IMPLICATIONS OF LIFE SKILLS EDUCATION CURRICULUM ON PEER INFLUENCE RELATED BEHAVIORS AMONG STUDENTS IN SECONDARY SCHOOLS IN KIRINYAGA COUNTY, KENYA.

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E55/21398/2012

A RESEARCH THESIS SUBMITTED IN PARTIALFULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY.

SEPTEMBER, 2017
DECLARATION

This thesis is my original work and has not been presented in any other university
institution for certification.

Signature--Date 20/09/2017.

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E55/21398/2012

This Masters of Education research thesis has been submitted for examination with
our approval of its content and style as supervisors of Kenyatta University.

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DEDICATION

This work is dedicated to the Ministry of Education, all the Life Skills Education teachers and school administrators’ so that they can understand the implications of LSE teaching on peer influence related behaviors among learners in secondary schools and the measures they can take to improve the teaching and learning of LSE to address the varied peer influence related behaviors among secondary school learners. I also wish to dedicate it to all the youths in Kenya. May Life Skills Education empower you to develop into knowledgeable, skilled and positively focused individuals.
ACKNOWLEDGEMENTS

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Lastly, but above all, I thank the Almighty God for enabling me to go through all the study hustles successfully.
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<tr>
<td>CRE</td>
<td>Christian Religious Education</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<td>ESAR</td>
<td>East and Southern African Region</td>
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<tr>
<td>HIV/AIDS</td>
<td>Human Immune Deficiency Virus/Acquired Immune Deficiency Syndrome</td>
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<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
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<td>LSE</td>
<td>Life Skills Education</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>SLT</td>
<td>Social Learning Theory</td>
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<td>SRH</td>
<td>Sexual and Reproductive Health</td>
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<td>STIs</td>
<td>Sexually Transmitted infections</td>
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<td>UNESCO</td>
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<td>UNGASS</td>
<td>United Nations General Assembly for Special Persons</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Educational Fund</td>
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<tr>
<td>UNIFP</td>
<td>United Nations Population Fund</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>PIRB</td>
<td>Peer influence related behaviors</td>
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<td>PSABH</td>
<td>Primary School Action for Better Health.</td>
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<tr>
<td>WEF</td>
<td>World Education Forum</td>
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ABSTRACT

Life Skills Education plays a major role in enabling individuals to translate knowledge, attitudes and values into actual abilities in reference to what to do and how to do it. There has been a concern over the rising cases of peer influence related behaviors among secondary school learners necessitating the need to carry out the study in secondary schools in Kirinyaga County. The study objectives were; to establish trends in peer influence related behaviors among secondary school students in Kirinyaga County, to explore the perceptions of teachers and students on the role of LSE in enabling secondary school students deal with peer influences, to analyze the LSE content in relation to enabling learners deal with peer influences and to examine the LSE teaching approaches and peer related influences in secondary schools in Kirinyaga County. The study was based on Bandura’s social learning theory. The descriptive survey design was employed. Qualitative and Quantitative data was collected by use of questionnaires, semi-structured interview guide and Focus Group Discussions. The target population was 32 public secondary schools, 1310 Form three students, 32 principals and 120 teachers. Stratified random sampling was used to select schools for the study depending on the school type. Simple random sampling was used to select students while purposive sampling was used to select teachers and school principals. The study sampled 10 public schools, 10 heads of institutions, 131 form three students and 45 form three LSE teachers. The qualitative data was analyzed systematically by organizing it into categories and themes guided by research objectives. Quantitative data was analyzed using descriptive statistics and presented in pertinent themes. The responses were then coded, analyzed and presented in form of frequency tables and charts. Conclusions were based on measures of central tendency (mean, mode and median) and measures of dispersion (range, deviations) using a computer program called the Statistical Package for Social Sciences (SPSS). The findings were presented in tables, pie charts, graphs and narrations. Research findings showed that students are still involved in peer related behavior including drug abuse, theft, examinations malpractice, bullying, violence and strikes despite the efforts to impart life skills to students in school. Teachers felt there is need for a review of the content to make it more effective. School principals need to involve parents, NGOs and other stakeholders in facilitating and funding life skills programs as well as creating an enabling school environment to promote inculcation of the said psycho-social skills. Further research is recommended to investigate the role of modern technology (use of mobile phones, computers) in promoting risky behaviors among students.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction
The chapter provides background information on Life Skills Education, the problem statement, the study objectives and research questions. It also explains why the study is significant, looks at limitations and delimitations of the study, study assumptions and also discusses the theoretical framework, conceptual framework and key terms used in the study.

1.2 Background to the study
Life Skills Education is the means through which an individual acquires skills, values and knowledge to help them overcome life challenges and become productive individuals in the society (WHO 2003). Through the teaching of Life skills one acquires skills to help interact freely with others and at the same time helping one control their emotions or feelings thereby making healthy decisions for a productive life. Skills learnt in schools may be considered from two points of views (WHO 2003). One is livelihood skills whose aim is to develop skills in a person with the intention of capacity building. Besides these skills, an individual also acquires other skills such as the psychosocial/interpersonal skills (that enables one to interact with, perceive, influence and relate to others) that helps in the development of the physical, mental and social well-being.

Adolescence is a critical stage for the development of behavior and skills whereby learners face varied peer related challenges such as violence and school strikes, drug and substance abuse, bullying, negative peer influence, media influences and teenage pregnancies among others (UNICEF, 2012). Various factors such as presence of poor role models in the society, negative media influence, and permissiveness in the society, poor upbringing and breakdown
of traditional moral values influence the adolescents negatively making them vulnerable to social and health risks (Ngugi, 2006).

In the African traditional society, proper structures and mechanisms had been put in place to help the youths develop and grow as responsible and productive members of the society. This was by providing the informal education system. However such a system has been broken down leaving young people vulnerable to all social challenges they encounter both in school and at home. The formal education system emphasizes more on academic knowledge without much prioritization on acquisition of psychosocial skills. This is an inadequate way of preparing young people for the complex challenges that exist in our world today (WHO, 1999).

Life Skills emphasizes on the use of an approach which is interactive and educational that does not necessarily focus on transmitting knowledge but helping the youth explore their attitudes, feelings, opinions and values thereby acquiring skills necessary to face life’s challenges effectively (UNICF 2005). LSE enhances young people’s ability to take responsibility for making choices, resisting negative pressure and avoiding risky behavior. Through it, learners acquire and develop critical thinking skills, problem solving, decision-making, interpersonal relationships, stress and anxiety management, effective communication, self-esteem and assertiveness (UNESCO, 2003). In Africa, countries such as Lesotho, Swaziland and Zimbabwe have adopted life skills education as a measure to equip learners with various skills in an attempt to promote acceptable attitudes and behaviors (Nzomo, 2011).

Young people can act as the agents of change towards a just society as the informed and rightly motivated individuals can influence their household members, peer groups and the community in the positive direction, thereby breaking the cycle of exclusion, exploitation,
poverty and violence. Though school going adolescents make up the greatest proportion of the population in sub-Saharan Africa, very little is known about the attitudes, behavior and risk and protective factors they need. Without specific interventions, peers will remain at-risk for sexual and reproductive health issues such as drugs and substance abuse, peer influence, pre-marital sex and early pregnancies among others. Though policymakers may think that school going adolescents receive enough guidance from teachers and parents this may not be the case since they may not necessarily offer them all the protective factors in their lives. There is need for a review of the Life Skills Education curriculum in relation to its content and teaching approaches to identify the extent to which they help or assist learners deal with peer influences. This need has remained largely unmet hence the need for the study.

In Kenya, life skills education is taught to equip the youth with knowledge, skills, attitudes, and values that empower them to deal with challenges of life (Wood, 2004). Though LSE is relatively anew innovation in Kenya’s education system, it needs to be mainstreamed effectively. Considering the current situation, many young people are getting involved in drug and substance abuse. This is evidenced by a situational assessment done in Kenya in 2014 by National campaign against drugs abuse to 25 counties across the country where 1,483 respondents were interviewed.

According to the assessment, the youth between ages 15-24 yrs are the highest drug, alcohol and substance users with form four students being reported high rates of alcohol consumption at 32%, compared to form one at 9.8%, form two at 17% and form three at 25% (NACADA, 2011). Godlad (1970) explained that the success of an education program depends on several factors like social attitude towards education, adequacy of facilities, sufficiency of materials, qualification of teachers, method of instruction and appropriateness of subject matter. The Kenyan secondary school students are faced by myriads of psychological, social and mental problems in schools and this may subsequently result in future problems to
students after leaving schools (Ngugi, 2006). In recognition of this, Life Skills Education after post-election violence was introduced to help the students adjust to the prevailing conditions in the school and after school (MOEST, 2004).

Students need adequate information to enable them apply the skills learnt from the subject. According to Mondo (2006), teachers should help the learners who have been taught life skills to become aware of themselves, understand who they are, and accept and appreciate themselves as individuals. Rooth (2005) states that life skills teachers should use varying teaching methods thus ensuring that the content of each topic is delivered in the relevant and appropriate manner. However, little attention has been given to the non-examinable subject which is integrated with subjects such as; history, CRE and biology.

With the subject being non-examinable, most teachers use the LSE lesson to teach other examinable subjects in a bid to earn good grades for fear of being reprimanded by the school heads and other educational administrators. This disadvantages the learners from acquiring basic skills necessary for dealing with peer influences they encounter in every days life such as communication skills, learning to resist negative peer pressure and assertive skills that should be learnt during LSE lesson (Mutegi, 2012). There is need for teachers to go through relevant training to be able to handle a new program such as Life Skills Education.

The success of a teacher largely depends on his/her personal context, personal efforts and his/her general personality (Corbin High, as cited in Jepkoech, 2002). These characteristics can be greatly enhanced if a teacher receives specialized training in methods of teaching life skills education program. LSE teachers need to prepare themselves in different ways in order for them to improve competence in teaching values such as those of learning to be which is necessary in the acquisition of values and skills necessary for fighting life challenges (UNESCO, 2010).
According to KIE (1999), there is need for the use of a wide variety of materials necessary for effective teaching of any subject. These must be suitable, relevant, interesting and durable to benefit the learning process. Educational 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 appropriate learning materials for LSE could negatively affect the learning process. 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 (Ministry of Education and Vocational Training, 2006).

The participatory teaching and learning methods assume that learning is best achieved by requiring learners to be actively involved during lessons. However, most of the LSE teachers use teacher-centered methods such as lecture, question and answers thus denying learners an opportunity to actively participate and develop skills such as communication, negotiation skills, critical and creative thinking skills which have a great influence on the ability of learners in overcoming daily challenges they face in and out of school. However, the challenge in achieving such an objective lies in the ability to design teaching materials and use of approaches that can help in meeting the varied needs of young people in respect to their physical and psychological needs (Abobo, 2012).

In the recent past, social challenges such as violence and school strikes, teenage pregnancy, truancy, indiscipline cases, drugs and substance abuse, same sex relations, bullying, lesbianism and homosexuality among others have been on the rise among the youth owing to the degraded morality in the Kenyan society. Cases of students burning up schools and destroying property have also greatly increased. These show that the moral development of the youth in general and students in particular has declined (Bansikiza, 2001).
The choice of Kirinyaga County was necessitated by the need to find out the cause of this alarming situation as a representative of the many secondary schools in Kenya. Despite the introduction of LSE which is supposed to enable youths to effectively manage daily challenges and avoid risky behavior, many of the peer related challenges have not yet been fully addressed. This assessment therefore presented a situation analysis on the implications of Life Skills Education curriculum Practices on peer influence related behaviors among secondary school learners in Kirinyaga County.

1.3 Statement of the problem

The main aim for the introduction of LSE in the Kenyan education curriculum was to impart learners with necessary skills to combat life challenges (Global Life Skills Report, 2012). According to Mutegi 2012, in the recent past, social challenges such as violence and strikes have been evidenced among secondary school learners. In Kirinyaga Central sub-county 8% of the schools were involved in strikes and violence in year 2014 with the number rising to 12% in 2015 (County Educational Report, 2015). Other cases such as bullying, teenage pregnancy, truancy, indiscipline cases, drugs and substance abuse have been on the rise among the youth owing to the degraded morality in the Kenyan society. Cases of students burning up schools and destroying property have also been witnessed recently in Kenyan secondary schools (Daily Nation, 2015). All these show that the moral development of the youth in general and students in particular has declined (Bansikiza, 2001).

In Kenya, life skills education is taught to equip the youth with knowledge, skills, attitudes, and values that empower them to deal with challenges of life (Wood, 2004). Considering the current situation where many young people get involved in negative peer related influences, there is need to find out how adequately the LSE content and its teaching approaches assist in learners in secondary schools acquire values and skills to overcome these challenges. Against this backdrop, the researcher saw the dire need to investigate whether the teaching of LSE
imparts learners with competencies designed to help them acquire requisite skills to cope with peer related behaviors in the changing world among secondary school learners in Kirinyaga County, Kenya.

1.4 Objectives of the study
The study was guided by the following objectives;

i) To identify peer influence related behaviors among boys and girls in secondary school in Kirinyaga central sub-county.

ii) To get teachers and students suggestions on Life Skills Education curriculum in relation to enabling learners cope up with peer influence related behaviors in Kirinyaga central sub-county.

iii) To find out the extent to which Life Skills Education curriculum content enables learners deal with peer influence related behaviors in Kirinyaga central sub-county.

iv) To examine the LSE teaching approaches in relation to helping learners cope with peer influence related behaviors in secondary schools in Kirinyaga central sub-county.

1.5 Research Questions
The following research questions were developed:

i) What are some of the peer influence related behaviors among boys and girls in secondary school students in Kirinyaga County?

ii) What are the teachers and students suggestions on Life Skills Education curriculum in relation to enabling secondary school students’ deal with peer influence related behaviors in Kirinyaga County?

iii) To what extent does the teaching of Life Skills education content enable secondary school learners’ deal with peer influence related behaviors in Kirinyaga County?
iv) How appropriate are the Life Skills Education teaching approaches in relation to enabling learners deal with peer influence related behaviors among secondary school learners in Kirinyaga County?

1.6 Significance of the study

The findings of this study may enlighten teachers on the need to evaluate Life Skills Education curriculum so as to thoroughly prepare and deliver the appropriate Life Skills content that can help learners curb negative peer influences. The study may also help learners’ realize the importance of Life Skills in their day today lives.

The study may contribute to the advancement of knowledge about life skills curriculum in Kenya. The study may lead to the improvement of the strategies for the teaching of life skills education by identifying the strengths and constraints in the implementation process. The study findings may also provide information to policy makers on the need to formulate policies to address specific challenges facing learners in secondary schools in Kenya.

The study may be of immediate benefit to the ministry of education (MOE) in the formulation of future curriculum innovations. Similarly, the results of the study may inform curriculum developers (KICD) on the achievement of objectives outlined for the life skills subject and whether or not the current curriculum addresses peer related issues affecting girls and boys in Kenyan secondary schools. This should lead to appropriate development and implementation of the life skills curricula, secondary school teacher training and other key stake holders in education in the country.

Researchers in Education would benefit from this study in that the study will add knowledge to the existing literature on the teaching of Life Skills Education in secondary schools.
1.7 Study Assumptions

This study assumed that:

i) LSE content has a major implication on peer influence related behaviors among secondary schools learners in Kirinyaga County.

ii) There are major trends in peer influence related behaviors among learners in secondary schools in Kirinyaga County.

iii) LSE teaching approaches have a major implication on peer influence related behaviors among secondary school learners in Kirinyaga County.

iv) Teachers’ and students’ perception on the role of LSE has an implication on peer influence related behaviors among learners in secondary schools in Kirinyaga County.

1.8 Limitations of the Study

In some other schools, many teachers had not interacted with Life Skills Education curriculum to know what it entails. The information they gave may not be adequate to make a generalization on the current status of LSE in Kenyan secondary schools. Some students may not have given true information for fear of negative labeling. This was mitigated by ensuring confidentiality to the respondents by assuring them that only the information given would be needed for the said study.

Limitations are conditions beyond the control of the researcher but will affect the study (Nyakwara, 2009). The respondents who included school heads and who supervise the curriculum implementation felt threatened since some schools had not implemented life skills curriculum and teachers were fearful to give the true information for fear of victimization where life skills was not being taught.
1.9 Delimitation of the study

The study limited itself to public secondary schools in Kirinyaga central sub-county that teach Life Skills Education. Only form 3 students were involved in the study. This is because the form ones and twos had not fully familiarized themselves adequately with the LSE content to enable them respond adequately and effectively to issues raised in various data collection tools so as to enable the study to achieve its objectives. The form fours were also busy preparing for the mock and the National Examinations thus the information gathered may not be sufficient enough to come up with a generalization on the varied peer influences facing secondary school students.

The researcher sampled only the public secondary school thus leaving out private secondary schools. This was because many public schools use Kenya Institute of curriculum Development and follow educational policies from the government, which includes the teaching of LSE. Private schools do not necessarily offer a curriculum with LSE and thus may resist being assessed for fear of negative labeling. Even though there are many areas in LSE such as teachers’ preparedness in teaching of LSE, constraints facing acquisition of life skills, factors influencing implementation of LSE among others, the researcher was limited to the implications of LSE and on peer influences related behaviors in secondary schools in Kirinyaga County.

