CONSTRAINTS TO IMPLEMENTATION OF LIFE SKILLS CURRICULUM IN SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA

ELOSE MATHENGE
E55/CE/15609/08

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATION MANAGEMENT, POLICY AND CURRICULUM STUDIES IN FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF DEGREE OF MASTERS OF EDUCATION, KENYATTA UNIVERSITY

JULY, 2018
DECLARATION

STUDENT'S DECLARATION

I confirm that this research project is my original work and has not been presented in any other university for consideration. The project has been completed by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other works- including the internet, the sources are specifically accredited and references cited using the current APA system and in accordance with anti-plagiarism regulations.

Elose Mathenge
E55/CE/15609/08

Supervisor’s declaration

This project has been submitted for appraisal with our approval as the university supervisors.

Dr. Wilfrida Itolondo, PhD
Department of Educational Management, Policy and Curriculum Studies, Kenyatta University

Prof. John A. Orodho, PhD
Department of Educational Management, Policy and Curriculum Studies, Kenyatta University
DEDICATION

This project is dedicated to my parents Wilfred Mathenge and Sophia Njoki, who sacrificed to educate me. I also dedicate to my husband for his moral support throughout the writing process.
ACKNOWLEDGEMENT

I acknowledge the support and input of everyone who contributed to the success of this research project. My greatest appreciation goes to my supervisors Prof. John. A. Orodho and Dr. Wilfrida Itolondo for their effort in reading and correcting my work. I would also like to thank the staff in the department of Educational, Management, Policy and Curriculum Studies, School of Education, for all the assistance they accorded me. I also extend my appreciation to the respondents who participated in filling in the questionnaires and to my interviews. I also wish to acknowledge my family members; my husband and my brother Moses. I also appreciate my colleagues; Gladys, Faith and Milka for their input in refining my work. Finally I would like to appreciate Boniface Githuku and Winnie Maiyo for proofreading.
TABLE OF CONTENT

DECLARATION .................................................................................................................. ii
DEDICATION ................................................................................................................... iii
ACKNOWLEDGEMENT .................................................................................................. iv
TABLE OF CONTENT .................................................................................................... v
LIST OF TABLES .............................................................................................................. ix
LIST OF FIGURES ......................................................................................................... x
ABBREVIATIONS AND ACRONYMS .......................................................................... xi
ABSTRACT ..................................................................................................................... vi

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY .1
1.1 Introduction ............................................................................................................... 1
1.2 Background of the Study .......................................................................................... 1
1.3 Statement of the Problem ......................................................................................... 8
1.4 The Purpose of the Study ......................................................................................... 8
1.5 Objectives of the Study ............................................................................................ 8
1.6 Research Questions .................................................................................................. 9
1.7 Significance of the Study ......................................................................................... 9
1.8 Assumptions of the Study ....................................................................................... 10
1.9 Limitations of the Study .......................................................................................... 11
1.10 Delimitations of the Study ..................................................................................... 11
1.11 Theoretical Framework .......................................................................................... 12
1.12 Conceptual Framework .......................................................................................... 14
1.13 Operation Definitions of Central Term .................................................................... 16

CHAPTER TWO .............................................................................................................. 17
LITERATURE REVIEW .................................................................................................. 17
2.1 Introduction .............................................................................................................. 17
2.2 Supervision of the Teaching and Learning of LSE by the Principals ...................... 17
2.3 Teachers and Learners Attitudes towards Teaching and Learning of LSE .......... 18
2.4 Teacher Training .................................................................................................... 19
2.5 Teaching Methods .................................................................................................. 19
2.6 Resource Materials and Facilities .......................................................................... 23
CHAPTER THREE: RESEARCH METHODOLOGY .........................26

3.1 Introduction ..................................................................................26
3.2 Research Design ...........................................................................26
3.3 Location of the Study .....................................................................27
3.4 Target Population ...........................................................................27
3.5 Sampling Technique and Sample Size ...........................................28
  3.5.1 Sampling Techniques .................................................................28
  3.5.2 Sample size ................................................................................29
3.6 Research Instruments ......................................................................30
  3.6.1 Pilot Study ................................................................................30
  3.6.2 Validity of Research Instruments ...............................................31
  3.6.3 Reliability of Research Instruments ...........................................31
3.7 Data Collection Procedures .............................................................32
3.8 Data Analysis Procedures ...............................................................32
3.9 Ethical Considerations ....................................................................32
  3.9.1 Confidentiality and Privacy .........................................................33
  3.9.2 Anonymity ..................................................................................33
  3.9.3 Informed Consent .......................................................................33

CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSIONS.....34

4.1 Introduction ..................................................................................34
4.2 Response Rate ................................................................................34
4.3 General Characteristics of the Respondents ....................................35
  4.3.1 Gender ......................................................................................36
  4.3.2 School Type ...............................................................................36
  4.3.3 Professional Training .................................................................37
  4.3.4 Life skill lessons .......................................................................38
4.4 Extent to which principals have supervised the teaching and learning of the Life Skills Education .................................................................39
4.5 The Students’ and Teachers’ Attitude towards Learning and Teaching of LSE respectively ................................................................. 41
4.6 The types of in-service training that the teachers have been exposed to ...... 45
4.7 The teaching and learning resources available for the teaching LSE ......... 47
4.8 The measures put in place by the curriculum developers to ensure effective implementation .................................................................................................................. 49

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .................................................. 52

5.1 Introduction ............................................................................................................. 52
5.2 Summary .................................................................................................................. 52
  5.2.1 Extent to which principals have supervised the teaching and learning of the Life Skills Education ................................................................. 52
  5.2.2 The students ‘ and teachers ‘ attitude towards learning and teaching of LSE ........................................................................................................ 53
  5.2.3 Types of in-service training the teachers have been exposed to .............. 53
  5.2.4 Teaching and learning resources available for the teaching LSE .......... 54
  5.2.5 Measures put in place by the curriculum developers to ensure effective implementation ............................................................................................ 54
5.3 Conclusions ............................................................................................................ 55
5.4 Recommendations .................................................................................................. 56
  5.4.1 Policy recommendations ................................................................................. 56
  5.4.2 Recommendation for Further Studies ............................................................. 57

REFERENCES ............................................................................................................. 58

APPENDICES .................................................................................................................. 61
Appendix A: Questionnaire for Life Skills Education Teacher ......................... 61
Appendix B: Student Questionnaire ........................................................................... 65
Appendix C: Interview Schedule for Assistant Director Cross-cutting issues at KICD ................................................................................................................. 69
Appendix D: Interview schedules for Principals ......................................................... 70
Appendix E: Research Time Frame ............................................................................ 71
Appendix F: Research Budget .................................................................72
Appendix G: Research Authorization form Graduate School .................73
Appendix H: Research Authorization from NACOSTI..........................74
Appendix I: Research Permit ..................................................................75
Appendix J: Research Authorization from County Commissioner ............76
Appendix K: Research Authorization from County Director of Education ....77
LIST OF TABLES

