SECTION 1: Background Information

i) Indicate your gender

[ ] Male [ ] Female

ii) What is your age bracket in years?

[ ] 12-14 [ ] 15-17 [ ] 18-20 [ ] Above 20

iii) In which Form are you? [ ] 1 [ ] 2 [ ] 3 [ ] 4

SECTION TWO.

Part A: How LSE is Taught

1. Is LSE taught in your school? [ ] Yes [ ] No

2. Is LSE in the school timetable? [ ] Yes [ ] No

3. How many period(s) are allocated to Life skill education per week?

i. Not taught at all

ii. 1 only [ ]
iii. 2 periods [ ]
iv. Over 2 periods [ ]

4(a). In which classes is LSE offered?
i. Form: 1 only [ ]
ii. Forms 1 and 2 [ ]
iii. Forms 1, 2 and 3 [ ]
iv. Form 1 to 4 [ ]

(b) If not offered in all classes what are the reasons?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

5(a) Are there peer educators in your school? [ ] Yes [ ] No
(b) Are peer educators trained to facilitate LSE in the school? [ ] Yes [ ] No

6. How is LSE taught in your school?
i. As a separate subject [ ]
ii. Integrated in other subjects [ ]
iii. Both as separate subject and integrated in other subjects [ ]
iv. Is never taught at all [ ]

7. Kindly show whether your teachers prepare or not the following LSE professional documents by indicating using a tick [ √ ] the one that applies.

<table>
<thead>
<tr>
<th>Documents</th>
<th>Prepare</th>
<th>Do not prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lesson notes</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>b. Scheme of works</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
c. Lesson plans [ ] [ ]
d. Records of works [ ] [ ]

Part B: Teachers’ Competence

1(a) From which department(s) do/does the teachers who teach LSE belong?

i. Languages [ ]
ii. Sciences [ ]
iii. Humanities [ ]
iv. Technical [ ]
v. All [ ]
vi. None [ ]

(b) Do you think the teachers who teach LSE have received training in LSE?

[ ] Yes [ ] No

(c) If yes, indicate by a tick the areas you think the teachers have been trained on.

i. Assertiveness [ ]
ii. Critical Thinking [ ]
iii. Empathy [ ]
iv. Self-esteem [ ]
v. Coping skills [ ]
vi. Sexuality [ ]
vii. Communication skills [ ]

(b) How would you rate teachers’ competence in the area of LSE content and pedagogy?

i. Very high [ ]
ii. High [ ]
(c) Which of the following LSE topics do you think teachers are (A) competent (B) Incompetent

<table>
<thead>
<tr>
<th>LSE Topics</th>
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<tr>
<td>vii. Communication skills</td>
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<td>[ ]</td>
</tr>
</tbody>
</table>

(d) Do you think your teachers are trained for LSE to enhance their competence? [ ] Yes [ ] No

(2) If yes, do you think the above training has helped to improve your teacher’s competence in Life Skills education? [ ] Yes [ ] No

**Part C: Teaching and Learning Materials**

1(a) Are the following LSE teaching and learning materials available in your school?

[ ] Form 1-4 LSE syllabi  [ ] LSE Teachers’ guides  [ ] Students LSE textbooks  
[ ] LSE charts  [ ] DVDs and Videos  Resource persons [ ] church leaders
2. The following are some of the teaching/learning resources used in teaching LSE in your schools. Please tick on their adequacy as follows (A) Very adequate (B) Adequate (C) Inadequate

<table>
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3. What is the LSE text books students ratio please tick [ ] 1:1 [ ] 1:2 [ ] 1:5 [ ] 1:10 [ ]

1:20

Part D: Effects of LSE on Students' Discipline

I(a). Kindly tick some of the indiscipline cases that occur in your school.

i. Sneaking [ ]

ii. Drug Abuse [ ]
iii. Truancy [ ]
iv. Teenage pregnancies [ ]
v. Coupling [ ]
vi. Lateness [ ]
vii. Bullying [ ]
viii. Fighting [ ]
ix. Stealing [ ]
x. Insubordination to teachers and school workers [ ]
xi. Dropping out of school [ ]
xii. Homosexuality [ ]
xiii. Lesbianism [ ]
xiv. Devil worship [ ]

(b) How are the above indiscipline cases solved? Tick appropriately.