1.10 Theoretical Framework

This research was based on the Social Learning Theory (SLT), by Bandura (1977). This theory has various tenets about how humans learn, which have different implications for life skills programs. According to Bandura, children learn to behave through instructions and observation. Children’s behavior is strengthened by the outcome of their actions. He also emphasizes that children learn to behave through what they see their peers do rather than just what they hear from them. There is therefore need for LSE to be
taught through a process of instruction, practice and guidance from teachers where learners should be actively involved even in giving feedback, rather than just instruction (Ladd and Mize, 1983).

There is need to use methods that will enhance the development of skills that will enable learners cope with internal aspects of their social lives such as skills necessary for stress reduction, self-control, and making decisions that are positive. For LSE to be effective in equipping learners with requisite skills to deal with varied peer related influences, teachers ought to apply life skills programs such as class discussions and debates among others. Bandura also stressed on the need to develop self-efficacy among learners. Through self-efficacy, a learner develops the psychological dimension which is enables learners acquire appropriate life skills. This leads to a transformed behavior pattern hence such consequences as pre-marital sex, STIs and HIV infections, teenage pregnancies, drug and alcohol abuse can be tremendously curbed. In the school situation for example, social cognitive theory contends that teachers teaching life skills education need to create an appropriate environment where students learn positive behavior through role-modeling, observation and social interaction.

Teachers’ reinforcement is important in the teaching of life skills education and shaping students’ behavior. Teachers need to familiarize themselves well with LSE content to be able to handle peer related influences. There is need for teachers to develop positive attitude towards LSE so that they make students develop similar attitudes towards the subject, and use appropriate teaching and learning methods in which students identify their own problems, discuss solutions, plan and carry out effective action.
1.11 Conceptual Framework

IMPLICATIONS OF LSE ON PEER INFLUENCERELATED BEHAVIORS

The conceptual framework shows the relationship between the variables of the study. There are factors that are contributors to effective role of LSE namely; teaching methods or approaches, Life Skills Education content, and teachers’ and students’ attitude. These factors make the independent variables for the study. The dependent variables for the study were...
learners with requisite skills to overcome drug and substance abuse, pre-marital sex, bullying, violence and schools strikes, exams malpractices among others peer related influence behaviors. The independent variables in the study have influence on the dependent variables since they are key determinants to enabling secondary school learners acquire requisite skills to deal with the peer related influences they encounter in life.

If teachers are well versed with the LSE content, this would enable them prepare properly and gather appropriate teaching and learning materials which would make the learning of LSE more interesting and motivating to learners. When the right teaching approaches for LSE are employed, learners would participate and develop interest in learning life skills and will comprehend the role of LSE in their life situations thus developing skills such as decision making, assertiveness, self-awareness, and self-esteem which will enable them to confront social life challenges. Intervening variables such as government policies and guidelines on LSE teaching and learning, supervision of LSE teaching, are other factors which affect LSE teaching curriculum practices which in turn has implications on peer influence related behaviors.
1.12 Operational Definition of Terms

Absconding-Refers to missing to attend programmed classes against the rules and regulations of an institution.

Attitude-Refers to the opinions and feelings students have towards life skills education

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

Drug and substance abuse- Refers to the intentional use of any chemical substance for any reason other than medical purposes, which may damage one’s mental or physical health, ability to work-study or function normally in society.

Implications-This refers to effects, consequences, or suggestions about something.

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

Life skills education-An integrated subject offered in schools which enables learners to develop adaptive and positive behavior so as to deal effectively with challenges and demands of everyday life.

Peers- Refers to a person who belongs to the same age group or social group as someone else.

Peer educators-Refer to learners equipped with life skills and charged with the responsibility of guiding and counseling their fellow learners.

Peer related behaviors-Refers to habits that a person acquires as he/she interacts with the age mates.

Perception-Position taken by respondents either positive or negative and feelings exhibited towards life skills education subject.

Pre-marital sex-Refers to sexual activities practiced by people who are unmarried.

Strategies-Refers to different methods or approaches used by teachers in the delivery of the subject content such as in teaching of Life Skills Education.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature review was guided by the research objectives. Apart from the introductory section on the importance of Life Skills Education in schools and its objectives, the chapter is divided into four sections namely; Trends in peer influence related behaviors, content of LSE and peer influence related behaviors, teaching approaches in LSE and peer influence related behaviors, and the perception of teachers’ and students’ on the teaching of LSE curriculum practices in schools.

2.2 Importance of Life Skills Education in Kenya

Secondary school LSE curriculum equips learners with psychosocial competences enabling them to acquire values, attitudes and develop skills to help them operate effectively in the society (WHO, 2003). It enables individuals to appreciate themselves as unique human beings, develop self-esteem, develop and demonstrate ability to cope with stress and emotions of everyday life, appreciate the need for peaceful co-existence and demonstrate ability to apply the acquired skills to relate and co-exist with other people amicably and develop skills that enable them make informed decisions in life. Life Skills Education helps people demonstrate ability to apply the relevant life skills in dealing with emerging issues and other challenges effectively, develop and apply skills that enhance performance in education such as critical thinking develop and apply life skills that enhance positive behavior formation and change, and appreciate their rights and responsibilities demonstrating their ability to respect other peoples’ rights. (KIE, 2008; Wachira et al, 2010)

LSE has educational, social, health, cultural and economic benefits to the society. Educational benefits of LSE include strengthening teacher pupil relationships, create desirable behavior change, improve discipline in schools, reduce learner problems such as
truanty, absenteeism, drug and substance abuse, and teenage pregnancies, thus helping learners to improve their academic performance (KIE, 2008).

The social benefits of LSE include improving socialization process among learners or enabling learners relate in a friendly way, enable learners choose good and reliable friends, help learners use their leisure time properly, recognize and avoid risky situations, bring about meaningful interaction among learners, teachers, and the school community hence assist in character building. The adolescents’ life is full of options that demand proper rational choices to be made for healthy survival; choosing and maintaining good friends and life career from the many options available requires critical thinking skills (KIE, 2008).

Health benefits of LSE include prevention and control of diseases such as STI’s, HIV AIDS; contributing to person’s general wellbeing; reduces strain on health facilities; assist people become responsible for their own and other people’s health. Cultural benefits of LSE include assisting people to adopt meaningful cultural practices and avoiding those that may put self and others at risk; promote harmonious interaction between people of different cultures; and helps clarify values in the society (KIE, 2008; Wachira et al, 2010). Economic benefits of LSE includes high productivity due to a motivated, strong and energetic labor force; increased savings since money that would be used to control HIV/AIDS, rehabilitate drug abusers and repair damaged property can be invested elsewhere; saving resources like time and money since learners would have acquired life skills to manage themselves and their environment (KIE, 2008).

2.3 Trends in peer influence related behaviors

Peer related behaviors such as early initiation of sex, contraceptive use, drugs and substances abuse, negative peer influences, multiple partners, and high-risk partners are widespread among adolescents in sub-Saharan Africa (Gachuhi 1999). In many countries, the incidence of HIV infection is very high among those 15–25 years of age, especially among females
(Adetula G.O 2010). According to UNAIDS and UNICEF, approximately one-third of all new HIV infections in 2012 occurred among individuals aged 15–24, (UNAIDS 2013; UNICEF 2013). Other sexually transmitted infections (STIs) are also widespread among young people in sub-Saharan Africa and may contribute to numerous long-term health problems, including infertility and cervical cancer (WHO 2001). Additionally, several negative consequences are linked to pregnancy, unsafe abortion, and early childbearing. Many adolescent pregnancies in sub-Saharan Africa are unwanted and end in unsafe abortion whose complications are a leading cause of mortality among adolescent girls and young women in such settings (WHO 2011).

The need for effective interventions to reduce these risks is widely recognized (UNFPA 2008). Investigators have examined several interrelated factors to account for how peer influences occur. One approach focuses on whether an adolescent’s peer group provides (or fails to provide) opportunities for meeting potential sexual partners and engaging in sexual activity. Another approach focuses on social norms within the peer group, sometimes distinguishing between descriptive norms, injunctive norms, and active peer pressure ((Hargreaves 1995)). Another approach to peer influences views early or high-risk sexual activity among adolescents as part of a ‘syndrome’ of interrelated problem behaviors (also termed ‘deviant’ or ‘antisocial’ behaviors) that include rejection of adult authority, affiliation with antisocial peers, disengagement from school, involvement in petty crime, and use of alcohol, and illegal drugs. These problems may, furthermore, be negatively correlated with pro-social behaviors, such as church attendance and school achievement.

Numerous studies have found that adolescent sexual activity in the United States is positively associated with antisocial peer affiliation (Narayan D, 2009). In contrast to the United States, research on the social contexts of adolescent sexual activity in sub-Saharan Africa remains relatively underdeveloped. Certain aspects of this topic, such as the prevalence and
implications of age-disparate and transactional sexual relationships, have been the subject of many studies (Kohler 2009; Wamoyi et al. 2010). To date, however, investigators have devoted little attention to peer influences behaviors of young people in the region, and most of the existing research is cross-sectional or focuses on a single aspect of the peer-group context.

Most secondary schools in Kenya are experiencing a lot of continued unrest; the general behavior among secondary school students is growing from bad to worse, early pregnancies are reported among secondary school girls, strikes in secondary schools are increasing leaving school property destroyed and some staff members injured, and some students are often times caught drunk. The Ministry of Education has noted that there is substance abuse in schools and moral decadence (MOE, 2015).

In our Kenyan schools today, (Kuta 2010) observed that students who engage in alcohol consumption are usually indiscipline and use abusive language towards teachers and fellow students. They also engage in sexual promiscuity which may lead to unwanted pregnancies. Such students are often involved in thefts, strikes, destruction of school property, and hooliganism; and this kind of behavior may affect the students’ attitudes towards school, which may lead to some of these students dropping out of school, which will affect their future careers. Parents are worried of their children’s lives and school administrators are sometimes scared of what goes on because they are the targets most of the times. Students are key players in this saga, and those who get involved are either influenced by their friends, or are under the influence of alcohol, or still, those students are likely to have low opinion of school and are likely to consider school as a waste of time (UNICEF, 2013).

There is an outcry on the behavior of some of the students in some secondary schools and people are wondering what could be behind all this indiscipline among some students. At the
end of it all, the general attitudes of students are affected and this will bear a serious impact on their future. (Kawira, Linda and Mutegi 2012). Peer group influence is known to have an effect on the lives of young people, positively or negatively depending on which group one joins. A young person who is attracted to a peer group that values antisocial activity inevitably finds that resisting the encouragement of peer group members to engage in negative behavior is a very difficult task. In Kenya today, use of drugs and substance abuse among students in secondary schools is one of the issues of concern and this habit may negatively affect these students’ attitudes towards school (WHO 2010).

The study sought for further understanding on the implication of LSE curriculum practices on peer influence related behaviors among learners in secondary schools in a bid to find whether the LSE teaching curriculum practices enables learners acquire requisite skills to deal with peer related behaviors they encounter in school.

2.4 Content of LSE and peer influence related behaviors

The aim of LSE in the Kenyan curriculum was to enable individuals to translate knowledge, attitudes, and values into actual abilities in reference to what to do and how to do it (UNESCO, 2003). Life skills can be utilized in many content areas such as drug and substance abuse, pre-marital sex, early pregnancies, suicidal tendencies, sexually transmitted infections, negative peer influence among others (WHO, 1997). Adolescence is the period when many people begin to explore their sexuality; as a result, access to sexual and reproductive health information and services becomes increasingly important. Despite the well-known need for protection from HIV infections and other reproductive health risks, their age and their social and economic status limit adolescent access to information and services in many settings (USAID, 2005).
Adolescence is typically a period of experimentation, new experiences, and vulnerability. Some peers may experiment with injecting drugs, sexuality, and sexual orientation (men may begin to have unprotected sex with other men), and some are exploited sexually. Millions of peers who are becoming sexually active live in countries with a high burden of HIV. Adolescence provides a window of opportunity in which to intervene early.

Since 2000, various global declarations and commitments, with specific goals and targets, have been made and set by world leaders and governments to respond to issues related to adolescents challenges. In addition, adolescent-specific data are limited, which present a serious impediment to measuring and monitoring progress. Although the international reporting process recommends reporting on disaggregated data on adolescents and youth, little of these data are collected or published in global or national progress reports. As a result, compared with infants and adults, less is known about the burden on social and reproductive health issues among adolescents and progress hence the need to find out whether LSE content is adequate enough to help learners acquire requisite skills to deal with peer related influences or behaviors.

Ngugi (2006) in her study on teachers perception of the relationship between life skills, sexual reproductive and HIV and AIDS prevention among secondary school students, showed that teachers are experiencing difficulties mainstreaming life skills in teaching programs though life skills plays a vital role in promoting young people’s sexual reproductive health.

Ngugi explains that many teachers especially those who are not teaching subjects related to LSE do not feel comfortable talking about topics related to students’ sexual behaviors such as pre-marital sex, abortion, teenage pregnancies, and homosexuality and yet under the MOE guidance, all teachers must teach the LSE curriculum. The concern is that providing too much information may create curiosity among learners to experiment. He further explains that some
teachers do not feel comfortable using explicit language; for instance about anatomy or sex. So, they use euphemisms such as ‘bad manners’ to refer to sexual issues. This according to the researcher may make LSE lessons confusing causing students to be less likely to interact freely with teachers and therefore they may avoid questions pertaining to adolescent’s challenges because of the teacher’s perceived discomfort.

Teachers need additional guidance on the relevant LSE content to provide students with the information they need not only on sexually related challenges but also on other psychosocial challenges. The researcher would like to find out if the LSE content addresses such issues. According to Chirwa (2004), the way in which LSE content is delivered depends on how it equips learners with skills to cope with life challenges. He shows that LSE has been implemented inconsistently throughout African countries. In Kenya, for instance, some schools are not teaching LSE as a stand-alone subject but it is incorporated into subjects such as religious education and Biology among others. Others teach LSE without using the KIE developed syllabus while others do not have any regular mechanism for teaching LSE content to the entire students’ body.

A study carried out by Kenya institute of education (2006) and UNICEF evaluation report (2012) findings indicated that with the infusion of LSE in other subjects, teachers at times find it difficult to create linkage between subject content and life skills, and if not well planned they tend to deviate from the LSE content. The report further indicated that teachers emphasize the academic knowledge at the expense of psychosocial issues. However, a gap exists since the KICD did not give teachers a guideline on the teaching of LSE as a stand-alone subject and therefore teachers deliver the content they find appropriate to them and deviate from teaching what is provided in the curriculum for LSE which should equip the adolescents with skills to overcome life challenges.
There is therefore an urgent need for Educational stakeholders to incorporate LSE in teachers’ training colleges with an option to specialize in the subject as this would make them more competent in delivering the appropriate content which would impart skills to learners thus enabling them to combat the adolescent’s challenges. This would also bring about consistency in LSE teaching in secondary schools especially in the context of addressing peer related influences.

The research also shows that the LSE content provided by MOE when well delivered results to important skills such as communication, peaceful conflict resolutions, assertiveness, self-esteem, critical and creative thinking, good decision making skills which help adolescents to cope with life challenges. Such skills have been proven to minimize cases of school strikes, school burning by arsonists and bullying among students. However, it is important to note that because LSE course syllabus covers a wide array of topics, challenges affecting adolescents are not covered each time LSE is taught. A gap remains since specific topics which are at times uncovered and yet can address peer related issues are not yet known. Thus, there is need to carry out the research in order to identify those specific topics in LSE content.

2.5 Approaches to teaching of LSE curriculum practices and peer influence related behaviors

The methods used for teaching a particular subject are critical determinants of the learning outcomes in the learning process. Effective learning of LSE may be largely determined by the content, instructional approaches, learning resources and the context as well as by the process of learning. Schools play a critical role in ensuring high standards of teaching are kept to ensure high quality of learning outcomes are achieved. This is important to enable pupils to develop life skills for life that enables one overcome adolescents’ challenges.
The challenges facing young people today have changed significantly from those affecting previous generations; some simply did not exist before, and others have intensified or become more complex; for example, HIV/AIDS and other sexually transmitted diseases, alcohol and other drug use, bullying, abortion, early pregnancies, homo-sexuality, violence, school strikes, rape cases, exploitation, and discrimination in its many forms (Bansikiza, 2001). The causes of these problems are complex and multifaceted, and so they are unlikely to be solved quickly or simply.

As part of a comprehensive, multi-strategy approach, a life skills approach may help to contribute to a reduction in the harm associated with these issues, and to maintaining and promoting healthy lifestyles (WHO, 2008). According to Amollo (2005), teaching of LSE goes beyond providing information. It involves interactive methods such as role play, drama, debates, games and music, dance and group discussions among others. Boyd (1999), commenting on skill based learning indicates that there is need to use collaborative strategies which can make classroom life supportive, engaging, intellectually stimulating, creative, productive and fun for both teachers and learners.