Table 3.1: Distribution of the sample respondents in Kiambu County ..................29
Table 4.1: Teacher’s responses on Attitudes towards Teaching and learning LSE .42
Table 4.2: Student’s responses on Attitudes towards Teaching and learning LSE..43
Table 4.3: Teacher's responses on the availability of resources ..........................45
Table 4.4: Student’s responses on the teaching methods .................................46
Table 4.5: Teacher's responses on the availability of resources ......................47
Table 4.6: Student’s responses on the availability of resources ......................48
LIST OF FIGURES

Figure 1.1: Conceptual representation of the implementation of LSE and the various variables that affect the implementation process ........................................15

Figure 4.1: Response rate ....................................................................................................................................35

Figure 4.2: Genders of the Respondents ........................................................................................................36

Figure 4.3: School Type ....................................................................................................................................37

Figure 4.4: Training ........................................................................................................................................38

Figure 4.5: Life Skills Lessons ...........................................................................................................................39

Figure 4.6: Teachers Competencies in Teaching Life Skills Education .................49
### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>ESAR</td>
<td>Eastern Southern Africa Region</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>H.I.V</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>K.I.E</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>LISP</td>
<td>Life Skills Promoters</td>
</tr>
<tr>
<td>LSE</td>
<td>Life Skills Education</td>
</tr>
<tr>
<td>MOEst</td>
<td>Ministry of Education of Science and Technology</td>
</tr>
<tr>
<td>NAYA</td>
<td>Network of Adolescence Youth for Africa</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology</td>
</tr>
<tr>
<td>SCT</td>
<td>Social Cognitive Theory</td>
</tr>
<tr>
<td>STI</td>
<td>Sexually Transmitted Diseases</td>
</tr>
<tr>
<td>TACS</td>
<td>Teachers Advisory Centres</td>
</tr>
<tr>
<td>TOTs</td>
<td>Trainer of Trainers</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UNGASS</td>
<td>United Nation General Assembly Special Session</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
</tbody>
</table>
ABSTRACT

Though Life Skills Education is being implemented in secondary schools, effective teaching seems to be hampered by several factors. The purpose of this study was to investigate constraints to implementation of Life Skills Education in secondary schools in Kiambu County, Kenya. The study was guided by the following objectives: to determine the extent to which principals have supervised implementation of the Life Skills Education, to evaluate the students’ and teachers’ attitude towards teaching and learning of LSE, to establish the type of in-service training that the LSE teachers have been exposed to and to find out the teaching and learning resources available for teaching of LSE in secondary schools in Kiambu County. This study was informed by Problem-Behavior Theory and Social Learning Theory. The study adopted descriptive survey design and generated both qualitative and quantitative data. The target population comprised sample frame of 7012 students, 248 teachers of LSE, 248 schools principals and the assistant director in charge of LSE in Kenya Institute of Curriculum Studies. The sample size was 752 representing 10% of the population. The researcher used questionnaires to collect data from teachers and students while interview schedule was used to collect data from the principals and the Assistant director at Kenya Institute of Curriculum Development. Piloting was done to test the validity and the reliability of the instruments of the study. Both quantitative and qualitative data was collected based on the study objectives. The quantitative data was analyzed using descriptive statistics. The major statistics produced by Statistical Package for Social Sciences include: mean, standard deviation and frequency distribution. Findings were presented using tables, graphs and charts. The findings of this study show that in many schools, Life Skill Education was not taught at all. Some of the challenges mentioned by principals who admitted not to have supervised implementation of Life Skill Education include lack of materials and teachers trained in LSE. Furthermore, both teachers and students had positive attitude towards teaching and learning of LSE. On the other hand, majority of the students under study admitted that they were able to manage their emotions better after being exposed to Life Skill Education. Majority of the teachers agreed that the in-service training they had been subjected to is relevant in teaching LSE. Moreover, most students admitted that some teachers used role play, question and answer instructional methods as well as storytelling techniques; all of which are teaching methods of Life Skill Education. However, the findings further show that a considerable proportion of students did not see their teachers employing these methods. Further, time allocated for Life Skill Education was also found to be inadequate with some teachers sighting that the lessons never existed in the timetable. The interview with the Assistant Director in charge of Life Skills Curriculum at KICD further revealed that no in-service training has been conducted since 2008 due to lack of finances. The study recommends that the Ministry of Education should compel principals to ensure Life Skill Education is taught in all the schools by developing a framework that outlines its clear implementation plan. The findings of this study may be significant to the teachers, students, principals and curriculum developers with regard to addressing the constraints identified hence enhancing effective implementation of LSE.
CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions, limitations, delimitations, significance of the study, theoretical framework, conceptual framework and operational definition of central terms.

1.2 Background of the Study

Education is one of the most important aspects of life when it comes to development of an individual. It enables human beings to deal with the demands and challenges of everyday life in such a manner that depicts critical and creative thinking. Life Skills Education as a subject is taught in primary and secondary schools and its core goal is to equip the learner with psycho-social knowledge and experience that would help him or her to: solve pertinent problems, think critically and creatively, make practical decisions, practice good communication skills, build and uphold healthy relationships, intervene in assisting those in need as well as lead a proper and productive life. It is a well-planned course of behaviour modification approach that is centred on the development of psycho-social skills necessary to lead a good life. It goes beyond the normal provision of information to the advancement of developing an individual in a wholesome manner (Nzomo, 2005).

A report on National Life Skills stakeholders education forum prepared in July 2007, states that there exists many challenges facing young people in the world today, as a result of the fast changing world. The challenges may be psychological, social or
economic which may contribute to health and social problems among individuals in the society. Manifestation of such conditions includes stress, low self-esteem and low self efficacy. When the psychological and social needs of the youth are not met, they become maladjusted, with a big number resorting to drug and substance abuse, irresponsible sexual behavior, increased crime rate, violence, riots, suicidal tendencies and general indiscipline (Banyard et al 1998).

The LSE curriculum of secondary schools equips the learners with psycho-social competences that enable them to appreciate the need for life skills in everyday life. Moreover, the curriculum enable them to acquire values, attitudes and help them develop skills that will enable them to become useful members of the society, appreciate the fact that they are unique human beings, promote self-esteem, acquire the ability to cope with life stresses and appreciate the critical need for healthy co-existence and demonstrate their willingness and ability to practice the acquired skills to consistently relate and co-exist with their friends and colleagues in such a way as fulfill social expectations, acquire skills that can help them make informed and appropriate decisions when confronted with challenging life occurrences. Moreover, LSE training is expected to help the learners to deal with new issues that are confronting humanity on daily basis. It also helps them to develop and apply life skills that inculcate the ability to performance in education especially in subjects or questions that require critical and creative thinking.

The LSE develop and helps the learner to apply life skills that promote formation of positive behavior and change as well as being alert on their rights and social expectations including respecting other people’s rights. Life Skills Education program
therefore, helps the learners to gain valuable information and develop positive attitudes towards life in general (KIE, 2008; Wachira, 2010).

The need to apply Life Skills as a practical response to the challenges facing the humanity and specifically young people has been discussed in a plethora of international platforms.

Such forums include: the Convention on the Rights of the Child as well as the International Conference on Population and Development, and Education for All. One of these forums was the UNGASS Declaration which articulates that; at least 90% of young people by year 2005 and 95% by the years 2010 have access to education, information and services necessary to develop life skills needed to reduce their vulnerability to STIs especially HIV infection, in meaningful partnership with young people, their parents/guardians, educators as well as health care providers, (UNGASS Declaration, 2010).