i. Guidance and counselling [ ]
ii. Denying students some privileges in school like attending games, entertainment or going home early [ ]
iii. Canning [ ]
iv. Expelling for a period of time [ ]
v. Suspension [ ]
vi. Giving minor punishments [ ]

(c) In your opinion, if Life Skills education is well taught in your school, the above indiscipline cases will be. [ ] Reduced [ ] Eliminated [ ] the same

2. In your opinion, do you think effective implementation of LSE has any effect on students’ discipline? Yes [ ] No [ ]
Part E: Teaching Methods

1(i) The following are some of the teaching methods used in teaching Life Skills education. Please tick the ones teachers (A) use (B) Don’t use

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(ii) Of the teaching methods teachers use, which one(s) are most frequently used in teaching LSE

(iii) In your opinion which are the possible teaching strategies that can be put in place to enhance LSE.

Thank you for your time and co-operation
APPENDIX D: INTERVIEW SCHEDULE FOR PRINCIPALS

My name is Titus Mugo a student at Kenyatta University. The purpose of my visit to your school is to carry out a research on the Life Skills education implementation and perceptions on its effect on discipline in Kenyan secondary schools.

Instruction

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

Introduction: Background information

Kindly indicate your

(i) Gender: Male [ ] Female [ ] (please tick)

(ii) Professional qualification [ ] MED [ ] BED [ ] Diploma [ ] Certificate

(iii) Teaching subjects .................................................................

(iv) Duration of headship [ ] 1-2 Yrs [ ] 3-5 Yrs [ ] Above 5 Yrs

(v) School Status:
   a. Boys school [ ]
   b. Girls school [ ]
   c. Mixed boarding [ ]
   d. Mixed day school [ ]
   e. Mixed both boarding and day school [ ]

(vi) For how long have you been working at this school?
   a) Less than 1 year [ ]
   b) 1 to 2 years [ ]
c) 2 to 4 years  [ ]
d) Over 4 years [  ]

SECTION 2

Part A: How LSE is taught

1. Is LSE taught in your school?  [ ] Yes  [ ] No

2. Is LSE in the school timetable?  [ ] Yes  [ ] No

3. How many period(s) are allocated to Life skill education per week?

i.  Not taught at all [  ]

ii. 1 only  [  ]

iii. 2 periods  [  ]

iv.  Over 2 periods  [  ]

4(a). In which classes is LSE offered?

i. Form: 1 only  [  ]

ii. Forms 1 and 2  [  ]

iii. Forms 1, 2 and 3  [  ]

iv. Form 1 to 4  [  ]

(b) If not offered in all classes what are the reasons?

..............................................................................................................................................................................................
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5(a) Are there peer educators in your school?  [ ] Yes  [ ] No

(b) Are Peer educators trained to facilitate LSE in the school?  [ ] Yes  [ ] No

6. How is LSE taught in your school?
1. As a separate subject  [  ]
2. Integrated in other subjects  [  ]
3. Both as separate subject and integrated in other subjects  [  ]
4. Is never taught at all  [  ]

7. Kindly show whether the teachers who teach LSE prepare or not the following LSE professional documents by indicating using a tick [√] the one that applies.

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Part B: Teachers' Competencies

1(a) From which department(s) do/does the teachers who teach LSE belong?

i. Languages  [  ]
ii. Sciences  [  ]
iii. Humanities  [  ]
iv. Technical  [  ]
v. All  [  ]
vi. None  [  ]

(b) Have the teachers who teach LSE received training in LSE?  [  ] Yes  [  ] No

(c) If yes, indicate by a tick the areas the teachers have been trained on.

i. Assertiveness  [  ]
ii. Critical Thinking  [  ]
iii. Empathy  [  ]
iv. Self-esteem  [  ]
v. Coping skills  [  ]
vi. Sexuality  [  ]

c) How would you rate teachers' competence in the area of LSE content and pedagogy?

i. Very high  [  ]
ii. High  [  ]
iii. Average  [  ]
iv. Low  [  ]
v. Very low  [  ]

d). Were the teachers equipped with LSE competence in their initial teacher training/in college regarding

i (a) LSE content  [  ] Yes  [  ] No

(b) Which of the following topics did the LSE teachers undertake in their initial teacher training/in college? Tick where applicable.