He suggests that methods that allow student-centered learning are more appropriate for life skills education other than when the learning is teacher centered. However a gap remains since application of these interactive methods without a focus to achieve the LSE objective may not help in curbing adolescents’ challenges. Besides exposing learners to activities which enhance learning and practicing of skills that help them to deal with the issues of daily life, there is need to assess the perception of teachers and students on LSE teaching approaches in addressing adolescents’ challenges. However, combining information based approaches with attitudinal and interpersonal skills is not enough to curb the vices among adolescents in schools hence the need to carry out the research.
In a study by Yara (2010), the use of interactive methods by teachers after the introduction of LSE in schools was constrained by large classes, inadequate materials and inadequate training to teachers on the subject and thus covered less sensitive topics and spent less time on the subject.

In an earlier study, Loewenstern (2008) revealed that although most teachers were able to demonstrate some knowledge on the meaning of participatory methodology and life skills, in many cases their answers tended to be superficial and more the product of guess work than of genuine understanding. However, the researchers did not consider knowing whether teachers were given a guideline on the use of participatory methods specifically for addressing adolescents’ challenges during LSE lessons.

Without a clear understanding, teachers may use their own experiences in application of the LSE methods thus influencing the learners directly or indirectly. This research seeks to inform teachers on the need to apply methods that will place them at par with the learners to make the learning interesting and productive thus giving learners an opportunity to air out issues challenging them. The research therefore endeavors to find out specific teaching approaches in LSE that can be employed by secondary school teachers in a bid to curb the risky behaviors among adolescents.

The introduction of LSE as a stand-alone subject replaced an approach whereby LSE was being integrated across core subjects such as History, Religious education, Biology and English among other which were taught by different teachers (Chirwa, 2004). However, in 2008 UNICEF started encouraging countries to move away from the integration approach, towards the "carrier" or ‘separate subject’ approaches since the former gave teachers an opportunity to concentrate on the academic subjects while leaving out the LSE which is non-examinable.
However the integration approach has strength over the separate subject approach in the fact that the Life Skills topic areas become examinable within the main subjects, which can make teachers and students to be serious in their teaching and learning thus influencing their perception towards LSE teaching. Since the adoption of the latter approach, little has been done to assess the coverage in terms of number of schools teaching the subject, the teaching techniques used and amount of content covered in relation to addressing the challenges facing adolescents (Chirwa, 2004). However, a gap remains since teaching LSE as a separate subject does not necessarily mean that teachers and students will take the LSE lessons seriously. There is need to consider their perception towards using the integrated approach or the separate approach in the teaching of LSE.

This is because the two approaches are complementary whereby the integrated subjects focus mainly on application and are less practical while in the separate subject approach, life skills is aimed at developing the actual skills, hence more practical. As such removing life skills topics from the other subjects may mean denying the pupils chance of internalizing the required concepts and making them unable to apply the knowledge in different situations.

On the other hand, the current curriculum has too many subjects offered as compared to the former and therefore besides using either of the approaches in the teaching of LSE, the key determinants in helping address adolescents’ challenges would be teachers’ and students’ perception thus the need to carry out the research. From this discussion, the researcher comes to a conclusion that many youths in secondary schools are being denied relevant information and knowledge for dealing with their everyday life challenges that necessitated extension of life skills program into secondary schools.

Despite the many preventive strategies carried by governments and non-governmental organizations such as guidance and counseling, motivational talks and pastoral care, adolescents are still struggling with life challenges such as drug and substance abuse, pre-
marital sex, peer influence, violence and school strikes, drop-outs, abortions, HIV/AIDS and STIs, hence providing them with necessary skills and support to protect themselves proves to be necessary. There is therefore need to assess the appropriateness of the LSE teaching approaches as this influence its coverage and its effectiveness in imparting the necessary skills for coping with life challenges. Teachers should understand the objectives and content of curriculum document well in order to employ appropriate approaches.

Linda (2012) says that teachers who are supposed to implement a new curriculum sometimes cannot even identify its main features. The greatest difficulty is encountered when teachers are required to change their educational approaches to teach this new curriculum and therefore they end up diverting from the main objective of life skills education. Teachers are the key people to equip learners with skills necessary to cope with life challenges as they spend more time with the learners than external groups.

There is a considerable gap particularly on the dependence of non-participatory methodologies for LSE as a result of inadequate trained teachers on LSE, large class sizes, lack of resources which present broad systemic constraints to participatory approaches. This study will therefore inform the educational stakeholders such as MOE, KIE, and school administrators on the need to guide teachers on the use of appropriate approaches which can impart learners with skills necessary for coping with life challenges.

2.6 Teachers’ and students’ perception on the teaching of LSE in Schools

An attitude is a predisposition to respond in a particular way towards something, object or situation (Gormly 1997). Osakwe (2000) observes that attitude is majorly affected by teachers’ knowledge base and masterly of the subject knowledge and the social-cultural context. According to (Aoko 2012), the teacher is associated with quality teaching and learning in the classroom. A teacher who possess a negative attitude impairs the ability of the
students to be able to receive messages from the subjects the teacher teaches leading to wrong interpretation of concepts (Aoko 2012).

This implies that a teacher’s attitude towards his subjects may affect the students’ performance positively or negatively creating retention and attention to the students. He suggests on the need to test people’s attitude through assessing their opinions and beliefs which he considers to be verbal expressions of attitudes. In considering the effectiveness of a curriculum, the teacher’s and student’s perceptions are very important. This is because teaching is an art guided by educational values, personal needs and by a variety of beliefs or generalizations that the teacher holds to be true.

The students also play a crucial role in the successful implementation of a curriculum innovation. Just as teachers, students must accept a curriculum for it to be effective (Orodho, 2013). It is when students react to the experiences they encounter in the curriculum with the cooperation, that a successful implementation of a curriculum can be achieved at classroom level. If these students see little relevance in the curriculum activities taught, they are not going to be motivated to participate to learn.

Githinji (2007), on her study, on perceptions of primary school teachers and pupils on adequacy of HIV/AIDS life skills education in Nairobi and Thika Districts, found that there were inadequate teaching and learning materials, insufficient knowledge and lack of enough Life Skills Education to both teachers and pupils. The study also found that teachers found it difficult to explain and teach some of the ways in which AIDS is spread. They felt that some of HIV/AIDS life skills education teachers lacked training and adequate time, cultural differences, resistance from parents, and lack of support from the administration were other problems that teachers contend with.
The feeling that a teacher has about his or her work shapes his / her ability in implementing a curriculum policy. Teachers’ discontent with their career may affect the implementation of any curriculum including life skills education. Teacher’s positive attitude towards implementing a curriculum depends on teacher’s content knowledge of the curriculum. Teachers should understand the goals and content of syllabus well in order to implement it effectively. Teachers who are supposed to implement a new curriculum sometimes cannot even identify its main features. The problem is likely to be encountered when teachers are required to change their educational approaches to teach this new curriculum (Pratt, 1980).

Shiundu and Omulando (1992) noted that when teachers have an understanding of the change or new curriculum; they accept and internalize the philosophy behind the new ideas, develop a liking for the change and will therefore be committed into its success. Positive attitudes are formed among teachers through awareness and in-service education; teachers will then form positive attitudes towards the new curriculum among students by acting as role models (Munguti, 1984). Students may have trouble acquiring the skills which the new curriculum requires; teachers should be enabled through education so as to provide the students with specific training in the new behavior required by the new curriculum (Glatthorn, 1987).

In his study on factors affecting teaching of Mathematics in Machakos district, (Munguti, 1984) revealed that; teachers’ attitudes affected the learning of Mathematics since teachers acted as role model in the classroom and students mostly imitate the attitudes of teachers. Parents and the general public may be confused about the new program and feel uncertain about the new approaches. Principals and teachers should work closely with the parents’ organization in developing programs that will answer parents’ questions and deal with their doubts; hence form positive attitudes among them (Glatthorn, 1987).

This study seeks to assess attitudes of teachers and students on role of LSE and its implications on peer related influences towards the LSE curriculum in Kenyan secondary schools.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter describes the research methodology which was used to investigate the role of LSE and its implications on peer influence related behaviors among learners in secondary schools in Kirinyaga County. The chapter discusses; The research design, variables for the study, the study site, target population, sample size and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedures, data analysis plan and ethical and logical considerations. The information on these sections responded to the objectives of the study.

3.2 Study design
The study aimed to determine the implication of Life Skills Education on peer influence related behaviors in public secondary schools in Kirinyaga Central Sub-County. The study used Descriptive survey design which is a scientific method that involves observing and describing the behavior of subjects without influencing them in any way.

Gay (1981) defines descriptive survey as a process of collecting data in order to answer questions concerning the current status of the subjects in the study. It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form. The survey design yields both qualitative and quantitative data which will enable researcher to get in depth information especially given the sensitive nature of the study (Life Skills Education).

The design enabled the researcher to find out the problems that impede the behavior change among boys and girls despite the teaching of Life Skills Education in secondary schools in
Kenya. The study was mainly qualitative though quantitative data was also incorporated to strengthen qualitative data (Johnson and Christensen, 2008). The qualitative approach enabled the study to explore in-depth information about various factors that affect the teaching of LSE through the use of open ended questions, FGDs and interview schedule to get a wide and deeper range of responses. Quantitative research is use of numerical data in investigation of social phenomena (Creswell, 2008). In this study closed ended questionnaires were used to provide quantifiable and reliable data that can be used/ generalized to some larger population with similar characteristics.

3.3 Variables for the study

According to Donald (2003), the term variable is used as a synonym for construct or the property being studied. The research looked into the relationship among variables. The independent variables in this study were the LSE teaching approaches, LSE content and teachers’ and students’ perceptions on LSE which has a direct effect on the dependent variable which is acquisition of requisite skills to overcome peer influence related behaviors such as pre-marital sex, absconding classes, examinations malpractices, watching pornographic materials among many others. The independent variables in the study have influence on the dependent variables since they are key determinants to enabling secondary school learners acquire requisite skills to deal with the peer related influences they encounter in life.

3.4 Study Site

The study was carried out in Kirinyaga Central Sub County, which is located in Kirinyaga County, Kenya as shown in appendix V. The sub county has 32 public secondary schools, with 5 boys’ boarding, 5 girls’ boarding and 22 mixed day secondary schools. It is located some 125 km north of Nairobi along Embu-Nyeri road. The area for the study was selected through purposive sampling because it has several schools that have had reported cases of
peer involvement in risky behaviors as compared to other districts that borders it. For instance, in the year 2015, 6 schools went on strike and the number was relatively higher compared to the neighboring sub-counties namely; Kirinyaga East where only 2 schools were involved in strikes, Kirinyaga West where the number was 3 and Kirinyaga south sub-county where two schools were involved. (County Educational report 2015). Other factors that influenced the choice of the district were familiarity to the area.

3.5 Target population

The population for the study was the students in public secondary schools in Kirinyaga Central Sub-County. The study targeted 1510 form three students, 120 Life Skills Education teachers and 32 principals in the 32 public secondary schools in the district (D.E.O office, 2015). The LSE teachers were important in the study since they are key sources and have a responsibility of imparting skills, knowledge and values relevant to deal with peer related influences in secondary schools. School principals were targeted because of their administrative and supervisory roles in the school, while teachers were targeted because they were perceived to be the major agents for curriculum delivery.

Table 3.1: Public secondary schools in Kirinyaga SubCounty

<table>
<thead>
<tr>
<th>Boys Boarding</th>
<th>Girls Boarding</th>
<th>Mixed boarding</th>
<th>Mixed day</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>0</td>
<td>22</td>
<td>32</td>
</tr>
</tbody>
</table>

Source: D.E.O Kirinyaga Sub County (2015)

3.6 Sample and sampling procedure or techniques

From the list of the 32 public secondary schools in Kirinyaga Central Sub-County, only 31 secondary schools were sampled since one mixed secondary school had been used previously in piloting the study. The study used stratified random sampling to select secondary schools for the study based on their different categories. Stratification is the process of grouping members of the population into relatively homogeneous subgroups before sampling (Johnson
and Christensen, 2008). A stratified sample is a probability sampling technique in which the researcher divides the entire target population into different subgroups, or strata, and then randomly selects the final subjects proportionally from the different strata (Castillo, 2009). In stratified random sampling, the strata are formed based on members’ shared attributes or characteristics such as socio-economic status among many others (Black, 1999).

This technique enabled the researcher to capture key information from the three categories of schools; Girls’ boarding, boys’ boarding, and mixed day schools given that they presented differences in gender, time spent in schools and hence these determined the type of peer influences among students. Random sampling was then used to select 30% of the schools from each category, translating to 2 boys’ boarding school, 2 girl’s boarding schools and 6 mixed day schools, making a total of 10 public secondary schools. This was in line with Gay (1992) recommendation which states that a sample of 10% and above is a good representation of the target population.

The choice of 30% was also determined by the fact that it is manageable. According to Mugenda and Mugenda (2003), the higher the percentage, the more representative it is to the target population. From the 10 schools, total number of form threes in each school was taken and this totaled to 1310 students. From this, 10% of the population was selected to participate in the study making a total of 131 students. The choice of students in form 3 was informed by the fact that these students were relatively mature and expected to have gone through most of Life Skills Education content as compared to form 1 and 2 students.

They were therefore assumed to have accumulated sufficient knowledge and skills to enable them to respond adequately and effectively to issues raised in various data collection tools so as to enable the study to achieve its objectives. The form 4 students were left out from the study since they were busy preparing for their mocks and the national examination. The
form threes LSE teachers from each of the 10 schools were purposively selected making a total of 45 teachers. 10 school principals were purposively selected from each of the ten sampled public schools.

Table 3.2: Sampled Public Secondary Schools

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Target population (Schools)</th>
<th>Number of schools sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Mixed day</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 3.3: Sampling Grid for the Study Population

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Total number of schools</th>
<th>Sampled no. of Schools</th>
<th>Institution Heads</th>
<th>LSE teachers</th>
<th>Form three Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys’ Boarding</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td>35</td>
</tr>
<tr>
<td>Girls’ Boarding</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Mixed day</td>
<td>21</td>
<td>6</td>
<td>6</td>
<td>24</td>
<td>66 {38girls} {28boys}</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>10</td>
<td>10</td>
<td>45</td>
<td>131</td>
</tr>
</tbody>
</table>

3.7 Research instruments

The research instruments used for the study included teachers’ questionnaire, students’ questionnaire, focus group discussions and heads of institution interview schedule to collect both qualitative and quantitative data especially where the respondents are literate, and therefore familiar with the language used in the questionnaires. The questionnaires comprised of structured (open-ended) questions to elicit objective responses and unstructured (closed ended) for subjective responses. Subjective responses were used to enhance useful recommendations to the study.

3.7.1 Teacher’s questionnaire

In this study, the teachers ‘questionnaire ( Appendix II ) had sections with questions aimed at achieving a particular objective such as; Demographic information of the respondents,
questions on learners participation in peer influence related behaviors, teachers’ perceptions on teaching approaches and LSE content in enabling learners cop up with per influence related behaviors. The questionnaire involved both closed and open-ended questions thus enabling the researcher gather quantitative and qualitative data for the study.

3.7.2 Questionnaire for students
In this study, the students’ questionnaire (Appendix III) was divided into five sections, which had both open and close-ended questions related to the objectives of the study so as to collect both qualitative and quantitative data from students. The use of questionnaires was considered because students from form one to four were assumed to be literate enough to help them read and understand the questionnaire items which enabled the researcher get the information required for the study. The students questionnaire collected data for instance on the students’ perception towards the role of life skills education and its implication on peer influences, the challenges students face in their attempt to acquire life-skills, perceptions on teaching approaches and LSE content. The questionnaire was considered the most appropriate instrument to reach the respondents in this study due to its ability to save time and also draw honest views (Orodho, 2005).

3.7.3 Interview Schedules
Interview Schedules (Appendix IV) were administered to principals participating in the study to find their perception towards the role LSE and its implication on peer related influences in secondary schools in Kirinyaga central district. This enabled the researcher collect qualitative data for the study to compliment the quantitative one. The rationale for use of semi-structured interview guide in this study was that it enabled the researcher to capture in-depth of information through flexible probing questions to understand perceptions and experiences as well as unexpected issues/topics that may emerge during the extensive and intensive discussions.
The instrument also helped create an informal, friendly atmosphere facilitating a ‘natural’ flow of ideas and opinions from researchers and informants as they engaged each other in a free and open forum. The instrument contained questions on various aspects of life skills education such as teachers’ and students’ perceptions on the importance of LSE in relation to enabling learners deal with peer related influences.

3.7.4 Focus Group Discussions

A focus group is composed of individuals who share certain characteristics, which are relevant to a study and they help in capturing perceptions, beliefs and attitudes as well as general meanings and interpretations of an issue for study. (Kombo and Tromp, 2006). A Focus Group Discussion was carefully planned and designed to obtain qualitative information from the participants on LSE content, teaching approaches and perceptions on LSE in relation to its implication on peer related influences. FGDs were useful in generating a rich understanding of participant’s experiences on the teaching and learning of LSE.

The rationale for use of FGDs was that the method is quick and cheap. FGDs also provided the study with a greater pool of information than in individual interviews since the contribution of one person often triggers others to share their views and experiences. FGDs which composed 6 teachers and 8 students per group was used thus enabling the researcher to gain in-depth understanding of the respondents’ views, opinions, experiences and perceptions towards the implications of LSE teaching curriculum practices on peer influence related behaviors among learners in secondary schools in Kirinyaga County. This made the findings more accurate.