The Convention on the Rights of the Child Article 19 No.1: protection from abuse and neglect, articulates that parties must take all necessary educational measures to protect the child from all forms of mental or physiological violence, abuse, neglect, maltreatment or exploitative actions including sexual abuse. Article 28, rights on education, states that the parties recognize the right of the child to education and shall take any measures to encourage regular attendance at schools and reduction of dropout rate. Article 29 No. 1c: goals on education, states that the parties agreed that the education of the child shall be directed to the preparation of the child for responsible life in a free society, in the spirit of understanding peace, tolerance, equality of sexes and friendship among all people, ethnic, national and religious
groups. Article 33, on drug abuse, states that the parties shall take appropriate measures including educational measures to protect children from use of narcotic drugs and psychoactive substances (Conventional of the Right of the Child, United National general assembly 20th November 1989).

The World Health Organization stipulates five main areas of Life Skills that are believed to be important and which are applicable across different socio-cultural settings (UNICEF, 2002). They include problem solving, decision making, critical and creative and thinking, communication skills as well as interpersonal relations.

There are compelling reasons explaining the worldwide application of Life Skills Education. For instance, Baylies, (1998) explains that the thought of Life Skills as an important educational subject originated from North America. Since then, many countries in the world are now contemplating introducing Life Skills Education as a remedy to unresponsive traditional education systems, which seem to be out of touch with the current realities of social and economic life. The WHO asserts that there is an increasing rate of adoption of Life Skills Education as a primary preventive mechanism of students’ unrests in schools as well as quelling the problem of school dropouts. Application of Life Skill Education has resulted to improved foundation for learning skills, which are highly in demand in today’s job market (WHO/nt/mental health/media/en/30 19/8/2011).

The United General Assembly Special Sessions (2016), recommended adoption of efficient and practical primary prevention mechanisms that protect children and youth from indulging into drug and substance abuse by providing them with valuable information regarding the dangers of drug and substance use. This is done through
promoting useful skills and appropriate opportunities to choose better lifestyles as well as develop good parenting and healthy natural environments.

Tindrebeogo (2003), emphasis on teaching of LSE in schools because, they admit children between the ages of 5-18. This is the stage where many changes are taking place and they are very vulnerable to the psycho-social changes. The school, in his view, is therefore an ideal place to inculcate life skills. These are significant formative years for acquisition of long-term behaviour and self-directed skills, hence educators need to take advantage of this stage to impart useful skills and avert the misfortunes attributed to this age category.

Modern education stresses on academic knowledge. Prioritizing academic knowledge without giving attention to acquisition of psycho-social skills is very incomplete when preparing young learners for the many challenges that galvanize our world today (wiki.educator.org). Currently, our school curriculum emphasis on examination performance.

According to Monitoring and evaluation of HIV/AIDS education report (1999), there was a significant difference between knowledge and positive behaviour change among young learners. Life Skills Education, was therefore, perceived as the basic gap measure, hence the importance of incorporating it into both the basic and tertiary curriculum. It was in this background that, in the year 2000, Life Skills Education was introduced in Kenyan primary and secondary schools. The Ministry of Education then decided to adopt a curriculum and set up instructional materials for standard 1-8 and form 1-4, through financial support from United Nations Children Funds (UNICEF). A total of 40,000 sets of instructional materials were produced in 2002. A selected
group of teachers from three UNICEF assisted districts were trained on Life skills Education for implementation in a few primary and secondary schools. This was done through integration of the content in all the subjects to equip students and teachers with adaptive ability and positive behaviour that would enable them deal effectively with the demands and challenges of every day life. The major content materials that were integrated were on HIV/AIDS, drug and substance abuse. (Nzomo, 2006).

Following the meeting between between MOE and UNICEF in mid 2005, it was agreed that a study tour be undertaken in Zimbabwe and Malawi to observe and draw lessons from their experiences in implementing Life Skills Curriculum over several years in the learning institutions. The team observed that implementation of LSE independently was more effective. (National Life Skills Stalkholders Education Forum report, 2006).

Prior to the introduction of LSE there was the national Life skills stakeholders education forum at K.I.E renamed as KICD in 2006 which recommended that: Life skills be taught as an independent subject and be allocated one lesson per week. Secondly the forum also recommended the In-service training of teachers especially those who teach Religious Education and the Head of Department guidance and counselling who would later implement Life Skills Education. The Kenya Institute of Curriculum Development was mandated to prepare and publish a curriculum and curriculum support materials on LSE for distribution at all levels. The research was seeking to establish the adequacy of in-service program to LSE teachers and the availability of teaching materials.
They recommended that the stakeholders take their roles as follows: Ministry of Education was to assess and ensure the implementation of Life Skills Curriculum, strengthen the orientation of the teachers, monitor and evaluate the implementation process. Parents on the other hand were to give the goodwill while the teachers were to impart and support the teaching of Life skills. The current study was seeking to establish whether the teachers were teaching the Life Skills Education consistently.

In 2007 a directive was issued by the MOEST indicating that Life Skills Education be included in the school timetable in all secondary schools once a week (Manual for National Life skills stakeholders Education Forum, (2006). The Teachers Advisory Centre tutors were selected from the districts and trained on life skills to train Trainer of Trainers. This study was to find out whether LSE is allocated in the timetable.

Network of Adolescence and Youth for Africa (NAYA Kenya, 2008) launched the second Adolescent International Conference, organized by the African regional office of planned parenthood. NAYA conducted a survey in both primary and secondary schools in Kenya, to assess the situation and ascertain the extent to which Life Skills Education was being implemented in Kenya. The survey was put into the public light in 2011, at a time when rapid assessment report of effectiveness of Life skills education in Kenya was being delivered.

The implementation of Life Skills Education in managing the emerging issues is however dependent on the various factors within and outside the school. The important factors within the school includes the teachers and students attitudes towards the subject, teaching/learning resources, LSE teachers’ competencies and the supervision of the teaching and learning of LSE.
1.3 **Statement of the Problem**

There is a heightened worry over the increasing cases of teenage pregnancy, abuse of drugs and harmful substances, poor academic performances, students’ unrests, high school dropout rate, suicidal tendencies, increased criminal activities among other social evils that have been condemned in the society amongst the youths in Kiambu County. The grounds of these problems are considered to be related to inadequate knowledge on Life Skills Education which should equip the learners with psychosocial competencies, ability to make clever decision, solve pertinent problems facing them and the society, apply creative and critical thinking effectively, communicate efficiently, form and build healthy relationships. (Abobo and Orodho 2014). The challenges facing the young people are hindering the policy of the Ministry of Education to provide quality Education for All (EFA). Therefore there was the urgent need to establish the constraints to the implementation of Life Skills Education in Kiambu County.

1.4 **The Purpose of the Study**

The purpose of the study was to investigate the constraints to implementation of Life Skills Education in Secondary Schools in Kiambu County, Kenya.

1.5 **Objectives of the Study**

The specific objectives of the study were:

1. To establish the extent to which principals have supervised the teaching and learning of the Life Skills Education in Kiambu County.