<table>
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<tr>
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ii) Were the LSE teachers equipped with LSE competence in regard to teaching methods/pedagogy?
[ ] Yes [ ] No

2. Have the teachers ever attended any in-service training in Life Skills education to enhance their competence?
[ ] Yes [ ] No
If Yes,
i) When was it held? ......................................................................................
ii) How long did it take? ..................................................................................
iii) Who organized it? ......................................................................................

3) (a). Has the above training helped to improve your teachers’ competence in Life Skills education? [ ] Yes [ ] No

Part C: Teaching and Learning Materials

1. Are the following LSE teaching and learning materials available in your school?
[ ] Form 1-4 LSE syllabi [ ] LSE Teachers’ guides [ ] Students LSE textbooks [ ] LSE charts [ ] DVDs and Videos Resource persons[ ] church leaders[]

2(a). The following are some of the teaching/learning resources used in teaching LSE in your schools. Please tick on their adequacy as follows (A) Very adequate (B) Adequate (C) Inadequate
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(b) What is the LSE text books students ratio [ ] 1:1 [ ] 1:2 [ ] 1:5 [ ] 1:10 [ ] 1:20

**Part D: Effects of LSE on Students’ Discipline**

1. Kindly tick some of the indiscipline cases that occur in your school.
   
   i. Sneaking [ ]
   
   ii. Drug Abuse [ ]
   
   iii. Truancy [ ]
   
   iv. Teenage pregnancies [ ]
   
   v. Coupling [ ]
   
   vi. Lateness [ ]
   
   vii. Bullying [ ]
viii. Fighting [ ]
ix. Stealing [ ]
x. Insubordination to teachers and school workers [ ]
xii. Homosexuality [ ]
xi. Dropping out of school [ ]
xiii. Lesbianism [ ]
xiv. Devil worship [ ]

(b) How are the above indiscipline cases solved? Tick appropriately.

i. Guidance and counseling [ ]
ii. Denying students some privileges in school like attending games, entertainment or going home early [ ]
iii. Canning [ ]
iv. Expelling for a period of time [ ]
v. Suspension [ ]
vi. Giving minor punishments [ ]
vii. Teaching LSE [ ]

(c) In your opinion if Life Skills education is well taught in your school, the above indiscipline cases will be. [ ] Reduced [ ] Eliminated [ ] the same

(d) In your opinion, do you think effective implementation of LSE has any effect on students’ discipline? Yes [ ] No [ ]
Part E: Teaching Methods

I(i) The following are some of the teaching methods used in teaching Life Skills education. Please tick the ones teachers (A) use (B) Don’t use

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<td>f. Songs/Dance</td>
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<td>g. Poem</td>
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<td>h. Debates</td>
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<td>i. Mimic</td>
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<td>J. Field trips</td>
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<td>K. Resource persons</td>
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<td>L. Lecture</td>
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</table>

(ii) Of the teaching methods teachers use, which one(s) are most frequently used in teaching LSE?

(iii) In your opinion, which are the possible teaching strategies that can be put in place to enhance LSE?

Thank you for your time and co-operation.
APPENDIX E: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education

TELEPHONE: 0711932983, 0714572465
Email: desk@moraa@yahoocom
When replying please quote:
REF: KOMGEN/34/40/3/63

Titus Kioria Mugo,
Kenyatta University,
P.O. BOX 43844-00100.
NAIROBI.

REF: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Life skills education and its effect on discipline on Secondary School: a case study of Kangema District, Muranga County you have been authorized to under take research in Secondary schools in Kangema District for a period ending 30th April, 2015.

On completion of the research, you are expected to submit one soft copy and one hard copy to this office.

Magoru JMH
For Sub-County Director of Education
KANGEMA

16th March 2015
APPENDIX F: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. TITUS KIORIA MUGO
of KENYATTA UNIVERSITY, 43844-100
NAIROBI, has been permitted to conduct
research in Muranga County

on the topic: LIFE SKILLS EDUCATION
AND ITS EFFECT ON DISCIPLINE ON
SECONDARY SCHOOLS: A CASE OF
KANGEMA DISTRICT, MURANGA COUNTY

for the period ending:
30th April, 2015

Applicant's Signature

Permit No: NACOSTI/P/15/4101/4605
Date Of Issue: 10th February, 2015
Fee Recieved: Ksh 1,000

National Commission for Science,
Technology & Innovation