3.7.5 Resources Check List (RCL)

A checklist is a special type of an observation schedule whereby the researcher assesses whether or not certain resources are available and fills in the findings in a pre – prepared
rubric. In this study, the researcher, with the permission of the school’s administration, visited the staff rooms, departmental offices and classrooms to check on documents such as LSE schemes of work, lesson plans, record books, syllabus (teaching guideline), types of textbooks used to teach LSE and did a physical check and count filling in this instrument (Appendix I).

3.7.6 Lesson Observation Schedule (LOS)

An observation schedule involves direct observation and recording of some research aspects by the researcher. According to Meredith (1996), the data obtained from observation is very reliable because it contains first-hand information. In this study, the researcher sat at the back of the classroom during the LSE lesson as a non-participant observer and collected the data as the lesson progressed, filling in this instrument (Appendix II). The information collected was; whether or not the teacher integrates peer related issues during the lesson, whether learners had LSE exercise books and textbooks, the teaching approach used, the duration of the LSE lesson, the LSE teaching materials and finding out whether teachers used part of the lesson to teach examinable subjects.

3.8 Pilot study

A pilot study is a small study conducted in order to evaluate feasibility, time, cost, adverse events, and effect size in an attempt to predict an appropriate sample size and improve upon the study design prior to performance of a fullscale research project (Peat, Mellis, Williams and Xuan, 2002). Pilotexperiments are frequently carried out before large-scale research, in an attempt to avoid time and money being wasted on an inadequately designed project (Bille, 2010). A pilot study is usually carried out on members of the relevant population, but not on those who will form part of the final sample. This is because it may influence the later behavior of research subjects if they have already been involved in the research. Orodho(2002) says that piloting is important in finalizing of research instruments
especially when feedback is required in a study. Before embarking on the actual fieldwork, a pilot study was done in one of the secondary schools which were selected for the study. The school was not included in the actual study. The various research instruments were administered to different categories of respondents to test the extent to which they would be understood and would elicit the expected responses during the actual study. The pilot study helped provide new insights to the researcher so as to modify some questions thus enhancing reliability of the instruments.

3.8.1 Reliability of the research instruments

According to Orodho (2005) reliability of an instrument concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials. Koul (1984) says that reliability involves the research tools’ consistency in producing similar results on different comparable occasions. To determine reliability of questionnaire, pretesting was done. To do this, LSE teachers in one of the schools were purposively selected to fill in the questionnaires. They were further requested to make comments on any unclear questions and statements in the questionnaires. This helped reveal weaknesses before carrying out the actual study. Information collected was used to improve on the precision of the investigations and enhanced the reliability of the measures. The information also helped cross check irregularities within the data and added more credibility to it. These teachers were not included in the final sample population for the study purpose. The corrections from the exercise were then incorporated in the final questionnaires to improve the study.

3.8.2 Validity of the research instruments

Validity is the measure of how well a research instrument measures what it is supposed to measure (Kombo and Tromph, 2006). Validity has to do with how accurately the data obtained in the study represents the variables of the study. Uma Sekaran (2006) asserts that an instrument can be regarded as having validity if a panel of judges can attest to the validity
of the same. As such, the researcher sought the assistance of research experts, experienced graduates, lecturers and experienced supervisors in order to help improve validity of the instrument. The researcher ensured that all the items in the instruments were related to the study and covered all the important area and objectives of the study using guidance from the supervisors. This helped ascertain the clarity, spellings and ambiguity of the instruments.

3.9 Data collection Techniques

In this research the researcher will first obtained a letter of introduction from the department of Educational Foundations in Kenyatta University. The researcher further obtained a research permit from National Commission for Science Technology and Innovation(NACOSTI) for the purpose of obtaining legal content to carry out the research. The researcher then visited the schools sampled prior to the actual data collection time in order to create a rapport with the prospected respondents. The principals of the respective schools were consulted on the mode of administering the questionnaire and the suitable time when the information was to be collected from them. In the actual data collection, the questionnaires were delivered to and collected from the respondents by the researcher. The researcher also requested the heads of institutions to tell her when they are available for the interview schedule. The heads of department were also requested to give the researcher the lesson timetable from which the researcher organized with the heads on the visit days.

3.10 Data Analysis Plan

The researcher counter checked the questionnaires to ascertain that they have been completed adequately. The data collected during the study was both quantitative and qualitative. The qualitative data was analyzed systematically by organizing it into categories and themes guided by research objectives. The researcher then closely examined data so as to establish patterns, trends and relationship from the information gathered. The responses were then
coded, loaded and then analyzed using a computer program called The Statistical Package for Social Sciences (SPSS).

3.11 Logic and Ethical considerations

The researcher ensured that participation in the research was voluntary and all the participants were accorded prior debriefing. This was done to ensure all participants were informed as fully as possible of the nature and purpose of the research, the procedure to be used and the expected benefits to the participants, school, government and the greater society. Direct consent was sought from the MoE, Educational officers and principals through a prior written consent and appointment letters. Similarly, teachers and students were debriefed prior to seeking their informed consent to participate in the study. The research tools also involved a written guideline on top of each instrument whereby the participants were assured that the information they provide was to be kept in strict confidence and would only be used for the purpose of the study as indicated in each instrument. Further, the research instrument also had guidelines informing the participants not to write their names or indicate any other marks that may later reveal their identity. Data was then analyzed for presentations and discussions.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction
This chapter presents the analysis of the study findings according to the data collected from the field. It provides general information on the role of Life Skills Education and its implications on peer influence related behaviors in secondary schools in Kirinyaga County, Kenya. It begins with demographic data of the respondents, while the other sections are based on the research objectives of the study.

4.2 Questionnaire return rate
Completion rate is the proportion of the sample that participated as intended in the research. Questionnaires were issued in two categories namely teachers and pupils. Out of the 45 questionnaires issued to teachers 90 percent were returned. Out of the 131 issued to form threes in the various schools 82 percent were returned. The rate of 90 percent and 82 percent are above 85 percent return rate and with such, the response rate was high thus confirming reliable findings (Mugenda & Mugenda, 2003).

4.3 Demographic Characteristics of the Respondents
This section describes the demographic characteristics of the respondent such as compositions by gender, ages in years of the respondents as well as the category of school. To determine the distribution of the teachers and students by gender, the respondents indicated their gender in the research instruments.
4.3.1 Demographic data of teachers respondents

The study established the demographic data of the LSE teachers who acted as the respondents in this study. The result is as tabulated in figures 4.1.

![Gender of Teacher Respondents](image)

**Figure 4.1: Gender of the teachers**

Analysis in figure 4.1 established that out of the 45 LSE teachers 51.1 percent were males while 48.9 percent were females. This suggests that teaching positions in secondary schools within the sub-county are fairly distributed. This shows that both male and female teachers equally participate in equipping learners with life skills that can help deal with peer related influences in secondary schools in Kirinyaga county.
Figure 4.2: Distribution of teachers by teaching experience

Figure 4.2 shows that 11(24.4%) of the teachers had taught between 1- 5 years while 14(31.1%) had taught between 6-10 years. This confirms that most of the teachers were still adapting to the profession. 18(40%) had an experience of between 11-19 years while the remaining proportion of 2(4.4%) had an experiences of over 20 years confirming that they had adequate experience that would enable them to carry on the teaching roles effectively.

The study also sought information about the age distribution of the teachers and the purpose of this information was to interrogate whether there were any age barriers that existed as impediments to the role of life skills in enabling learners to cope with peer influence related behaviors. The age distribution of the teachers was as shown in Figures 4.3.
The study also sought to find out the age distribution of the 45 teachers. The results were as shown in Figure 4.3. The aim of seeking this information was to find out if teachers in the Sub County were exposed to the teaching-learning of LSE and to assess if they would be in a position to give more factual information to learners on skills necessary to deal with the peer related influences they encounter in life. The study findings show that majority 24 (53.3%) of the teachers in the schools within the sub county were aged between 36 and 45 years of age suggesting that most of the teachers had gone through numerous life experiences and therefore were able to positively engage students by encouraging and counseling them on a various issues in life thus encouraging positive thinking. The finding also implied that most of the teachers were already in the profession when LSE was introduced and therefore may lack necessary teaching skills on LSE in a bid to help learners curb peer related problems.

Figure 4.3: Age distribution of teachers
The respondents were asked to give their highest academic qualification. The purpose of this information was to find out if teachers in the Sub County had attained the academic levels expected to equip them with adequate knowledge on students and life skills matters. The findings were as shown in Figure 4.4.

Figure 4.4: Teachers’ academic qualifications

Figure 4.4 revealed that majority of the teachers 31(68.9%) had attained at least a Bachelor’s degree in education and only 2(4.4%) had master’s in education. 9(20%) had diploma in education, post graduate diploma 2 (4.4%) and one, representing 2.2% was on teaching practice.
4.3.2 Demographic information of the students’ respondents

Table 4.1: Distribution of students by gender

<table>
<thead>
<tr>
<th>School Category</th>
<th>Gender of students</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>F</td>
<td>%</td>
<td>Females</td>
<td>F</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>32</td>
<td>100</td>
<td>0.0</td>
<td>0.0</td>
<td>32</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>0.0</td>
<td>0.0</td>
<td>41</td>
<td>100</td>
<td>41</td>
</tr>
<tr>
<td>Mixed day</td>
<td>31</td>
<td>53.4</td>
<td>27</td>
<td>46.6</td>
<td>58</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>48.1</td>
<td>68</td>
<td>51.9</td>
<td>131</td>
</tr>
</tbody>
</table>

The analysis in table 4.1 shows that 48.1% of the student respondents were males while 51.9% of them were females. This could be an indication that both males and females in the Kirinyaga Central Sub-County have access to education, thus working towards realization of Millennium Development Goal on universal education for all. This representation would therefore provide a reliable data and picture of the peer related influences among males and females in secondary schools in the Sub County. Students were also asked to indicate their age. The results were as shown in Table 4.2

Table 4.2 Students cross-tabulation on age and type of school

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Age</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13-14</td>
<td>15-16</td>
<td>17-18</td>
<td>Over 18</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>1</td>
<td>3.1</td>
<td>9</td>
<td>28.1</td>
<td>19</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>0</td>
<td>0.0</td>
<td>10</td>
<td>24.4</td>
<td>25</td>
</tr>
<tr>
<td>Mixed day</td>
<td>0</td>
<td>0.0</td>
<td>13</td>
<td>22.4</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>0.8</td>
<td>32</td>
<td>24.4</td>
<td>80</td>
</tr>
</tbody>
</table>

From the table above, 0.8% of the respondents were between 13 and 14 years of age, 24.4% were between 15 and 16 years of age, 61.1% were between 17 and 18 years of age while 13.7% were above 18 years. This shows that the largest group of the respondents was aged between 15 and 18 years. This findings confirm that majority of the students were dealing
with adolescent challenges and therefore seemed to be most vulnerable to peer influence related behaviors hence the need for the study.

4.3.3 Demographic data of heads of institution respondents

The study investigated the demographic data of the heads of institution and the results are as tabulated in Table 4.3.

Table 4.3 Demographic information of the Head of Institution respondents

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Frequency (f)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Bracket (Years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 40</td>
<td>1</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>40 – 45</td>
<td>2</td>
<td>20.0</td>
<td></td>
</tr>
<tr>
<td>46 – 50</td>
<td>3</td>
<td>30.0</td>
<td></td>
</tr>
<tr>
<td>Above 50</td>
<td>4</td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Type of School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys Boarding</td>
<td>3</td>
<td>30.0</td>
<td></td>
</tr>
<tr>
<td>Girls Boarding</td>
<td>2</td>
<td>20.0</td>
<td></td>
</tr>
<tr>
<td>Mixed Day</td>
<td>5</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Data analysis in table 4.3 shows that the number of the heads of institutions in regard to gender was 5 for males and 5 for females. This implied that the teachers’ management agency had started living to its expectation of ensuring equality by giving both genders fair chances. Of these heads of institutions, 7 (70%) were above 46 years of age, 2(20.0%) were between 40 and 45 years, while only 1(10) % was below 40 years of age. This meant that majority of the principals had experience in the teaching profession and therefore able to coordinate LSE teaching with the aim of imparting learners with requisite skills that can help them overcome peer influence related behaviors. On the type of school, 30 % of the heads of institutions were from boys’ boarding, 20% from girls’ boarding, while 50% were from mixed day schools.
4.4 Trends in peer influence related behaviors

The first objective of the study was to find out trends in peer influence related behaviors among secondary school learners in Kirinyaga Central Sub-County. Student respondents were asked questions which depicted that there are peer influence related behaviors in among learners in secondary schools. They were also asked questions indicating their involvement in various peer influence related behaviors.

These questions were aimed at eliciting information that could lead to a better understanding of the students’ involvement in peer influences (risky behavior) in secondary schools in Kirinyaga County. The Ministry of Education has noted that there is substance abuse in schools and moral decadence (MOE, 2015). In our Kenyan schools today, (Kuta 2010) observed that students who engage in alcohol consumption are usually indiscipline and use abusive language towards teachers and fellow students. They also engage in sexual promiscuity which may lead to unwanted pregnancies. Such students are often involved in thefts, strikes, destruction of school property, and hooliganism; and this kind of behavior may affect the students’ attitudes towards school, which may lead to some of these students dropping out of school, which will affect their future careers. The Form three students were asked to indicate the most prevalent peer influence related behaviors in their schools. The results were as shown in table 4.4

<table>
<thead>
<tr>
<th>Peer related behaviors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug and substance abuse</td>
<td>54</td>
</tr>
<tr>
<td>Boy-girl relationships</td>
<td>42</td>
</tr>
<tr>
<td>Fighting and bullying</td>
<td>26</td>
</tr>
<tr>
<td>Cheating in exams</td>
<td>27</td>
</tr>
<tr>
<td>Same sex relationships</td>
<td>22</td>
</tr>
<tr>
<td>Reading/watching pornographic materials</td>
<td>52</td>
</tr>
<tr>
<td>Sneaking out of school</td>
<td>10</td>
</tr>
<tr>
<td>Absconding classes</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 4.4 Students response on peer influence related behaviors in their schools.
The results are as shown in table 4.4 shows that learners were aware of the peer related behaviors practiced in their schools. The adolescents' life is full of options that demand proper rational choices to be made for healthy survival; choosing and maintaining good friends and life career from the many options available (KIE, 2008). From the table, it’s evident that drugs and substance abuse is a major concern in most schools as reported by 21.9% of students in different schools. Also, 21.1% of the students indicated that there is reading or watching of pornographic materials among students in their schools. 17.0% of students also indicated that boy-girl relationships are prevalent behaviors among many public schools followed by cheating in exams and bullying among boys and girls. The researcher also went ahead to ask learners to indicate specific peer related behaviors they have been involved in since it was clear that there were peer issues among boys and girls in secondary schools. The results are as shown in table 4.5.

**Table 4.5 Students’ responses on peer related behaviors they have been involved in.**

<table>
<thead>
<tr>
<th>Peer related behaviors</th>
<th>Not involved</th>
<th>Involved</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males(63)</td>
<td>Females(68)</td>
<td>Total cases</td>
</tr>
<tr>
<td></td>
<td>f  %  F %</td>
<td>F  %  f %</td>
<td>f  %  f %</td>
</tr>
<tr>
<td>Drugs and substance abuse</td>
<td>31 49.2 50 73.5</td>
<td>81 61.9</td>
<td>32 50.8</td>
</tr>
<tr>
<td>Violence and school strikes</td>
<td>37 58.7 54 79.4</td>
<td>91 69.5</td>
<td>26 41.3</td>
</tr>
<tr>
<td>Examination malpractices/cheating</td>
<td>19 30.2 32 47.1</td>
<td>41 31.3</td>
<td>44 69.8</td>
</tr>
<tr>
<td>Absconding classes</td>
<td>39 61.9 42 61.8</td>
<td>81 61.8</td>
<td>24 38.1</td>
</tr>
<tr>
<td>Bullying</td>
<td>41 65.1 48 70.6</td>
<td>89 67.9</td>
<td>22 34.9</td>
</tr>
<tr>
<td>Reading and watching pornographic materials</td>
<td>33 52.4 40 58.9</td>
<td>73 55.7</td>
<td>30 47.6</td>
</tr>
<tr>
<td>Sneaking out of school</td>
<td>43 68.3 56 82.4</td>
<td>99 75.6</td>
<td>20 31.7</td>
</tr>
</tbody>
</table>

Peer related behaviors such as early initiation of sex, contraceptive use, drugs and substances abuse, negative peer influences, multiple partners, and high-risk partners are widespread
among adolescents in sub-Saharan Africa. In many countries, the incidence of HIV infection is very high among those 15–25 years of age, especially among females (AdetulaG.O 2010). Findings in Table 4.5 show that cases of peer influence related behaviors are still persistent. The highest numbers of students were involved in examination malpractices which were rated at 68.7% representing 80 students out of the 131. The researcher noted that this prevalence of exam cheating was as a result of the pressure exerted to students in order to meet the set targets in examinable subjects. Since this pressure is on all the students, they influence one another into looking for a shortcut so as to pass and this result to cheating. A female student from school ‘H’ reported that;

“In our school there is set targets for mean score for every subject that one has to achieve to avoid opening school before the official date for supplementary exams. When one continues to fail consistently, a transfer to another school or repeating the class is the option. Due to these consequences, many students team up to cheating by use of written notes during the exam time.” (Female student, school ‘H’ April 2016).