2. To determine the students’ and teachers’ attitude towards learning and teaching of LSE respectively in Kiambu County.
3. To establish the types of in-service training the teachers of LSE have been exposed to in Kiambu County.

4. To find out the teaching and learning resources available for the teaching LSE in Kiambu County.

5. To find out the measures put in place by the curriculum developers at KICD to ensure effective implementation of LSE in Kiambu County.

1.6 Research Questions

The study was guided by the following research questions

1. To what extent have principals supervised the teaching and learning of Life Skills Education in Kiambu County?

2. What is the students’ and the teachers’ attitude in the learning and teaching of LSE in Kiambu County?

3. Which types of in-service training have the teachers of LSE been exposed to in Kiambu County?

4. Which teaching and learning resources have these teachers of LSE been provided with in Kiambu County?

5. What measures have been put in place by the curriculum developers at KICD to ensure effective implementation of LSE in Kiambu County?

1.7 Significance of the Study

The information obtained from this study will be significant to the stakeholders in Kiambu county. The findings will give useful insights to the curriculum developers on the constraints facing the implementation of LSE. They may use the information to
review the existing learning resources that have been recommended for use in primary and secondary schools and recommend the development of more resources.

The findings may also benefit the principals. It will act as an awareness tool in schools where the implementation is not taking place. It may help them facilitate the in-service training of the LSE teachers to equip them with appropriate skills. It may also help them to be more proactive in supervision of teaching and learning of LSE.

The findings will assist the LSE teachers to evaluate their attitude towards the implementation of Life skills education. This may help them to become more committed in teaching the subject. It may create interest in in-service training to equip them with the required skills in teaching Life skills. Teachers will help create interest in the students, making them actively participating in the learning process. This study revealed the learners response in the teaching and learning which may help them work on their attitude on LSE and see its important in equipping them with skills that help them to cope with daily life challenges.

1.8 Assumptions of the Study

1. It was assumed that teachers of Life Skills Education had been exposed to some training through workshops, seminars and in-service and therefore were capable of responding to the questionnaire administered

2. The students, teachers and principals sampled represented the whole population.

3. The study respondents willingly and truthfully provided information upon which the findings, conclusions and recommendations of the study were based.
1.9 Limitations of the Study

1. The study was limited in public schools only because it was where teachers feel reluctant to implement LSE because it was not directly examinable. For more comprehensive result, the researcher would have gathered information from Teachers Service Commission and quality assurance but was limited only to students, teachers, and principals and Assistant Director cross-cutting issues from KICD because of time.

2. There was a limited published literature on LSE due to the fact that it is relatively a new area.

3. Resources was a limitation.

1.10 Delimitations of the Study

1. The study was limited to 25 out of 248 public secondary schools in Kiambu County, for a more conclusive result all the schools counties should have been included.

2. Although the subject is compulsory only a few students were sampled in each class.
1.11 Theoretical Framework

This study employed Problem-Behaviour Theory, which was coined by Jessor and Jessor (1977) and social learning or Social Cognitive Theory (SCT) by Albert Bandura (1986). According to problem-Behavior Theory, adolescent’s behavior is a product of complex multiple interactions between human beings and their immediate environment. This theory’s main concern is the relationship among personality system (expectations, beliefs as well as attitudes towards self and society as a whole), perceived environmental system (friends’ and parents’ perceptions, behavioral attitudes), and behavioral system (social acceptability of different behaviors).

As far as this study was concerned, there was need to find out the constraints to implementation of Life Skills Education. The skills intended to be learnt are important because it is through topics such as critical thinking, effective communication and negotiation that are taught to empower the teenagers to promote positive behavior change.

The Social Cognitive Theories (SCT) by Albert Bandura, argues that, human operations results from a product of evolving interplay of individual behavioral and influences from the environment. For instance, people’s interpretation of the results of their individual behavior affects their immediate environments as well as their personal factors. This in turn, influences their future behavior. Bandura’s (1986), concept is anchored on this foundation. He argues about reciprocal determinism, where individual factors in the form of cognition, affect biological events while behavior and environmental influences create interactions that result in a triadic recipricality.
In school for example, Social Cognitive Theory stated that teachers struggle to improve academic learning processes and also the confidence of their students. When SCT is used as a guiding framework, teachers can succeed in improving student’s emotional states as well as correct their faulty self-description and habits (personal factors), improving their learning skills and self-directed practices (behavior), and alter the school classroom structures that may work to undermine students success. The SCT is rooted in the view of human agency in which individuals are agents proactively engaged in their own development and can make things happen by their actions. Key to this sense of agency is the fact that, among other personal factors, individuals possesses if directed intuitions that enables them to practice a measure of control over their feelings, thoughts and actions than what other people think, believe and feel influence their behavior. Bandura (1986), provided an explanation on how human beings come to hold on certain understanding about them. Bandura asserts that individuals should be viewed as both products and producers of their own environments and of their social systems. Because human lives are not lived in isolation, Bandura expanded the conception of human agency to include collective agency. People work together on shared beliefs about their capabilities and common aspiration to better their lives. The SCT was therefore applicable in this study in the sense that the manner in which the teacher views Life Skills Education would influence the approach to teaching Life Skills Education. If teachers felt that the teaching of Life Skills is not their responsibility they would not prepare relevant and suitable teaching and learning materials for Life Skills Education as they would feel that it is an extra work.
It was anticipated that if teachers considered Life Skills to be serious, they would motivate the learners to like it and learners would acquire Life Skills to cope with body changes for example skills for knowing and living with oneself, skills of knowing and living with others and skills of effective decision-making (KIE, 2002). Students would learn skills such as; self-awareness, self-esteem, coping with emotion, assertiveness, effective communication and negotiation skills. The outcome of these skills would be reduction of teenage pregnancies abortion, HIV/AIDS infection, school dropout, poor performance drug and substance abuse and strikes in schools, on the other hand, if the implementation is not effective, all these will be rampant.

1.12 Conceptual Framework

The framework below shows the relationships between the variables of the study. According to the framework, the dependent variable in this study was effective implementation of Life Skills Education in secondary schools. The independent variables were: the availability teaching and learning resources, teachers’ and learners’ attitude, supervision of teaching and learning of LSE by the school principals. The conceptual frame work was used to show the relationships between the two variables.
Teachers need to be trained appropriately to handle Life Skills Education in secondary schools, teachers’ positive attitudes towards teaching enhances the same attitude of their learners. The teachers also need proper resources to facilitate proper teaching and learning which will lead to successful implementation of LSE. Finally for the success of implementation of LSE supervision of the teaching process and support of the school is Kenya.
1.13 Operation Definitions of Central Term

**Life skills**- Refers to the learned behaviours by teenagers that are necessary for effective living including requisite knowledge or conditions for development or acquisition of such behaviour.

**Life skills education**- Refers to the education that adopts a comprehensive change approach that focuses on the development of a teenager in a holistic aspect.