The researcher observed that there is a lot of pressure on students to perform academically failure to which dire consequences follow like; repetition of class and worse still transferring to other schools. Due to this, students fall into the trap of cheating in exams as they lack coping skills.

From this findings it can be concluded that many students in secondary schools have not developed skills such as decision making which are acquired through the teaching of LSE hence the reason as to why they are influenced by their peers into such vices such as exam cheating, violence and school unrests thereby confirming media reports (Daily Nation July 8 2016) that most learners are still being influenced by their peer into violating school rules and regulations. The findings also show that the over-emphasis of examinable subjects at the expenses of non-examinable ones like LSE which aims at character development predisposes
the students to engagement in exam malpractices. The need for effective interventions to reduce these risks is widely recognized (UNFPA 2008).

Most of the students were also noted to have been involved in reading pornographic materials as shown by 44.3% which represents 58 students out of the 131 male and female students. The researcher found out that pornographic materials used by students were both written and electronic. It was noted that the students involved shared the pornographic materials such as magazines and at other times the CDs which they would carry to watch at home during the holidays but for the day school students, they would watch them during weekends. A female student from school E reported that:

“I had never come across pornographic materials until when my friend brought it to school and asked me to spare some time and read.” (Female student, School E, April 2016).

This shows that although some students have limited access to pornographic materials, they still stand a chance of getting them from their fellow students. In addition, a male student in school G made a similar observation on how his fellow classmates influenced him into reading and watching pornographic materials by saying:

“My fellow classmates brought a CD from home and informed me it was interesting to watch. I was eager to get home over the mid-term break to watch the content. I later became addicted to watching pornographic materials which has been a hard behavior to curb or overcome.” (Male student, School G, April 2016).

These observations show that some students influence one another in reading and watching pornographic materials. Similarly students help one another in accessing these materials. The researcher explored why cases of reading and watching pornographic materials were still persistent among boys and girls despite the teaching of LSE. From school I, a male teacher noted that; “In my school, LSE is taught once per week but pornography which is considered to be a sensitive topic is given little emphasis as it does not appear in the LSE content.” (Male Teacher, School I, 2016)
This observation is similar to what a female student in the same school reported;

“Our teachers don’t discuss issues to do with pornography in LSE class or in any other forum. Most of us do what other students do unaware of the effects.” (Female Student, School I, 2016)

From the foregoing narrations, the researcher observed that topics as of pornography are shunned by many teachers due to its sensitive nature. This is also compounded by the fact that there lacks content on pornography in the LSE curriculum. The effects of pornography cannot be overemphasized and therefore something should be done to ensure students acquire requisite skills to deal with it.

However, the researcher also noted that LSE curriculum practices had helped learners to overcome some of the peer related behaviors where some cases were minimal. For instance, 15.6% of both male and female students had not been involved in sneaking out of school for the last one year. When asked what had contributed to this, the researcher found out that some learners had acquired decision making skills through the teaching of LSE curriculum practices. In an FGD with the students, a male student from school B noted;

“I have come to realize that being in school at the required time is a personal decision that one makes irrespective of the influence from other students to do otherwise.” (A male student from school B, April 2016)

From this the researcher noted that students should be equipped with decision making skills so that they are able to analyse pros and cons of certain behaviors. This will go along with helping them shun destructive habits by instilling a sense of responsibility. These findings indicated that LSE curriculum practices had to an extent enabled most learners to confront most of the peer related influence behaviors through acquisition of skills such as decision making, though there were still cases of peer influences among boys and girls in secondary schools.
4. 5 Role of LSE content and its implications on students’ involvement in peer influence related behavior

The second objective of the study was to analyze the secondary school LSE content in relation to enabling learners deal with peer influence related behaviors. The aim of LSE in the Kenyan curriculum was to enable individuals to translate knowledge, attitudes, and values into actual abilities in reference to what to do and how to do it (UNESCO, 2003). Life skills can be utilized in many content areas such as drug and substance abuse, pre-marital sex, early pregnancies, suicidal tendencies, sexually transmitted infections, negative peer influence among others (WHO, 1997).

The researcher analyzed various official documents that are used in the teaching and learning process of the pupils to find out whether they have content that deals with peer influence related behaviors. The researcher found out that out of the 10 schools, 60 % of the schools used the KICD recommended textbook (Essential Life Skills book 3 published by oxford University Press for the teaching of LSE curriculum practices.) Other textbooks used in the teaching of Life Skills Education were; the secondary life skills Handbook and Life Skills for the youths. The researcher therefore analyzed the content in the commonly used textbook by most schools. The results were as shown in table 4.6.
Table 4.6 An Analysis of peer related issues in the Oxford Essential Life Skills Form 3 textbook.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Number of subtopics with peer related issues</th>
<th>% of the sub-topics with peer related issues</th>
<th>Peer related content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Four</td>
<td>28.6</td>
<td>Drugs and substance abuse, pre-marital sex, violence, reduced conflicts.</td>
</tr>
<tr>
<td>Coping with emotions</td>
<td>None</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>Coping with stress</td>
<td>Two</td>
<td>14.3</td>
<td>Deviant behaviors, drugs and substance abuse</td>
</tr>
<tr>
<td>Friend formation and maintenance</td>
<td>None</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>One</td>
<td>7.1</td>
<td>Pre-marital sex</td>
</tr>
<tr>
<td>Empathy</td>
<td>None</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>Negotiation skills</td>
<td>Two</td>
<td>14.3</td>
<td>Drugs and substance abuse, Bullying</td>
</tr>
<tr>
<td>Conflict resolutions</td>
<td>Two</td>
<td>14.3</td>
<td>Bullying, Violence</td>
</tr>
<tr>
<td>Effective decision making</td>
<td>Three</td>
<td>21.4</td>
<td>peer pressure, drugs and substance abuse</td>
</tr>
<tr>
<td>Total number of subtopics</td>
<td>14</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The findings in Table 4.6 indicate that the commonly used form three Life Skills Education textbook has some Life Skills Education content but most topics do not have specific content involving peer related behaviors. The findings show that the topic with the highest Life Skills Education content is self-awareness (28.6%) while topics such as coping with emotions, friends’ formation, and empathy lack information on peer influence related behaviors but address other life skills issues. This may have implications in teaching because very little may be covered as per the few sub topics and therefore this may not have much influence on learner’s behavior. The researcher also noted that the content is shallow since there is no detailed guideline on how to curb the behaviors among girls and boys in secondary schools. A study carried out by Kenya institute of education (2006) and UNICEF evaluation report (2012) findings indicated that with the infusion of LSE in other subjects, teachers at times find it difficult to create linkage between subject content and life skills, and if not well
planned they tend to deviate from the LSE content. The report further indicated that teachers emphasize the academic knowledge at the expense of psychosocial issues. However, there were other learning materials as well as books that were in use in some schools as shown in table 4.7.

Table 4.7: Type of LSE books used in the sampled schools

<table>
<thead>
<tr>
<th>LSE books</th>
<th>Number of Schools</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Life Skills (Oxford)</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Secondary Life Skills Handbook (KIE)</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Other materials (e.g. the LSE for the youth)</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Data analysis in table 4.7 show that most schools (60%) were using “Essential Life Skills for Secondary Schools” in the LSE teaching curriculum practices in form three. From the results, it is evident that there is no uniformity in the LSE teaching in the use of learning materials in secondary schools in Kenya. This is a great challenge since it indicates the disparity of the LSE content that students are taught. This finding can be explained by a study carried out by KIE (2006) which indicated that with infusion and integration approach, teachers at times find it difficult to create linkage between subject content and life skills and if not well planned they tend to deviate from the subject content; thus teachers emphasize the academic knowledge at the expense of psychosocial issues. According to Chirwa (2004), the way in which LSE content is delivered depends on how it equips learners with skills to cope with life challenges. He shows that LSE has been implemented inconsistently throughout African countries. In Kenya, for instance, some schools are not teaching LSE as a stand-alone subject but it is incorporated into subjects such as CRE, History and Biology among others.
The researcher went on to explore other teaching documents prepared and used by teachers in
the process of teaching and learning LSE regarding peer influence related influences. These
documents included teachers’ professional documents namely; schemes of work, lesson
plans, records of work and learning resources, students exercise books, examination papers
(school based examinations and KCSE). This was important to enable the researcher to
establish whether the documents used in the process of teaching learners had any information
that could enable them acquire requisite knowledge and skills to overcome peer related
influences.

The researcher noted that the teachers did not scheme for LSE teaching but only did this for
examinable subjects. According to UNICEF evaluation report (2012), findings indicated that
with the infusion of LSE in other subjects, teachers at times find it difficult to create linkage
between subject content and life skills, and if not well planned they tend to deviate from the
LSE content. The report further indicated that teachers emphasize the academic knowledge at
the expense of psychosocial issues. It was interesting to note was that there were no lesson
plans or records of work prepared in the teaching of LSE. A female teacher from school J
reported that;

“Since the principal does not emphasize on the teaching of LSE one does not see the
need of preparing the professional documents such as schemes of work and lesson
plans. This to us is an immense relief.”

Professional documents such as schemes of work and lessons are very essential in the
teaching and learning process. Their unavailability in the teaching of LSE is a clear indication
that this subject is not taken seriously thus affecting the students’ acquisition of important life
skills.

The research also established that although some students had LSE notes in their exercise
books they were sketchy and evidence lacked on whether teachers marked the notes as they
did to other subjects. This perhaps confirms that the subject is not regarded as of equal significance to others included in codified syllabus. This may imply that teachers may treat it as a lesser subject and may not give it much attention in terms of planning for its teaching.

In an effort to find whether content on peer related influences is contained in secondary school education, the researcher-analyzed content in various textbooks used in different subjects that contained LSE to find out if they had any content dealing with peer influence related influences. The researcher analyzed the content of Biology and C.R.E in form three classes topic by topic to establish the number of topics that contained peer influence related content. The findings indicated that only one topic of reproduction out of four in Biology contained peer influence issues. The content was on sexually transmitted diseases but was not exhaustive. In form three C.R.E syllabuses, the researcher found out that there were virtues such as honesty, kindness, decisiveness, integrity, compassion, hard work, determination, obedience which were mentioned in only one topic which was the Old Testament prophets.

The researcher noted that the term peer influence related behaviors in particular was not mentioned anywhere in the form three Biology or C.R.E textbook. This evidently shows that students at this critical stage are not equipped with vital knowledge for overcoming peer influence related problems. Perhaps, one would wonder why a vital area of knowledge such as the learning of life skillwhich is essential in all aspects of human existence is barely captured in a few topics and with minimal emphasis in a serious educational syllabus as it curtails knowledge to learners and to the large society.

Further, the researcher explored time allocated to the teaching of LSE in form three timetables. This was important to enable the researcher establish if LSE curriculum practices were given similar number of lessons like other subjects. Further, it enabled the researcher to establish if there was evidence to confirm if the lessons were actually being taught and implemented as they appear in the planned timetables in the schools.
The researcher explored the distribution of lessons in the timetables to find out the time that should be allocated to Life Skills Education according to the K.I.E syllabus. This was important because if Life Skills was given the actual practical time as indicated by the K.I.E, it could have an impact on most of the peer influence related behaviors which would be less or non-existing among secondary school boys and girls. The findings were as shown in Table 4.8.

**Table 4.8 Time and lessons allocated to LSE according to secondary school syllabus**

<table>
<thead>
<tr>
<th>Form</th>
<th>No. of LSE lessons per week</th>
<th>Duration of each lesson</th>
<th>Total lessons per week</th>
<th>Percentage time per week that is spent in:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LSE lesson</td>
</tr>
<tr>
<td>Three</td>
<td>One</td>
<td>40 Minutes</td>
<td>45</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Source: KIE 1999

The findings in Table 4.8 shows that out of the 45 lessons in a week, only one lesson which is 2.2% is allocated for the teaching of LSE curriculum while 97.8% of the time is used on other programs. The researcher also analyzed individual school timetables in the schools sampled for the study to find out whether LSE is allocated the lesson recommended by the secondary school syllabus guideline. The findings were presented in Table 4.9.
Table 4.9 Number of LSE lessons in sampled schools in form three class

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number of LSE lessons per week</th>
<th>Time taught</th>
<th>Duration of each lesson</th>
<th>Total lessons per week</th>
<th>% time per week spent in teaching LSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>After 4 O’clock</td>
<td>30 minutes</td>
<td>45</td>
<td>1.7</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>During P.E</td>
<td>40 minutes</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>During LSE lesson</td>
<td>40 minutes</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>During P.E</td>
<td>40 minutes</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>During LSE lesson</td>
<td>40 minutes</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>After 4 O’clock</td>
<td>30 minutes</td>
<td>45</td>
<td>1.7</td>
</tr>
<tr>
<td>G</td>
<td>1</td>
<td>During LSE lesson</td>
<td>40 minutes</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td>H</td>
<td>1</td>
<td>During P.E</td>
<td>40 minutes</td>
<td>45</td>
<td>2.2</td>
</tr>
<tr>
<td>I</td>
<td>1</td>
<td>During lunch hour</td>
<td>30 minutes</td>
<td>45</td>
<td>1.7</td>
</tr>
<tr>
<td>J</td>
<td>1</td>
<td>During LSE lesson</td>
<td>40 minutes</td>
<td>45</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Source; Researcher

The findings in Table 4.10 show that LSE was taught outside the time directed by the MOE which was supposed to be one of the lessons allocated for P.E. Only four schools taught LSE during the time allocated in the school timetable whereas three schools handled LSE during the remaining P.E lesson. Others taught LSE during lunch hour or after four o’clock in the evening. The researcher inquired from the teachers and school principals why LSE was not taught at the recommended time. One of the female teachers from school F said;

“Due to the pressure to complete the syllabus on time and attain a good mean score in the teaching subjects, the LSE lesson serves as extra time to cover the syllabus.”

(Female teachers, school F, 2016)

This indicates that in most schools LSE was not taught consistently. In some schools where teachers were expected to teach during the PE lesson, in case the teacher did not go class, the students were at liberty to go for PE. This affected the acquisition of necessary skills to students as they lacked enough time to be taught or to share and seek guidance from their
teachers. To assess the adequacy of the LSE content and its effectiveness in helping learners deal with peer influence related behaviors in public secondary schools in the district, several questions were posed to both the teachers and the students on the adequacy of the LSE content in reference to helping learners deal with peer influences /problems that they encounter in school and at home. The results were as shown in Table 4.10.

**Table 4.10 Teachers’ assessment on LSE content in addressing peer related influences**

<table>
<thead>
<tr>
<th>LSE CONTENT</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>26.7</td>
<td>18</td>
</tr>
<tr>
<td>Coping with emotions</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>11.1</td>
<td>28</td>
</tr>
<tr>
<td>Coping with Stress</td>
<td>5</td>
<td>11.1</td>
<td>8</td>
<td>17.8</td>
<td>17</td>
</tr>
<tr>
<td>Friendship formation and maintenance</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>8.8</td>
<td>6</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>10</td>
<td>22.2</td>
<td>22</td>
<td>48.9</td>
<td>9</td>
</tr>
<tr>
<td>Empathy</td>
<td>2</td>
<td>4.4</td>
<td>12</td>
<td>26.7</td>
<td>18</td>
</tr>
<tr>
<td>Negotiation skills</td>
<td>2</td>
<td>4.4</td>
<td>4</td>
<td>8.8</td>
<td>13</td>
</tr>
<tr>
<td>Conflict resolutions</td>
<td>1</td>
<td>2.2</td>
<td>6</td>
<td>13.3</td>
<td>23</td>
</tr>
<tr>
<td>Effective decision making</td>
<td>4</td>
<td>8.9</td>
<td>16</td>
<td>35.6</td>
<td>15</td>
</tr>
</tbody>
</table>

When teachers were told to rate self-awareness skills in relation to helping learners cope with peer influence related behaviors, (26.7%) rated it as good, (40%) rated it as fair while (33.3%) rated it as poor. On the ability to apply the skill on coping with emotions to deal with peer issues LSE knowledge has not been effectively acquired by learners since (11.1%) of teachers rated it as good, (62.2%) rated it as fair while (26.7%) rated it as poor. From the table above, most of the LSE knowledge has not been effectively acquired by learners as most of it was rated as fair and poor with a small percentage of the teachers rating skills acquisition as either excellent or good among their learners.
A male teacher from school G reported that;

“There are many indiscipline cases like fighting showing poor conflict resolution skills and drugs abuse indicating lack of solid decisiveness.”

This shows that most of the peer influence related behaviors among boys and girls in secondary schools have not been dealt with adequately and therefore there is need for stakeholders to re-evaluate the adequacy of the content, teachers training, and teaching methodologies. The researcher observed that teachers devoted more time to teach examinable subjects and not LSE hence the reason as to why the peer related influences are still evident among boys and girls. Teachers revealed that when time nears for mock examinations, monthly examinations and end of term exams or end of year examinations, preparations for this exams are intensified and even the lesson allocated for LSE is used for revision or covering the syllabus. One of the teachers observed that;

“Since LSE is not examinable no one appreciates even if a teacher teaches it or not. One is only recognized when students do well in academic work. LSE lessons come as an extra time to help one revise with the students or cover the syllabus backlog.”

(Female teacher, School F April 2016)

This shows that that there is lack of commitment in teaching Life Skills Education and perhaps the reasons as to why the peer related problems continue to abound. According to PSABH (2006) the purpose of life skills is to enable individuals to translate knowledge, attitudes and values into actual abilities through acquisition of skills such as; skills of knowing and living with oneself, skills of knowing and living with others and skills for making effective decisions. Students were therefore requested to identify the major skills they have acquired through the learning of LSE curriculum practices in school.
Table 4.11 Students’ response on major skills that they acquire through learning LSE

<table>
<thead>
<tr>
<th>Skills</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Decision making skills</td>
<td>40</td>
</tr>
<tr>
<td>Coping skills</td>
<td>22</td>
</tr>
<tr>
<td>Refusal skills</td>
<td>16</td>
</tr>
<tr>
<td>Self-esteem and assertiveness</td>
<td>28</td>
</tr>
<tr>
<td>Positive living skills</td>
<td>44</td>
</tr>
<tr>
<td>Communication skills</td>
<td>18</td>
</tr>
<tr>
<td>Total no. of responses/%</td>
<td>168</td>
</tr>
</tbody>
</table>

From table 4.11, the total number of responses (168) was greater than the total number of students (131) since some learners had acquired more than one skill through the teaching and learning of LSE. However it was noted that positive living skills (26.2%) and decision making skills (23.8%) were the major skills that LSE had imparted in learners while coping skills (13.1%), communication skills (10.7%) and refusal skills (9.5) recorded the lowest percentage in terms of acquisition. (16.7%) of students had acquired self-esteem and assertiveness through the teaching–learning of LSE. From these results, the level of life-skill acquisition among learners is low and this was a clear indication that there was need for training teachers in the sub-county on the content and the methodology of teaching LSE in secondary schools.

Findings show that many students have not yet acquired the skills necessary for dealing with challenges they encounter in life. The fact that significant majority of students have not acquired these skills and are still struggling with peer related behaviors is a clear indication that that the LSE objectives have not been met. The link between LSE education curriculum practices and curbing of peer related behaviors among secondary school learners is blurred and in some cases may not be in existence. According to Ahmad &Scholer (2011) LSE learning is important since it impacts practical knowledge and values such as psychological needs of the student, thus express personal behavior and provide vehicle for creative thinking.
4.6 Teachers’ and students’ perceptions on the contribution of LSE in enabling learners cope with peer influence related behaviors.

The third objective was to assess the perceptions of teachers and learners on the contribution of LSE in enabling learners cope with peer influence related behaviors in secondary schools in the district. Several statements were given to the teachers and students who were supposed to indicate the extent to which they agreed or disagreed with them. The statements explored teachers’ and students’ views towards the teaching of LSE. The responses on the views of students were as summarized in Table 4.12.

**Table 4.12 Students’ responses on their perception towards LSE learning**

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life skills education is useful in life</td>
<td>20</td>
<td>15.3</td>
<td>98</td>
<td>74.8</td>
<td>12</td>
<td>9.2</td>
</tr>
<tr>
<td>LSE helps me develop good behavior</td>
<td>22</td>
<td>16.8</td>
<td>88</td>
<td>67.2</td>
<td>14</td>
<td>10.7</td>
</tr>
<tr>
<td>LSE enables me acquire skills such as negotiation, refusal and decision making.</td>
<td>18</td>
<td>13.7</td>
<td>34</td>
<td>26.0</td>
<td>26</td>
<td>19.8</td>
</tr>
<tr>
<td>Everybody knows bout skills of living so it is a waste of time</td>
<td>6</td>
<td>4.6</td>
<td>14</td>
<td>10.7</td>
<td>16</td>
<td>12.2</td>
</tr>
<tr>
<td>I prefer more time allocation for the learning of LSE</td>
<td>22</td>
<td>16.8</td>
<td>78</td>
<td>59.5</td>
<td>5</td>
<td>3.8</td>
</tr>
</tbody>
</table>

KEY: SA- Strongly Agree, A-Agree, D- Disagree, SD- strongly Disagree

The findings on Table 4.13 show that majority of the students in the sub-county enjoyed learning LSE as was reported by 74.8% of the students who agreed and another 15.3 % who strongly agreed that LSE is useful in life. This was a positive attitude of the learners towards LSE. Also16.8 %and 67.2 % of the students agreed that LSE helped them develop good behavior to cope up with peer related influences both in school and home. The learners strongly disagreed that it’s a waste of time to teach LSE .This was an indication that students have interest in learning LSE despite the fact that teachers teach other examinable subjects during LSE lessons. From the interviews with the students, the researcher explored
the attitude of the students towards LSE and its importance in relation to equipping them with important skills of coping with peer influence related behaviors. A student from school D noted:

“LSE is enjoyable, interesting and educative as it gives moments to interact and share. It fosters healthy relationships among the students.” (A Form Three Boy, School D, 2016).

In addition, another student made similar observations by noting:

“LSE teaching makes us focused, determined, good decision makers and innovative helping us to be morally upright. It also gives us an opportunity to express ourselves and ask nagging questions that we find difficult to ask parents. However, some teachers claim that it consumes time that one could use to revise for examinations for a better future.” (A Form Three Girl, School E, April 2016).

The researcher noted that in most schools students exhibited interest in learning LSE. This is because it gave them an opportunity to share the issues that affected them. These findings show that students seem to be aware that LSE is important in helping them cope with peer related behaviors. This was in line with Err cart, Ross and Gold (1991) who insist that teaching life skills could a form a base of life skills education for the promotion of mental wellbeing and healthy interaction and behavior. The researcher went further to inquire from students how teachers carried on with the LSE lessons. The students’ discussions in various schools had interesting observations regarding their teachers’ attitude towards LSE. In a FGD, a student noted:

“Our teachers only come during the LSE lesson to ensure we are engaged and there is no noise making in class. Sometimes they can give a topic to discuss but little or no guidance or follow up.” (A Form Three Boy, School F, April, 2016)

Another student reported that.

“Our teachers mark our books during the LSE lesson or use this time to cover the syllabus” (A Form Three Girl, School D April, 2016)
The findings show that despite the challenges facing the learning of LSE such as inadequate time, students have a positive attitude towards LSE whereby a higher percentage preferred more time allocation for the learning of LSE. The findings are in line with the report from the MOE2008 which showed that the youths need life skills to enable them make wise decisions like keeping off from drugs and premature sex. They continue to explain that where it is well practiced, it enhances the wellbeing of society and promotes positive outlook and healthy behavior. In particular it enables the individual to translate knowledge, attitude, skills and values into action behave responsibly and this leads to healthy living, develop positive attitude towards themselves and others; develop full potential; promote risk free behavior, communicate effectively and develop negotiation skill, and improve self-perception by building self-esteem and self-worth. Teachers were asked to rate whether LSE enables learners to cope with the following peer influence related behaviors. The results were as follows;

**Table 4.13 Teachers’ responses on their perception towards LSE learning**

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA F</th>
<th>SA %</th>
<th>A F</th>
<th>A %</th>
<th>N F</th>
<th>N %</th>
<th>D F</th>
<th>D %</th>
<th>SD F</th>
<th>SD %</th>
<th>Total F</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSE is important in enhancing positive behavior among learners</td>
<td>20</td>
<td>44.4</td>
<td>18</td>
<td>40</td>
<td>5</td>
<td>11.1</td>
<td>2</td>
<td>4.4</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>100</td>
</tr>
<tr>
<td>More time needs to be allocated for the teaching of LSE</td>
<td>6</td>
<td>13.3</td>
<td>4</td>
<td>8.9</td>
<td>4</td>
<td>8.9</td>
<td>26</td>
<td>57.8</td>
<td>5</td>
<td>11.1</td>
<td>45</td>
<td>100</td>
</tr>
<tr>
<td>I prefer teaching examinable subjects to LSE</td>
<td>24</td>
<td>53.3</td>
<td>8</td>
<td>17.8</td>
<td>2</td>
<td>4.4</td>
<td>5</td>
<td>11.1</td>
<td>6</td>
<td>13.3</td>
<td>45</td>
<td>100</td>
</tr>
<tr>
<td>There are other programs in school that learners can acquire life skills</td>
<td>22</td>
<td>48.9</td>
<td>12</td>
<td>26.7</td>
<td>1</td>
<td>2.2</td>
<td>5</td>
<td>11.1</td>
<td>5</td>
<td>11.1</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

KEY: SA- Strongly Agree, A-Agree, D- Disagree, SD- strongly disagree
As shown Table 4.13, the majority of teachers agreed that LSE enhances positive behavior among learners by enabling them acquire skills necessary to cope with most of the peer influence related behaviors they encounter in school and at home.
In a FGD, a female teacher in school D reported that:

“There was no need of producing A students who lack moral uprightness thereby becoming social misfits. Secondary education should produce individuals with necessary skills to help them lead responsible lives. Many students in my class have reformed their behavior due to LSE teaching.” (Female teacher, school D, April 2016)

Her principal in an interview noted:

“Life skills education has the potential to enable learners to be self-disciplined, problem solvers, critical and creative thinkers who are decisive, responsible, and assertive and lead independent lives away from parents or guardians as they pursue education and as they get into career life.” (Principal, school D April 2016).

However, on further probing why most teachers did not prefer more time allocation for LSE, a principal from school D observed that:

“Some teachers exhibit laxity and reluctance in the teaching of LSE depicting negative attitude towards the subject. Some teachers see no value or importance in teaching LSE nor do they plan for it. They ignore it with the excuse that it is not examinable and that there are programs such as Christian movements and counseling sessions, which can be used to impart life skills” (Principal, school D April 2016).

This observation conformed to what a male teacher in a different school reported on why they preferred to teach examinable subjects to LSE.

“The educational inspectors, heads of schools and parents demand good mean scores as this acts as the only evidence that one is working and a reward can follow. One therefore is forced to use the LSE lesson to handle the examinable subjects. Even when extra time is created for teaching like in the morning, evening or Saturdays, only the examinable subjects are factored in and not LSE.” (Male teacher, school E, April 2016)

While a female teacher in school F observed that:

“The school term is short compared with content one has to cover as provided in the syllabus. In addition the term has other activities scheduled to take even during class time and one has to use the time left prudently so that one covers the syllabus in good time and therefore engage in serious revisions for examinations which are very crucial” (Male Teacher, School F, April 2016)
These findings depicted a negative attitude from teachers on the teaching of LSE as they viewed LSE as an extra burden due to the pressure to cover the syllabus of the examinable subjects. Although most teachers strongly disagreed that there is need for more time allocation for LSE to cover psychosocial skills, Sinclair (2004), as mentioned in chapter two contends that successful inculcation of life-skills requires extended sessions for learning. When teachers were asked to rate the assessment level of life-skills acquisition among their students in helping them overcome peer related influences, their results were as follows:

Table 4.14 Teachers’ assessment on the level of life-skills acquisition among learners

<table>
<thead>
<tr>
<th>Assessment score</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Very high</td>
<td>0</td>
</tr>
<tr>
<td>High</td>
<td>0</td>
</tr>
<tr>
<td>Average</td>
<td>16</td>
</tr>
<tr>
<td>Low</td>
<td>18</td>
</tr>
<tr>
<td>Very low</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

From table 4.14, 35.6% of the teachers rated life skills acquisition among their students as average while 40% rated it as low. Further, 24.4% also supported the same results by stating that the level of life skills acquisition among their students was very low. The findings shows that learners in public secondary schools in the sub-county have not acquired the Life Skills Education skills in their lives and that’s why there is a higher percentage (64.4) of students with low level of LSE acquisition and therefore not able to deal with some of the peer related influences they encounter in life.

4.7 Approaches used in teaching and learning of Life Skills Education

The fourth objective of the study was to establish the approaches used in teaching LSE and how the teaching approaches influence the role of LSE in addressing peer related influences in public secondary schools in the sub-county. Teachers were required to indicate whether
LSE is integrated with the other subjects or is taught as a standalone subject. The responses were as shown.

**Table 4.15 Teachers’ response on the mode of teaching LSE**

<table>
<thead>
<tr>
<th>Mode of teaching</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand alone</td>
<td>18</td>
<td>40%</td>
</tr>
<tr>
<td>Integrated</td>
<td>27</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As seen from Table 4.15, only 18(40%) of the teachers indicated that LSE was taught as a stand-alone subject in their respective schools confirming that some schools chose to integrate it with other subjects. A substantial proportion of the teachers 27(60%) indicated having LSE subject integrated with other subjects. They explained that they taught LSE alongside biology, religious education, physical education, history and geography, suggesting that LSE was integrated as the respective teacher wished. From the FGDs with teachers, one teacher said:

“I concentrate more in the examinable areas due to the pressure to cover the syllabus on time. I perceive that LSE can be taught in other forums such as guidance and counseling, physical education, motivational talks, religious gatherings among others.”

(School E, male teacher April, 2016).

This finding shows that despite the fact that LSE subject was introduced to be taught as a standalone subject, in most schools, the subject is integrated with other subjects and therefore is not allocated specific time to be taught in the timetable. This shows that LSE was not viewed as an important subject in schools within the district. In a study by Yara (2010), the use of interactive methods by teachers after the introduction of LSE in schools was constrained by large classes, inadequate materials and inadequate training to teachers on the subject and thus covered less sensitive topics and spent less time on the subject. The researcher went further to find out from the students the mode they preferred of learning LSE between it being taught as a stand-alone or an integrated subject. Majority of the students
were in favor of LSE being taught as a standalone subject. One male student from school A reported that;

“Teachers will take advantage of the 40 minutes lesson and try to cover an area on their teaching subject rather than teaching us on topics such as relationships. Its better we learn the skills of living through other sessions rather than having LSE on the timetable yet we will still learn other things.” (Female student, School A 2016)

These findings reveal that there is no uniformity in the mode of teaching and learning of LSE in secondary schools whereby in some schools it is taught as stand-alone subject whereas in others it is integrated with other subjects. This shows there is a challenge in the way the students acquire necessary skills and knowledge to overcome peer influence related behaviors. Information was sought from students on the approaches used by their teachers to teach LSE. Various approaches were presented to the students who were to indicate the frequency of the usage by their teachers in their respective LSE lessons. The results were as shown in table 4.16

Table 4.16 Students response on the approaches used by their teachers during LSE lessons

<table>
<thead>
<tr>
<th>Teaching Approaches</th>
<th>Frequently used</th>
<th>Not frequent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Lectures</td>
<td>121</td>
<td>92.4</td>
<td>10</td>
</tr>
<tr>
<td>Group discussions</td>
<td>80</td>
<td>61.1</td>
<td>51</td>
</tr>
<tr>
<td>Debates</td>
<td>24</td>
<td>18.3</td>
<td>107</td>
</tr>
<tr>
<td>Drama/role play</td>
<td>5</td>
<td>3.8</td>
<td>126</td>
</tr>
<tr>
<td>Story telling</td>
<td>12</td>
<td>9.2</td>
<td>119</td>
</tr>
<tr>
<td>Questions and answers</td>
<td>34</td>
<td>26.0</td>
<td>97</td>
</tr>
</tbody>
</table>

From the students’ responses, six approaches were used by their teachers during the LSE lessons. The most commonly used approach was Lectures (92.4%). The findings show that student centered approaches such as debates; drama and storytelling were not given prominence. Group discussions were common only because students would be left on their own while teachers engaged themselves in other activities. According to Amollo
teaching of LSE goes beyond providing information. It involves interactive methods such as role play, drama, debates, games and music, dance and group discussions among others. Boyd (1999), commenting on skill based learning indicates that there is need to use collaborative strategies which can make classroom life supportive, engaging, intellectually stimulating, creative, productive and fun for both teachers and learners.

He suggests that methods that allow student-centered learning are more appropriate for life skills education other than when the learning is teacher centered. Loewenstern (2008) revealed that although most teachers were able to demonstrate some knowledge on the meaning of participatory methodology and life skills, in many cases their answers tended to be superficial and more the product of guess work than of genuine understanding.

On further probing, a student from school D reported that;

“*Our LSE teacher gives us an item of discussion in class and then asks for our Mathematics exercise books to mark. At the end of the lesson, she makes some comments about the Maths exercise but not get a feedback on the LSE issue of the discussion.*”

This finding concur with a research done by Abobo (2012) where he found that there is only a small proportion of teachers who had appreciated the correct approaches of teaching LSE as recommended by KIE, whereas the majority were not sure about the approaches and therefore ended not using them at all. Linda (2012) says that teachers who are supposed to implement a new curriculum sometimes cannot even identify its main features. The greatest difficulty is encountered when teachers are required to change their educational approaches to teach this new curriculum and therefore they end up diverting from the main objective of life skills education.