**Psychosocial**- Refers to a concept that explains how mental abilities influence societal aspect of a person.

**Stand-alone**- Refers to the teaching of life skills education as a subject within time allocated on the timetable

**Youth** – Refers to the pupils in secondary school between ages 13-19 year.

**Dropouts** –Refers to the learners who don’t complete their secondary education

**Implementation**- Refers to the process of teaching and learning of Life Skills Education

**In-service training**-Refers to Life Skills Education training that teachers are exposed to Equip them with skills and competencies, so that the are able to implement the LSE curriculum

**Motivated learners**-Refers to students who have self drive in the learning process

**Disciplined students**- Refers to learners who uphold morals and values that are Acceptable in the society
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of related literature in line with the research objectives: the principals’ attitudes towards implementation of LSE, the teachers’ and learners attitudes towards teaching and learning of LSE, teacher training, the resource materials and facilities, assessment and summary and gaps.

2.2 Supervision of the Teaching and Learning of LSE by the Principals

School principals are role players inside the core set up of school. Administrators add to the effective execution of educational programs if they satisfy their part as educational modules and instructional pioneers. (Ornstein & Hunkins, 1993). In their role as curriculum and instructional leaders, the principals are required to invest energy by monitoring teaching in the classroom, plan staff advancement programs and modify school environment to enhance instructional process (Ornstein & Hunkins, 1993). Principals are then expected to take a major role in the training processes of the Life skills teachers in their schools.

Prinsloo (2007) in South Africa found that an absence of responsibility by school principals in making the program a win at the school level is a challenge facing the implementation of the Life skills program. Some principals indicated that it was difficult for them to support the implementation of Life skills because many learners in their schools are careless, irresponsible and have no vision or mission in life. The principals felt that there was little impact Life Skills Education could make on the learners even if the principals provided some support for the teaching of the subject in
their schools. The principals’ excuse for their lack of commitment to make the Life skills program a success in their schools may be considered as a negative attitude.

In Kenya, the principals complain of lack of time and overload which show a negative attitudes and thus inadequate implementation. In this study, the researcher intended to find out if the principals were supervising the teaching and learning of LSE as one of the reason for ineffective implementation in Kiambu County.

### 2.3 Teachers and Learners Attitudes towards Teaching and Learning of LSE

Thurstone (1931) defines attitudes as the effect for or against a psychological object. Thurstone suggests that there is need to test people’s state of mind; this can be accomplished by surveying people’s opinions and convictions which he considers to be verbal articulations of demeanours. He recommends that there is need to test the teachers’ mentality in relation to LSE. This is because teaching is a process guided by educational values, personal needs and by a variety of beliefs or generalizations that the teacher holds to be true. The research aimed at finding out how the teachers’ attitude affects the implementation of LSE.

The students likewise assume a critical role in the successful implementation of a curriculum innovation. Just as teachers, students must accept a curriculum for it to be successful (Orodho, Waweru, Getange & Miriti, 2013). It is when students respond to the learning experiences they encounter in the curriculum with the cooperation of their educators, that a successful implementation of a curriculum can be achieved at classroom level. If these students see little importance in the curriculum activities taught, they are not going to be motivated to participate to learn (Githinji, 2007). The study was to research the students’ attitudes towards learning of LSE.
2.4 Teacher Training

A study in Zimbabwe on challenges facing the implementation of a Life skills program Rembe (2006), point to the cascade model of teacher training as one of the challenges in the implementation of the program. He notes that the cascade training strategy of teachers is disappointing because few teachers are chosen and receive training and they in turn, train others in schools and this leads to the required information not to be transmitted properly and it consequently fails to equip teachers with the requisite skills. The poor preparation of teachers under the cascade approach was further undermined by the short duration of the courses (one to three days). Deep conceptual content knowledge and skill development requires significantly more time. The current study was seeking to establish how the in-service training has affected the implementation of LSE.

In Kenya, through the use of the TOTs, KICD trained teachers at both the national and provincial levels between 2008 and 2009. The Ministry of Education recommended that two teachers with guidance and counselling certificate be trained from each school and that they go and train their colleagues. The current study established that after 2009 no more training of teachers on LSE had taken place.

2.5 Teaching Methods

The Life Skills Education syllabus and the teacher’s guide recommend that teachers utilize participatory instructional methods in which students identify their own problems, find solutions, and plan and carry complete effective action programs (MOE, 2006). The participatory instructional methods assume that learning is best achieved by requiring learners to be actively involved during lessons. Influential
cognitive psychologists like Piaget (1896-1980) believed trusted learners learn by building their own language.

According to the studies of Abobo (2012), the findings show that the participatory teaching and learning methods recommended for the teaching of LSE includes; case studies, brainstorming, field visits, panel discussions, narrations, songs, group discussion, debates, posters, role play, games, projects, poetry recitals and drama (KIE, 2008). These are highlighted in the following paragraph.

Debates are discussions which involve two opposing parties with each group expressing opinions or views about a given topic. Each group competitively attempts to win the other to their side of the argument. When the discussion is over, the group with more points becomes the winner (KIE 2008).

Case studies are true or imaginary, and describe a problem, situation or character. There could be a dilemma where participants are required to come up with solutions to a conflict. Sometimes it offers clues on how to solve a problem or provoke the reader’s abilities to solve the problem (KIE, 2008). Case studies should be interesting, appealing and relevant to the reader’s imagination. They are useful when the teacher wants to appeal to the learners’ emotions, expect the learners to identify and internalize the concepts and issues raised in the case, expects the learners to apply the skills learned to solve similar problems when they encounter them and when he/she wants them to appreciate that others undergo similar challenges. A case study can be developed by a teacher or selected from already developed ones in relevant books (KIE, 2008).
Role plays are short drama episodes in which participants experience how a person feels in a similar real life situation. Role play can be used when: developing specific skills such as negotiation, assertiveness, communication and self awareness; discussing sensitive issues such as gender which the teacher may feel uncomfortable with, clarifying new and unfamiliar concepts and demonstrating how a skill can be applied in a given situation. Role plays are considered to require little preparation and are not necessarily rehearsed. They should be as spontaneous as possible. However, the teacher needs to bear in mind situations when and where to use them in the teaching process (KIE, 2008).

Story-telling involves telling of narratives with particular themes based on actual events. They give detailed information about an event in an interesting way while still passing on a moral message. Stories can be composed or collected based on specific themes of life skills such as assertiveness, negotiations and decision making (KIE, 2008). When reading or telling stories, they should be dramatic and larger than real life experiences. The stories could be presented in a variety of ways by utilizing tonal variation, facial expressions and audience involvement. Students should, therefore, be encouraged to come up with their own stories from their communities or other sources.

Games are interesting and exciting activities which have set rules. They can be used when: clarifying difficult issues, discussing sensitive issues enhancing the quality of interaction in a group, learning and practicing new life skills, increasing the participants’ knowledge of each other and making presentations interesting (KIE, 2008).
Miming is acting without words but by use of gestures, signs, physical movement and facial expression. Unlike drama, the idea or situation is solely communicated through actions. Miming is suitable for communicating sensitive messages. It helps in expressing messages which cannot easily be put into words (KIE, 2008).

Question and answer method is where the teacher or the learner tries to find out information through asking questions and getting answers from respondents. It is usually a flow of information from the teacher to the learner. It is an effective method of teaching life skills education because it stimulates learners’ thinking and creativity. It is therefore, central to effective teaching of LSE (KIE, 2008).