When the teachers were asked to indicate the LSE teaching methodologies that are most applicable to them and their reason for use, the results were as shown in Table 4.17
Table 4.17 Teachers response on the approaches they use during LSE lessons

<table>
<thead>
<tr>
<th>Method</th>
<th>F</th>
<th>%</th>
<th>Reason for use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>8</td>
<td>17.8</td>
<td>Learners involvement</td>
</tr>
<tr>
<td>Debates</td>
<td>3</td>
<td>6.7</td>
<td>Learners participate and makes them active</td>
</tr>
<tr>
<td>Peer group education</td>
<td>6</td>
<td>13.3</td>
<td>Interesting and learners participate</td>
</tr>
<tr>
<td>Story telling</td>
<td>8</td>
<td>17.8</td>
<td>Increases learners attentiveness since its interesting</td>
</tr>
<tr>
<td>Lecture</td>
<td>18</td>
<td>40.0</td>
<td>Saves time</td>
</tr>
<tr>
<td>Drama</td>
<td>2</td>
<td>4.4</td>
<td>Entertaining</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The above findings implied that there was no common methodology used in the teaching of LSE in schools in the sub-county. The teachers adopted the methodologies randomly and as it deemed convenient to them. This finding demonstrates lack of clear information to teachers on the teaching methodologies of LSE in the sub-county. The MOE indicates that experiential and learner centered methods should be used in the teaching of LSE in schools (KIE, 2008). Shiundu and Omulando (1992) noted that when teachers have an understanding of the change or new curriculum; they accept and internalize the philosophy behind the new ideas, develop a liking for the change and will therefore be committed into its success.

According to Amollo (2005), teaching of LSE goes beyond providing information. It involves interactive methods such as role play, drama, debates, games and music, dance and group discussions among others. Boyd (1999), commenting on skill based learning indicates that there is need to use collaborative strategies which can make classroom life supportive, engaging, intellectually stimulating, creative, productive and fun for both teachers and learners. He suggests that methods that allow student-centered learning are more appropriate for life skills education other than when the learning is teacher centered.

The teachers therefore used their discretion in disseminating it to the students. In fact 90% of the teachers interviewed, who happened to prefer use of teacher-centered approaches, felt that
use of that approach enabled a teacher to teach accurate facts in a summarized way. They further said that it enabled students to learn and memorize accurate facts with ease as it does not require learning aids which they said poor schools could hardly afford. Teacher interviewees went further to reveal that students are mainly keen only to learn what can enable them to improve their performance and they are not interested in too much reading and book work. A male teacher from school B observed:

“The mean score syndrome is such a serious issue and the syllabus is broad and even if teachers spent so much time with LSE teaching, without general improvement of the mean score, school administrators, parents and education officers would be too harsh or too hard on them…” (Male Teacher, school B April, 2016).

This finding implies that many teachers use teacher-centered methods for their convenience to cover the work and revise so to improve mean scores. The findings also demonstrate that learning is not interactive which may make learners not to acquire requisite skills to enable them cope with peer influence related behaviors. This is due to overemphasis on theoretical knowledge to pass examinations. Interestingly, interviews with head-teachers of the three schools sampled revealed that as administrators, they appreciated the use of learner-centered approaches in teaching but asserted that a lot of emphasis was given to improving the mean scores and that teachers were at liberty to use all ways to improve performance. They alleged that quality assurances education officers, parents and entire society were particular on improvement of performance and the teachers have to use all means possible to achieve that, lest they suffer the consequences. Indeed, in an interview, the Principal of school B, said;

“MoE has given that improvement of mean scores is an important factor in appointment of school principals.” (Principal school B, 2016)

This confirmed the views of teachers, which perhaps explains why they use teacher-centered approaches to maximize on time and resources at their disposal to keep students in class most of the time. Teachers also reported that they teach to improve mean score to safeguard their
jobs, secure promotion and other awards like ‘teacher of the year award’ which are based on best mean score per subject. A female teacher from school C who had applied for promotion on merit claimed that she was not promoted due to low mean score posted in Chemistry in KCSE.

These revelations were confirmed by her principal who went on to say that, improvement of performance can only be shown through increase in mean score that are used to determine whether a teacher is to be promoted on merit based on his or her good work in class. Ngugi (2006) in her study on teachers perception of the relationship between life skills, sexual reproductive and HIV and AIDS prevention among secondary school students, findings indicated that teachers are experiencing difficulties mainstreaming life skills in teaching programs though life skills plays a vital role in promoting young people’s sexual reproductive health.

When both the teachers and students were asked to rate the adequacy of the teaching methodologies for LSE, the results were as shown in Table 4.18.

Table 4.18 Teacher’s and student’s responses on the adequacy of LSE teaching methodologies

<table>
<thead>
<tr>
<th>Assessment of LSE</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Very adequate</td>
<td>2</td>
<td>4.40</td>
</tr>
<tr>
<td>Adequate</td>
<td>6</td>
<td>13.3</td>
</tr>
<tr>
<td>Inadequate</td>
<td>37</td>
<td>82.2</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Findings from Table 4.18 indicate that the methods used in teaching LSE were rated inadequate by most respondents. This was indicated by 37 (82.2%) teachers and 70 (53.4%) students. This therefore brings to attention the need for re-evaluating the teaching methodologies for LSE in secondary schools if its main objective of imparting the necessary skills to learners to address the varied peer influences is to be achieved.
The researcher went further to explore how LSE time was utilized in the schools sampled. This was important to find out whether there was any LSE teaching going on to enable learners cope with peer influence related behaviors. Generally, in all the schools, the researcher noted that LSE time was mainly used to teach the examinable subjects in a bid to cover for the lost time or continue with syllabus coverage. It was only in few schools where the heads followed up to ensure teachers attended the LSE lesson. In a FGD with teachers one of the teachers in the school observed:

“LSE time comes as relief for me to mark heaps of mathematics books and weekly revision tests from my classes or at other times clear the backlog of the syllabus.” (Male Teacher, school D, 2016).

A female teacher from school D revealed that; “LSE time provides me with an opportunity to engage the students in Biology group discussions or administer a revision test since there is no time allocated. I do this with an aim of improving the subject mean score to avoid a reprimand from the head.”

These findings indicate that LSE time is not taken seriously nor taught in formally organized and objective manner like examinable subjects. Poor teaching makes students not to learn, internalize and practice the formal knowledge and skills as planned in the LSE program. It also confirms that there is lack of knowledge on the role that LSE plays in imparting skills in students to cope with peer influence related behaviors. Further, the findings also reveal that teachers are motivated to emphasize more on examinable subjects to gain glory and rewards that can only be achieved by having good results. This in essence may explain why undesirable peer influence related behaviors continue to abound among form three students. Indeed, this defeats the importance of quality teaching to acquire essential knowledge and skills for life beyond examinations.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of major findings, conclusions and recommendations of the study. The purpose of the study was to investigate the implications of LSE teaching curriculum practices on peer influence related behaviors in secondary schools in Kirinyaga sub-county.

5.2 Summary of the major findings

The research findings are as presented in chapter 4 and the following summaries are made in light of the objectives of the study. The first objective was to establish trends in peer influence related behaviors among secondary school students in Kirinyaga sub-county. The researcher established that most of the students in secondary schools had been involved in the peer related behaviors namely; drugs and substance abuse, theft, violence, examination malpractices, absconding classes and bullying among others. A large number of students had been involved in theft cases in their schools.

Many students had also been involved in examination malpractice while others were reported to have absconded classes. On the issue of violence 23.5% of the students use violent means to express their grievances even without exploring other non-violent means. Considering the findings on trends in peer influences related behavior, it is not clear what they understand to be the purpose of life-skills lessons. It could be that many learners enjoy the knowledge they get other than the acquisition of targeted psychosocial skills. Teachers may have to ensure students fully appreciate the purpose of life-skills lessons. Many students reported to have been involved in these behaviors either due to personal curiosity or peer influence.
The second objective was to find out the role of LSE content and its implication in addressing peer related influences in secondary schools in the County. The study found out that learners generally had an understanding of life-skills but did not necessarily know how to apply the skills of living in their life in school and at home hence the reason as to why there are still cases of peer related behaviors in schools despite the teaching of LSE. Under this objective, the researcher found out that only one subject contained a general content related to LSE and there is no content in physical education lessons that addresses information on peer related influence behaviors. The objectives and content used for teaching Science and PE subjects do not capture any issue in that concerns peer related behaviors. Further, it was established that teachers’ had no LSE record books such as the schemes of work books, lessons preparation and therefore they had no guideline on how to prepare for the teaching-learning of LSE.

The study also found out that the level of psychosocial skills of skills of the learners was generally low. The need to focus on such skills as critical thinking, decision making, communication skills, assertiveness, coping skills, refusal skills and other cognitive skills was identified as urgent. Variations in the understanding and application of life-skills of LSE content also existed across the gender divide. The boys showed more understanding and application of the skills of friendship formation and assertiveness than the girls. However, girls seemed to have a better understanding on communication and problem solving skills than boys.

The third objective was to assess the perceptions of the teachers and learners on the role of Life Skills Education and its implications on peer influence related behaviors in public secondary schools in the sub-county. The researcher found out that student in the sub county enjoyed learning LSE. This was a positive attitude of the learner towards LSE. It was the opinion of the students that time allocated to Life Skill Education was not adequate and therefore more time is required in the teaching and learning of LSE. When teachers were
asked on their perception towards the teaching of LSE and its implications on peer related behaviors, they stated that LSE has helped their students develop adaptive and positive behavior change, and it is therefore not a unnecessary workload. On the level of life-skills acquisition among their students teachers rated life skills acquisition among their students as average and low showing that learners in public secondary schools in the district have not adequately acquired life skills necessary to fight life challenges hence the reason as to why there is a higher percentage (64.4) of students with low level of LSE acquisition and therefore not able to deal with some of the peer related influences they encounter in life.

The fourth objective of the study was to establish the approaches used in teaching and learning of LSE and how they influence the role of LSE in enabling learners cope up with peer related influences in public secondary schools in the sub-county. In the study it was found that in most of the schools, LSE was either taught along-side other subjects or taught during the time allocated in the timetable. From the findings, a higher percentage of the schools taught it alongside other subjects. The major reason for this was that the subject is not allocated any lesson in the school timetable and therefore teachers concentrate more on teaching the examinable subjects.

This was a clear indicator that LSE was not viewed as an important subject compared to other examinable subjects. It was found out that where LSE was integrated with other subjects, more incidences of peer related influences were reported as compared to schools where LSE was taught during time allocated in the timetable. This is because when LSE is integrated, teachers tend to deviate from the psychosocial issues and therefore tend to concentrate on the academic knowledge since it is difficult to create linkage between subject content and life skills.

The researcher found out that teachers mostly used didactic, teacher-centered approaches, talk and chalk and even at times dictated notes. Teachers also used teacher-centered, lecture
method, rote learning and memorization/cramming of facts due to alleged shortage of time, over enrolment of students and understaffing. The learner centered methods such as debates; peer groups discussions and drama were rarely used. The researcher noted that national examinations determined the attitude of teachers towards what was taught.

If the content was examinable, the teacher’s attitude was positive and they were willing to teach it; but where the content was not examinable, the teachers were unwilling to teach it since it did not contribute to the quality of learning by improving men scores and no one would notice their efforts and reward them accordingly. The researcher noted mean score was used as a sole benchmark to gauge quality of teaching as well as learning outcomes and academic performance in schools. The study established that teachers believe that secondary teaching was about equipping students with factual information to enable them to pass examinations.

These findings agree with the observation by head-teachers that students and teachers were positive to life-skills programs but were constrained by lack of time, coupled by lack of materials for teaching life-skills. The implication is that life-skills are given little time, because assemblies and class meetings usually take a short time, and assemblies are held at most, twice a week and quiet often many issues are talked at the assemblies.

There was no common methodology of teaching LSE in the district. Lectures from teachers, question and answer sessions in class, storytelling, class discussions, peer group discussions, drama and invited debates were all used once in a while and as it pleased the teachers. This finding demonstrates lack of clear information to teachers on the teaching methodologies of LSE. This could be attributed to inadequate information to the teachers on recommended methods of instructing LSE. It was noted that teachers used the teacher friendly methods such as lecture more frequently than the learner centered methods such as debates, peer groups
discussions and drama. This denies the learners the opportunity to develop skills such as communication, assertiveness, conflict resolution, critical and creative thinking among others.

5.3 Conclusions of the study

Firstly, it can be concluded that LSE has not achieved its objective to equip learners with requisite skills to cope with peer influence related behaviors as acts of indiscipline behaviors continue to be rampant among students. From the findings, a considerable number of students engaged in peer related influence behavior such as pornography, drugs and substance abuse, exam malpractice among others. Based on the findings of the study, it can be conclude that LSE was not functional in most schools and there are no structures in place to enhance its effectiveness in addressing peer related behaviors.

Secondly, there is negative attitude towards LSE among some secondary school teachers and principals which has undermined its teaching in secondary school curriculum. The study established most of the teachers’ utilized LSE lesson to teach other subjects, meaning the subject was not given much attention in schools. This could be attributed by the fact that the subject was not examinable and both teachers’ and principals’ had perception that LSE should not be a stand-alone subject but instead integrated in other subjects.

However, it was noted that students had positive attitudes towards LSE as they participated in LSE activities willingly and effectively.

Thirdly, it was concluded that the LSE curriculum lacked content that would sufficiently address peer influence related behaviors among boys and girls in secondary schools. Learners therefore do not value the importance of LSE teaching in secondary school curriculum.

Further, it can also be concluded that, teaching approaches are too theoretical, abstract, didactic where pupils are passively involved since teaching is teacher-centered and
examination oriented. The theoretical approach is meant to make them pass well in theoretical examinations. This leads to the conclusion that schools have strong policies for teaching examinable subjects to improve mean scores of the learners while no attention is given to non-examinable subjects.

5.4 Recommendations

The introduction of life-skills subject is commendable but more need to be done to ensure it is being taught. Therefore based on the findings of this study, the following recommendations are made:-

i) School principals

Principals should ensure LSE teaching and learning resources are available and adequate and this include textbooks, charts, LCD projectors, videos, journals, cutting from newspapers and magazines among other LSE reference materials. Teaching and learning resources are very important when it comes to life skills because LSE becomes real, interesting and enjoyable. They also enhance retention of knowledge and facilitate the utilization of the skills. There is need to improvise materials that can stimulate students’ interest for LSE learning.

School principals should invite motivational speakers and external professional counselors to reinforce the teachers on imparting students with the necessary knowledge to brave the challenges they face. This will go along with filling the gap of knowledge since the external speakers and counselors are experts and not all teachers are properly trained to handle LSE. Principals can also involve religious leaders to develop morally upright students as they are in their formative stage of life. Morally deficient students are prone to become victims of PIRBs.
ii) Teachers

Teachers should us a variety of instructional approaches which are student centered accompanied with appropriate examples in the teaching of LSE. Such include; debate and class discussions, peer teaching, public speaking, role plays and dramas, questions and answers among others. This improves the quality deficiency of teaching causing learners to enjoy what is taught. Student centered methods or approaches stimulate the learners and keep them alert through the learning process thereby understanding the concepts of LSE better.

Teachers should be aggressive in research which can be aided a lot by the digital technology. This will keep them abreast with the fast changing trends in the society and can easily know what the students may be going through for instance in the social media platforms such as face book, twitter, insta-gram just to mention.

iii) Parents

Parents should serve the advisory role of guiding the students behave responsibly. Parents should provide supportive environment that will enhance positive development and inculcation of requisite skills and knowledge by the students to cope with peer influence related behaviors. They should also be good role models that are worth emulation by the students since children learn a lot by observation.

Parents should reinforce the teachers’ efforts in assisting students to acquire refusal, communication, negotiation, self-awareness, coping, creative and critical skills among other important life skills. They should create an enabling environment at home by ensuring the students shun places or joints where they can be negatively influenced like drinking sprees, gambling places among others.
iv) Policy Makers

The government under the Ministry of Youth may consider coming up with country wide campaign to promote life-skills acquisition in order to enable the youth to overcome such risks as involvement in violence as witnessed in schools during strikes and in the country during elections.

The Ministry of Education Funds should avail funds to schools specifically to procure teaching and learning materials since schools in the district had inadequate materials for teaching LSE with immediate effect so as to avoid defying the intentions of life skills education. This would motivate teachers to take up the subject more seriously.

There is a serious need for KICD to develop LSE content that directly touches on peer influence related behaviors. This can be incorporated into all the subjects in secondary schools in order for students to be widely exposed to acquire fundamental skills and knowledge to counter against the PIRBs.

The governments should liaise with the MOE to organize in service training for teachers and refresher courses to strengthen competence in handling of LSE. Training on LSE teaching should be done in the teachers training institutions clearly defining the LSE curriculum practices and the role of teachers in its implementation in secondary schools. In-service training can be very crucial so as to improve teaching methodologies among teachers that emphasize participatory learning in LSE rather than rote learning. Besides this, in-service courses when continuously enhanced will enable teachers develop and become more competent to deliver LSE content in more creative styles so as to spark students interest in the subject.
5.5 Recommendations for further research

The study concentrates on the implications of life-skills education curriculum practices on peer influence related behaviors in public secondary schools in Kirinyaga County. Further research needs to focus on the role of technology in particular mobile phones in fueling peer related behaviors. There is need to investigate how such tools can be formed instead to be used for promoting acquisition of psychosocial skill and so healthy behaviors. There is also need to find out how collaboration mechanism between the school, the parents, the church and the government can help in creating a supportive environment in and outside school for inculcations of life-skills and healthy relationships and behavior.