Songs and dances are musical compositions on topical issues and themes. They may convey messages on contemporary issues in the society. They can be used in characters’ value and reinforced. Songs and dances can be used to develop and strengthen Life Skills such as self awareness, empathy, effective communication skills and conflict resolution. They are normally used when one wants to pass culturally sensitive messages in an interesting manner. Teachers can compose the songs or request the learners to gather some or use already existing ones. The songs should be interesting, appealing, easy to learn and familiar with the students. They can be accompanied by dance, re-enforced by use of puppetry. Due to the interesting nature of dances, they have appealing and immediate impact on the learner (KIE, 2008).

Poetry and recitals are compositions which capture events, themes and situations in a short and precise manner. They communicate feelings, opinions, ideas, habits and their experiences. They can be in the form of songs, recitations, chats or be dramatized to enhance acquisition of various Life Skills. They can be used to appeal
to people’s emotions to enable them adopt behavior towards a desired direction (KIE, 2008). This research therefore intended to identify the teaching methods utilized and whether they were being used effectively to implement LSE in Kiambu County.

2.6 Resource Materials and Facilities

As indicated by KIE (1999), broad assortments of materials are fundamental for effective teaching of any subject. These must be pertinent and intriguing to profit the learning process. The teacher ought to decide the best assets for a particular lesson and the good ought to be used as a part of the sanest and intelligent way to strengthen a specific learning movement. Some resources can be purchased or sourced from the environment or borrowed. They make learning of LSE intriguing, genuine and agreeable and urge understudies to hold information (KIE, 2008).

On the utilization of teaching Aids, (Aila 2005), observed that they are critical because they are utilized to expand learning, produce interest and make a circumstance where the understudies could completely take part in the classroom exercises. The materials and equipment introduced in the classroom setting ought to be varied in order to provide the learner with many and varied opportunities for him/her to acquire the learning they need (KIE, 2008). The study was to find out the availability of learning resources and facilities.

In his study, Abobo (2012) found out that most of the sampled schools in Trans-Nzoia lacked adequate teaching learning materials which included textbooks, teacher’s guides, reference materials, charts, and video led to negative implementation. This study therefore was to reveal the adequacy of teaching learning facilities whether they affect the teaching of LSE in secondary school in Kiambu County.
2.7 Assessment

Assessment in the form of examinations influences curriculum implementation in that due to the great value given to public examination certificates by communities and schools, teachers tend to concentrate on subjects that are examinable and are thought to promote academic excellence. This can affect the achievement of the broad goals and objectives of the curriculum (Whitaker, 1993). Rooth’s (2005) study in South Africa indicates that Life Orientation is not being taken seriously because it is not an examinable subject. In some cases, it is not being taught at all despite the fact that it is included on the timetable. In other schools, it is not even included on the timetable. The non-examinable status of Life Orientation in South Africa is thus undermining its implementation. The researcher was to find out whether by the fact that LSE is not examinable was hindered the level of implementation.

2.8 Research Gaps

The literature reviewed in this study has shown that a Life skill Education has attracted the attention of many researchers who have tackled the topics in different perspectives. However various challenges continue to be encountered especially in secondary schools in regard to achieving the intended outcomes of LSE. The study recommends the work of the scholars but point out areas of concern that may have lead to hardship in implementing LSE in Kenyan secondary schools.

For instance, Wachira (2010), explains various experiences in schools that have shown low or no acquisition of Life Skills Education such as contracting HIV/AIDS, unwanted pregnancy, drug addiction, broken families, school drop-outs, failure in examinations, wars, ethnic clashes, riots in institutions and even suicides. However,
their study does not show what makes LSE ineffective in the population they studied. Moreover, their study was based on the outcomes of poor delivery of LSE. This present study was focussing on the constraints that have hindered proper practice of holistic LSE in secondary schools.

Prinsloo, (2007), identified lack of commitment by some school principals as a major hindrance to Life Skills Education. However this study was conducted in South Africa which showed a different scenario from the Kenyan setup. His use of quantative research design failed to account for opinion based responses. This study used both quantative and qualitative methods in order to capture a wide source of knowledge.

Orodho, (2013), explains that students need to accept the life skills curriculum for its successful implementation. However, their study does not explain the reasons why students could fail to accept the curriculum. This study believed that failure of students to accept a curriculum could have been influenced by underlying challenges that if identified the process could be better.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research methods and procedures that were used in the research. It describes the research design, location of the study, the target population, the sampling techniques, research instruments, pre and piloting study, data collection techniques, data analytical techniques, Logistical and Ethical Considerations.

3.2 Research Design

The study utilized descriptive survey design to explore the constraints facing the implementation LSE curriculum. Descriptive study is a strategy of gathering data by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2009). It was chosen because it portrays what exists or wins, conditions and connections as they are with the plan of utilizing information to legitimize current conditions and practices or to enhance them. Because of this, it empowered the researcher to establish the constraints limiting effective implementation of LSE in secondary schools in Kiambu County. The technique was also utilized because it was helpful in getting quantitative data regarding implementation LSE in schools.

Descriptive survey design was utilized as a part of preparatory and exploratory studies, to enable research to gather information, summarize, present and interpret for the purpose of classification. (Orodho, 2012), Borg and Gall (1985) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The researcher gathered the information on constraints limiting effective implementation of LSE, summarized it,
present and interpreted for the interest of the involved stakeholders by including a broad category of partners the study fits within. The cross-sectional sub-sort of descriptive survey study designs.

3.3 Location of the Study
This study was carried out in Kiambu County which is situated in Central Region adjacent to the northern border of Nairobi County. The County has 248 public schools and 248 teachers in charge of guidance and counseling. Due to the fact that Kiambu County is located near Nairobi County, there is a lot of interference of urban influence. This influence can be reduced by effective implementation of LSE curriculum, which is aimed at equipping the learners with skills to enable them cope with the challenges in the society. In addition 176 of the total number of schools are day schools, implying that most students are exposed to the psycho-social challenges on a daily bases, hence the need to be empowered. The area was chosen because of its accessibility and familiarity to the researcher. Mugenda (1999) argues that the ideal setting for any study should be easily accessible to the researcher.

3.4 Target Population
According to Mugenda (1999), population is defined as entire groups of individual, events or objects having a common observable characteristic. The target population study was 248 public secondary schools in Kiambu County. The study population comprised of 248 heads guidance and counselling teachers since they were incharge of implementing the LSE curriculum in their respective schools. They were also targeted to establish how their attitudes contributed to the implementation of LSE. In addition 248 administrators were targeted. According to County Education Office
record 2015, Kiambu County had 248 public schools, 248 principals, approximately 248 heads on guidance and counselling teachers.

In descriptive survey studies two categories of respondents are crucial, namely, informed specialist and consumers (Luck and Ruben, 1992). On this regard the study also targeted the Assistant director incharge of cross-cuttings issues at KICD who is directly involved with all the policies pertaining LSE curriculum.

3.5 Sampling Technique and Sample Size

3.5.1 Sampling Techniques

A sample is a small group obtained from the accessible population. (Mugenda and Mugenda, 1999). For the purpose of this study out of the 248 public secondary schools, 25 secondary schools were sampled. According to Croswell (2013), 10% of the total population is acceptable in a descriptive research.

Purposive sampling technique was used to select the study subject in which all the categories: girls, boys and mixed secondary schools were included in the study. In purposive sampling technique individuals are included in the sample because they are judged to possess important, special and unique information that the researcher feels that such information is a representation of that population. (Mugenda and Mugenda, 1999). From each category 3 boys, 4 girls and 18 mixed secondary schools were selected. Simple random technique was used to select the 28 students from each of the sampled schools.

Purpose sampling technique was used to sample one teacher who have been trained to teach LSE or who are teaching LSE in case there were no trained one in that school
with the help of head of guidance and counselling teacher. All the principals of the selected schools were sampled and interviewed. The Assistant Director in charge of LSE curriculum in KICD was interviewed.

### 3.5.2 Sample size

The sample comprised of 25 secondary schools. Creswell (2013) observe that in descriptive research, 10-20% of the total population is acceptable. Due to the large number of schools in the area of study 10% sample size would give more comprehensive results. A sample of 10% of the targeted population of students was used for the purpose of this study i.e a total of 701 students. A total of 25 teachers were expected to fill the questionnaire which makes up 10% of the population. A total of 25 principals which makes it 10% was to be interviewed and the Assistant Director in charge of Life Skills Curriculum at KICD. The entire sampling matrix will yield to a total of 752 for the proposed study. The distribution for respondents is shown on table 3.1.

<table>
<thead>
<tr>
<th>Table 3.1: Distribution of the sample respondents in Kiambu County</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sampling frame respondents</strong></td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>LSE teachers</td>
</tr>
<tr>
<td>Assistant Director KICD</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
3.6 Research Instruments

Curriculum Developers key informant Interview Schedule was designed to find out the rationale for the introduction of Life Skills Education in Kenya, the prior preparation before introducing the subject. It was also used to provide more information about resources needed for life skills education.

The School Principal Interview Schedule was used for school principal to establish how they support teachers of LSE, the criterion they used to select the teachers who have been allocated the LSE lesson, what value they attach to the subject and their frequency of supervision of its teaching.

Life Skills Education Teachers Questionnaire was used to find out the teachers attitude towards the subject, in-service trainings if any that teachers have been exposed to, also find out challenges experienced in terms of time, resources and personnel in the implementation process.

Students Questionnaire was designed to establish the students attitude towards Life Skills Education. The method of teaching that they enjoy, the learning materials that have been provided and consistency of teaching that was taking place in their classes.

3.6.1 Pilot Study

The purpose of the pilot study was to ensure validity and reliability of the instruments. According to Murray (2009), piloting is important because it helps to identify ambiguities of the items and vague questions for improvement. The questionnaires were piloted in one secondary school that was not included in the main study. The sample included 10 students and 1 teacher. The data collected at this stage was
analyzed and the results used for appropriate modification of the questionnaires. The sample respondents then use the modified questionnaires during the main study. The interview schedule was piloted on the principal of the same school. This helped the researcher to establish the ambiguity and vagueness of the questions and aided in making appropriate modifications.

3.6.2 Validity of Research Instruments

Validity is defined as the ability to produce findings that are in agreement with theoretical or conceptual values. To enhance content validity, the research instruments were appraised by the lecturers who are experts in the School of Education. A pre-test was carried out to a population after which modification and corrections were then made before the instruments were administered.

3.6.3 Reliability of Research Instruments

According to Amin (2005), reliability is defined as the level of internal consistency or stability of the measuring device over time. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same condition overtime. The study used tests re-test method. According to Orodho (2009), tests re-test method involves administering the same instruments twice to the same group of subject. The longer the time interval, the lower the reliability coefficient is likely to be for research instrument to be found to be reliable the Correlation Coefficient (r) was 0.81 which was sufficient (Orodho, 2009).
3.7 Data Collection Procedures

The researcher obtained the letter of authorization from Kenyatta University Graduate School to collect the data. The letter was used to apply for permit at National Commission for Science, Technology and Innovation in order to be allowed to collect data. The permit was obtained from NACOSTI. The copy of the permit was submitted to the County Education Officer of Kiambu. The researcher pre-visited the selected schools to make prior arrangements and establish a good rapport with the principals before the commencement of the actual data collection. The questionnaires were administered by the researcher with the help of LSE teachers in the selected schools. They were filled in by the respective respondents and the researcher collected them. On the other hand the interview schedule was administered by the researcher.

3.8 Data Analysis Procedures

Data was analyzed using both descriptive and inferential statistics. To analyze quantitative data, statistical tally system was used to generate frequency counts from the responses obtained so as to prepare frequency distributions. Percentages were calculated from the responses out of the total study sample response per item. Inferential statistics used were Pearson’s Correlations and ANOVA. Multiple regressions were also performed to show the effect of the independent variables on the dependent variable. The qualitative data was analyzed by categorizing similar responses and drawing conclusion.

3.9 Ethical Considerations

Ethics has been defined as that branch of philosophy which deals with one’s conduct and serves as a guide to one’s behavior, and so, most professions have ethical
guidelines which govern their profession Kovacs (1987). In the same light Dooley (2007) asserts that, ethics involves the study of right and wrong conducts hence the concern for ethics may be seen as part of the historical trend in civil and human rights.

3.9.1 Confidentiality and Privacy

Great care was taken to assure respondents that all information was to be confidential. The researcher had to inform the respondents that no information was to be shared to the third party. Also their information was not to be identified and was only to be used for research.

3.9.2 Anonymity

The researcher ensured and assured the respondents that their individual identities were not to be revealed whatsoever. Besides, no identifying information about the individual or the institution was revealed in written form. The respondents were also not required to write their names or any other information which is likely to disclose their identity.

3.9.3 Informed Consent

The researcher explained to the respondents the nature and the purpose of the study and the procedure to be used during the data collection so that they could participate willingly. The respondents were also requested to give their consent concerning participation in the study before they are included in the study.
CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter contains the results and presentation of the findings of the study. The study investigated the constraints to implementation of Life Skills Education in Secondary Schools in Kiambu County. The study was pegged on the following specific objectives; To establish the extent to which principals have supervised the teaching and learning of the Life Skills Education; to determine the students’ and teachers’ attitude towards learning and teaching of LSE respectively; to establish the types of in-service training the teachers have been exposed to; to find out the teaching and learning resources available for the teaching LSE; and to find out the measures put in place by the curriculum developers to ensure effective implementation. The study participants were issued with questionnaires, with the principal and the director cross-cutting issues at KICD being interviewed to obtain the data analyzed in this study. Descriptive statistics such as Percentages and Frequencies were utilized. The analysis was done using SPSS. The findings were presented using frequency tables, percentages, pie charts and bar graphs.

4.2 Response Rate

The questionnaires issued to the study participants were not all returned. Of the 25 teachers selected for participation in the study, all of them filled and returned the questionnaires representing a response rate of 100%. All the 25 (100%) of the principals and the Assistant Director incharge of cross-cutting issues at KICD also took part in the interview. The student questionnaires were filled and returned by 549(78.31%) of the 701 target students. There response rate is as displayed in fig 4.1
At least 549(78.31%) of the expected students participated in the study; on the other hand, all the teachers, principals and the curriculum officer (100%) fully participated in the study as shown on (fig 4.1) The response rate was deemed be sufficient for the study as Orodho (2013), asserts that a response rate of 70% and above is adequate to validate the findings of a study.