A study can be carried out to find out why knowledge on LSE may not always lead to good peer related behaviors among adolescents in schools. The concern is why some people practice immoral behaviors in spite of their knowledge of the consequences of such actions. Given that this study was conducted in public secondary schools, a similar study should be conducted in private schools in the district.

A nationwide study on the implications of LSE curriculum practices on peer influence related behaviors would be useful so as to compare the findings in various regions in the country. It is also recommended that a national survey be conducted to establish whether LSE has played its role effectively in addressing peer related influences among pupils in primary schools in Kenya.
REFERENCES


APPENDIX I: TEACHERS’ QUESTIONNAIRE

This study is designed to find out the role of Life Skills Education and its implication on peer related influences in public secondary schools in Kirinyaga County. I request for your input through the filling of this questionnaire. Answer the questions appropriately by putting a tick (✓) against the appropriate statement or by filling in the blank spaces provided. Complete each part honestly and to the best of your knowledge and do not write your name anywhere in this questionnaire. Any additional information you may consider relevant for this research will be most welcome.

Part A: Background information

1. Please indicate the name of your school___________________________________________

2. Please tick your gender? i). Male [ ] ii). Female [ ]


5. For how long have you been in teaching profession? i). 1 - 5 years [ ] ii). 6 – 10 years [ ] iii). 11– 15 years [ ] iv). 16 – 19 years [ ] v). 20 years and over [ ]

6. For how long have you been teaching in your current station? i). 1-5 years [ ] ii). 6-10 years [ ] iii). Over 10 years [ ]

7. Type of school
   a) Boys boarding [ ]  b) Girls boarding [ ]  c) Mixed boarding [ ]
   d) Mixed day [ ]
PART B: Trends in peer related influences

8. For how long has Life Skills Education been taught in your school?
   a) More than 5 years (    )
   b) 2-5 years (    )
   c) Less than 1 year (    )

9. In your school, which is / are the most the most prevalent influence related behaviors that you have encountered among the peers in your school?( please tick appropriately)
   a) Teenage pregnancies (    )
   b) Drugs and substance abuse (    )
   c) Violence/school strikes (    )
   d) Truancy (    )
   e) Bullying (    )
   f) Examination malpractices (    )
   g) Theft in school (    )

10. Approximately how many students have been involved in the following cases in your school from the last term’s records?

<table>
<thead>
<tr>
<th>Peer related influences</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Drug and substance abuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer pregnancies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same sex relations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART C. Teachers’ perception on role of LSE and peer related influences

11. How is LSE taught in your school?

a) As a stand-alone subject (  )

b) As an integrated subject (  )

Others (please specify)………………………………………………………………

12. What do you perceive to be the main objective of teaching LSE in your school?

a) Improve or strengthen peer relationships/socialization (  )

b) Equip learners with skills, values and attitudes to effectively cope with life challenges (  )

c) Improve academic performance (  )

d) It is a pass time activity (  )

13. What is your assessment on the level of life-skills acquisition among your students in overcoming peer related influences?

a) Very high (  )
b) High (  )
c) Average (  )
d) Low (  )
e) Very low (  )

14. Please indicate with a tick if you agree or disagree with the views on the following statement about LSE. (Key: SA=strongly agree, A=Agree, N= Neutral D=Disagree, SD=strongly disagree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Life Skills Education does not change students behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Life Skills Education enhances positive behavior change among learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Teaching Life Skills Education is unnecessary work load for teachers since it is non-examinable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Learners know about skills of living so it is a waste of time to teach them.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
PART D: LSE content and peer related influences

15. How do you rate the LSE content in relation to helping learners cope with peer related influences in your school?

   a) Very relevant (   )  b) Relevant (   )  c) Fairly relevant (   )  d) Irrelevant (   )

16. The teaching of Life Skills education in secondary schools curriculum is adequate and relevant in helping learners deal with the emerging peer related influences in your school? (please tick appropriately)

   a) Strongly agree (   )  b) Agree (   )  c) Strongly disagree (   )  d) Disagree (   )

17. (i) Does the teaching of LSE help impart skills necessary to deal with peer influences among learners in your school? a) Yes (   ) b) No (   )

   ii) If yes, which major skills does the LSE impart on learners in helping them deal with peer influences?

      a) Decision making skills (   )
      b) Coping Skills (   )
      c) Refusal skills (   )
      d) Self-esteem and assertiveness (   )
      e) Positive living skills (   )
      f) Communication skills (   )

18. How do you rate the LSE content in relation to helping learners deal with the following peer related influences?

<table>
<thead>
<tr>
<th>Peer influences</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Premarital sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Drug and substance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Early pregnancies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) peer influence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Students’ strikes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART E: Teaching approaches in LSE and peer related influences

19. How is life skills education taught in your school?
   a) Stand alone subject (   ) b) Integrated with another subject (   )
ii). If integrated, which subject is it integrated with?_______________________

20. How many times is life skills education taught per week in your school?
   a) Once (   )
   b) Twice (   )
   c) More than twice (   )

21. In your own opinion how do you rate the teaching methodologies for LSE in relation to peer related influences?
   a) Excellent (   )b) Good (   )c) Fair (   )d) Poor (   )

22. Below are some of the teaching methodologies a facilitator can use to enable the participants acquire and develop relevant life skills. Please tick (√) the one(s) that is/are applicable to you and give a reason.

<table>
<thead>
<tr>
<th>Method</th>
<th>Tick</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer group education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story telling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. Which strategies can be put in place to improve the teaching approaches for LSE in relation to addressing peer influences?
   a) Involving motivational speakers (   )
   b) Involving religious bodies (   )
   c) Peer educators/ counselors (   )
APPENDIX II: STUDENTS’ QUESTIONNAIRE

This study is designed to find out the role of life skills education and its implications on peer influence related behaviors in Kirinyaga County. I request your input through filling the questionnaire. Answer the questions appropriately by putting a tick (√) against the appropriate statement or by filling in the blank spaces provided. Complete each part honestly and to the best of your knowledge and do not write your name anywhere in this questionnaire.

Any additional information you may consider relevant for this research will be most welcome.

Part A: Background information

1. Please indicate the name of your school---------------------------------------------

2. Please tick your gender? Male [   ] Female [   ]

3. Please indicate your age bracket? Below 13 – 14 [ ] 15 – 16 [ ] 17 18 [ ] Over 18 [ ]

4. Please indicate the category of your school
   a) Boys boarding [   ] b) Girls boarding [   ] c) Mixed boarding [   ] d) Mixed day [   ]

PART A: Trends in peer related behaviors

5. In your school, which is /are the most the most prevalent influence related behaviors that you have encountered? (Please tick appropriately)
   a) Teenage pregnancies (   ) b) Drugs and substance abuse (   ) c) Violence/school strikes (   )
   d) Truancy (   ) e) Bullying (   ) f) Examination malpractices (   ) g) Theft in school (   )

6. How many times have you been a victim of the following peer related negative influences? Please tick appropriately.

<table>
<thead>
<tr>
<th>Peer related behaviors</th>
<th>Not involved</th>
<th>Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drugs and substance abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violence and school strikes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examination malpractices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absconding classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART C: Students perceptions on the role of LSE and peer related influences

7. How do you perceive Life Skills Education in relation to enabling you cope up with peer related influences in your school?  a) Very relevant  b) Relevant  c) Fairly relevant  d) Irrelevant

8. Which are some of the peer related behaviors that the learning of LSE has helped you deal with?  
   a) Drugs and substance abuse  b) Pre-marital sex  c) Violence and class boycott  
   d) Examination malpractices  e) Theft  f) Same sex relations  g) others (please specify) 

9. Please indicate with a tick if you agree or disagree with the views on the following statement about LSE. (Key: SA=strongly agree, A=Agree, N= Neutral D=Disagree, SD=strongly disagree) 

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Life skills education is useful in life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) I do not like LSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) I prefer examinable subjects to LSE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) LSE enables me cope up with peer related influences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Some topics in LSE syllabus are embarrassing to discuss with teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART D. LSE content and peer related influences

10. The teaching of Life Skills education in secondary schools curriculum is adequate and relevant in helping you deal with the emerging peer related influences in your school? (please tick appropriately) 
   a) Strongly agree  b) Agree  c) Strongly disagree  d) Disagree

11. (i) Does the content of LSE help you acquire skills necessary to deal with peer related influences in your school?  a) Yes  b) No 
   ii) If yes, which major skills does the LSE impart on you in helping you deal with peer related influences?  
   a) Decision making skills  b) Coping Skills  c) Refusal skills  d) Self esteem and assertiveness  e) Positive living skills  f) Communication skills
12. How do you rate the LSE content in relation to helping you deal with the following peer related influences?

<table>
<thead>
<tr>
<th>Peer related influences</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Premarital sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drug and substance abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Early pregnancies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Theft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Defiance of school rules and regulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Violence and school strikes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART D. Teaching approaches in LSE and peer related influences

13. Below are some of the teaching methodologies used by teachers to enable the learners acquire and develop relevant Life Skills. Please tick (√) the frequency of use of the following methods by your teachers during life skills lessons in your school.

<table>
<thead>
<tr>
<th>Teaching Methodologies</th>
<th>Mostly used</th>
<th>Used once in a while</th>
<th>Not used at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Discussions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer group education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story telling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions and answer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Which LSE teaching method do you prefer most in helping you deal with peer related influences?
   a) Group Discussions (   )
   b) Lectures (   )
   c) Debates (   )
   d) Peer group education (   )
15. In your opinion what is your overall rating of the teaching methodologies in LSE in relation to helping you deal with the peer related influences in your school?
   i) Very adequate ( ) ii) adequate ( ) iii) inadequate ( )

16. Which other methods would you recommend your teachers to use to help make you overcome the peer related influences in your school?
   a) Involving motivational speakers/ Resource persons ( )
   b) Involving religious bodies ( )
   c) Use of role plays ( )
   d) Public speaking ( )
   e) others (specify)……………………………………
APPENDIX I11: FOCUS GROUP DISCUSSIONS FOR STUDENTS

1. i) Which are the most prevalent peer related negative influences that you encounter in your school life?

ii) Has the teaching of Life Skills Education helped you to cope up with the above mentioned peer related influences? Explain how.

2. What is your opinion on the teaching approaches used by your teachers during Life Skills lessons in regard to helping you acquire skills necessary for coping with peer related influences in your school?.

3. Is the learning of Life skills Education necessary as far as overcoming negative peer related influences is concerned? Explain your answer.

4. Please tell me how students relate with one another [Probe about peer influences in drugs and substance, violence, exams cheating, bullying, use of abusive language etc]

5. Please tell me how Life Skills Education is taught in your class/school?[Probe about knowledge of the aims of teaching the subject, learning activities, assignments, tests, marking and doing corrections, teaching approaches, adequacy of the content, skills taught and their relevance/adequacy to helping learners deal with peer influence related behaviors ]

6. What do you suggest can be done to improve LSE teaching to enable learners overcome peer influence related behaviors? [Probe about support needed to acquire actioncompetence through support by teachers, parents, community andgovernment; support through enriching Life Skills Education content, learning resources, and teaching approaches/strategies that can betaken to enable teachers efficacy in teaching, delivery andimproving learning outcomes by various stakeholders such as MoE, parents, teachers, community and the greater society]
APPENDIX IV: FOCUS GROUP DISCUSSIONS FOR TEACHERS.

1. i) In your teaching profession, have you come across peer related influences among your learners? Please list them.
   ii) In your own opinion has LSE helped learners in your school acquire skills to deal with the peer related influences mentioned above? Explain how.

2. How do you perceive the LSE content in regard to the peer related influences among your students (probe for relevance, adequacy e.t.c)

3. What are your views about Life Skills Education in your class/school? [Probe about preparations, learning activities, learner participation, learning resources, teaching approaches, skills taught and their relevance/adequacy to enabling learners overcome peer related influences e.t.c]

4. Please tell us how Life Skills Education is taught in your class/school? [Probe about knowledge of the aims of teaching the subject, time allocation, learner/teacher participation, teaching approaches, skills taught and their relationship to relevance/adequacy to enabling learners cope up with peer challenges]

5. What factors determine the ability of secondary school students to use Life Skills Education knowledge effectively to overcome peer influences? [Probe about issues such as parental support, media, school environment, cultural factors etc]

6. Suggest what intervention measures can be put in place to overcome challenges faced when teaching Life Skills Education. [Probe about practical and objective strategies that can be taken to enable teachers efficacy in teaching, delivery and improving learning outcomes by various stakeholders such as MoE, parents, teachers, community and the greater society]

7. Suggest any other intervention measure that can be used to enable students cope with peer challenges they face in school and outside school?
APPENDIX V: HEADS OF INSTITUTION INTERVIEW GUIDE

SECTION A: INTRODUCTION

This instrument was filled by the researcher herself. The researcher visited the office of the heads of institutions and conducted an interactive interview with the head of the institution, filling in the interview schedule as the interview progressed.

SECTION B: INTERACTIVE QUESTIONS

1) For how long has Life Skills Education been taught in your school
2) Who teaches LSE in your school?
   
   ii) In your own opinion, who qualifies to teach LSE (probe in relation to teaching subjects, administrative roles e.t.c) why?
3) Which curriculum is used in your school in reference to the teaching of LSE? (Probe in regard to M.O.E curriculum, school own curriculum)
4) In your own opinion, do the LSE teachers portray understanding of LSE curriculum objectives in relation to enabling learners overcome peer related negative influences? (probe on the mastery of content, teaching approaches)
5) In your own opinion, how important is the teaching of LSE in your school? (probe in relation to addressing peer related influences) Explain
6) Are students and teachers enthusiastic in teaching and learning of LSE in your school? Explain your answer.
7) i) Are there major peer related negative influences that you have come across among your students? If yes, name them.
   ii) In the last two years, approximately how many students have been issued with expulsion letters because of the above mentioned case?
   iii) In your own opinion, has LSE helped students acquire skills necessary for dealing with the peer related influences in your school? (Probe for which skills)
8) What does the school administration do to promote the teaching and learning of LSE in relation to addressing the peer related influences among learners (probe in reference to provision of resources, teachers’ training, supervision, time allocation e.t.c)
9) What are your views about Life Skills Education in your class/school? [Probe about preparations, learning activities, learner participation, learning resources, teaching approaches, skills taught and their relevance/adequacy to enabling learners overcome peer related influences e.t.c]

10) Please tell us how Life Skills Education is taught in your class/school? [Probe about the knowledge of the aims of teaching the subject, time allocation, learner/teacher participation, teaching approaches, skills taught and their relevance/adequacy to enabling learners cope with peer challenges]

11) What are your views about the teaching methods used by teachers in terms of enabling pupils to acquire requisite skills and apply Life Skills Education knowledge? [Probe about teaching methods used in teaching LSE; teacher’s preparedness, challenges faced etc]

12) What factors affect the ability of secondary school students to use Life Skills Education knowledge effectively to avoid negative peer influences? [Probe about issues such as parental support, media, school environment, cultural factors etc]

13) Suggest what intervention measures can be put in place to overcome challenges in Life Skills Education? [Probe about practical and objective strategies that can be taken to enable teachers efficacy in teaching, delivery and improving learning outcomes by various stakeholders such as MoE, parents, teachers, community and the greater society]

14) What is your opinion on the effectiveness of the LSE teaching approaches for LSE in regard to assisting learners acquire requisite skills to deal with negative peer related influences in your school?

15) Are there major hindrances to effective teaching and learning of LSE in relation to peer related influences? (Probe in relation to teaching methodologies, content, e.t.c)
APPENDIX VI: OBSERVATIONAL SCHEDULE

Classroom Teaching Observational Schedule for LSE Lessons

Form……………………Gender of the teacher…………………..Teaching subject…………………

<table>
<thead>
<tr>
<th>Item/Activity Observed</th>
<th>Indicator</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of teacher centered methods/approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture/dictation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Note taking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing notes on the board</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Learner-centered teaching methods / approaches</td>
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<tr>
<td>Class discussions</td>
<td></td>
<td></td>
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<tr>
<td>Question and answer</td>
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<tr>
<td>Role play</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Songs and dance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other observations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active use of teaching resources/Aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual work attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to student’s questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. CATHERINE WANJIKU MUNE of KENYATTA UNIVERSITY, 8-10300 kerugoya, has been permitted to conduct research in Kirinyaga County on the topic: ROLE OF LIFE SKILLS EDUCATION AND ITS IMPLICATION ON PEER INFLUENCE RELATED BEHAVIORS IN SECONDARY SCHOOLS IN KIRINYAGA COUNTY, KENYA for the period ending: 12th November, 2016

Applicant's Signature

Permit No.: NACOSTI/P/15/17421/8739
Date Of Issue: 12th November, 2015
Fee Received: Ksh 1000

Director General
National Commission for Science, Technology & Innovation