**4.3 General Characteristics of the Respondents**

The respondents were asked to provide general information as well their demographic details in the questionnaires. The respondents were asked to indicate their gender, the school level, the school type, type of training and whether the school offers life skill programs.
4.3.1 Gender

The respondents were required to indicate their gender as indicated in figure 4.2.

As displayed in the figure 4.2, majority of the principals were male, 18 (72%), while female was 7 (28%). On the other hand, 15 (59.6%) of the teachers were female while the remaining (10) 40.40% were male. Female students on the other hand, were the majority 277 (50.4%) while the male students made up 272 (49.6%) of the respondents. The curriculum officer was a female respondent. The findings show that most of the people in the school management were male while most learners in secondary schools were female.

4.3.2 School Type

The respondents were asked to indicate their school level and school type. The teachers indicated that the schools selected for the study were extra count, county and sub-county schools.
As displayed in figure 4.3, majority of the teachers in the study were from mixed schools 17(67.5%) and the students were majorly 297(54.1%) from mixed schools. This implies that majority of the students and teachers who participated in the study were from mixed schools.

**4.3.3 Professional Training**

The teachers were also asked to indicate the type of training they received in regards to life skills (figure 4.4).
As the figure 4.4 displays, majority of the teachers 21(85.7%) do not have any training while only 4(14.3%) have gone through in-service training on LSE. This implies that majority of the teachers in Kiambu County secondary schools have not undergone in-service training Life Skills Education.

4.3.4 Life skill lessons

The students were asked to indicate whether their schools offer life skills lessons. The figure 4.5 displays the result.
Figure 4.5: Life Skills Lessons
Source (Field data, 2017)

From the figure 4.5, majority 311(56.7%) of the students indicated that the subject has been allocated one lesson per week as per the KICD expectation while 238(43.3%) indicated that LSE is not allocated any a lesson in the time table.

4.4 Extent to which principals have supervised the teaching and learning of the Life Skills Education

The first objective of the study sought to determine the extent to which principals supervise the teaching and learning of Life Skills Education. To achieve, this, the researcher, conducted interviews with the 25 principals of the sampled schools. According to interviews it was evident that less focus was given to teaching of LSE and in other schools the subject had never been taught at all. According to the principals of these schools, some of the reasons for failure to teach the subject include: lack of materials to teach the subject in the school (there is no syllabus, teachers hand book and students textbooks) and administrator of one of the schools
felt that no teacher would be interested to teach the subject. One of the principals also reported that; there is lack of awareness about the subject, the school did not have a curriculum on LSE, teachers in the school have a very heavy work load hence no more work should be added and that there was no teacher who had gone through in-service training of LSE in his school. Training equips the teacher to be effective and competent in the implementation of a curriculum. The MOE in 2007 proposed that teachers should be trained on Life Skills Curriculum. Lack of trained teachers could have been a major hindrance to the implementation of LSE.

It is also evident that the subject is not given the attention it deserves or prioritized in most of these institutions. This is evident in that the subject is not taught independently or assigned a proper time in the timetable. In 14(56.7%) of the schools there is allocation of LSE in the timetable however in 11(43.3%) it has been allocated but not taught consistently. According to the Principals of one of the schools, LSE has never been taught as a standalone subject. No teacher has been assigned to teach it. It is not in the timetable. However, there is group counseling for all the students on various issues affecting the students. This has not yielded very good results because there were major challenges encountered in the school such as drug and substance abuse and high rate of abortion in the school. Further, the principal of another secondary school reported that LSE lesson was allocated between 1:30-2:00 P.M. this is the lunch break which is not very convinient for teaching. In addition, lack of implementation was also attributed to negative attitude from the administration; hence, they feel it is a waste of time because it is non examinable subject; some principal had instructed the LSE lessons to be removed from the timetable in 2012. It was viewed as a time waster. Other schools had not bought teachers’ handbook,
sylabus and text books to facilitate teaching of LSE. Therefore, there is no supervision of the teaching and learning of LSE in these schools.

Eight schools out of the 25 which is 32% targeted by this study had implemented the subject. According to the principals of two of the schools, the subject was implemented in 2010 and 2013 respectively. The principal of one of school reported that, the class teachers were assigned their respective classes to teach it during the lunch hour break. In second term of 2016 LSE lesson was removed from the timetable without his consent. Some of the constraints cited are: teachers had no interest in teaching the subject instead they preferred to teach the examinable subjects; most of students come from extremely poor family so they are sent home for school fees, when they resumed, teachers used any extra time to teach their subjects to recover the time lost hence ignoring LSE. In one of the girls’ school, the subject was assigned to those teachers with few subjects to teach. Since its implementation the girls have become more assertive but the subject still faces major constraints due to lack of commitment from the teachers. There is no supervision of the teaching process. The findings of this study conforms with Prinsloo (2007) who found out that, in South Africa, lack of responsibility by school principals to make the program a win at the school level is a challenge facing the implementation of the Life skills program.

4.5 The Students’ and Teachers’ Attitude towards Learning and Teaching of LSE respectively

The research’s second objective was aimed at determining the student’s and teacher’s attitudes towards learning and teaching Life Skills Education. The teachers and students were presented with a series of opinions in a likert scale and asked to indicate
their opinion by selecting either of the four choices presented. The table 4.1 and 4.2 represents the teacher’s and student’s responses respectively in regards to their attitudes.

**Table 4.1: Teacher’s responses on Attitudes towards Teaching and learning LSE**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching the subject is enjoyable</td>
<td>25</td>
<td>1</td>
<td>4</td>
<td>2.71</td>
<td>1.604</td>
</tr>
<tr>
<td>The skills taught are important for day to day life of a teenager</td>
<td>25</td>
<td>1</td>
<td>2</td>
<td>1.43</td>
<td>.535</td>
</tr>
<tr>
<td>Most students enjoy learning the subject and there is observable change with time</td>
<td>25</td>
<td>1</td>
<td>2</td>
<td>1.57</td>
<td>.535</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>25</td>
<td>1</td>
<td>2.6</td>
<td>1.90</td>
<td>0.891</td>
</tr>
</tbody>
</table>

The opinions of teachers on teaching life skills education were varied with the opinions skewed towards strongly agreeing or agreeing with the study opinions. The minimum and maximum values were selected by the teachers, but all the minimum values were selected as compared to the maximum values where four was selected only once. The mean average value of (m= 1.90) implies that majority of the respondents strongly agreed or agreed with the parameters. This is evident as the teachers agree (2.71) that they enjoy teaching LSE. They also strongly agreed (m=1.57) that most student enjoy learning the subject and there is observable change with time. According to Githinji (2007), it is when students respond to the learning experiences they encounter in the curriculum with the cooperation of their educators,
that successful implementation of a curriculum can be achieved at classroom level. If these students see little importance in the curriculum activities taught, they are not going to be motivated to participate to learn.

Table 4.2: Student’s responses on Attitudes towards Teaching and learning LSE

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills Education is important</td>
<td>549</td>
<td>1</td>
<td>2</td>
<td>1.20</td>
<td>.401</td>
</tr>
<tr>
<td>Since I started learning Life skills I understand myself better and am able to handle my emotions</td>
<td>549</td>
<td>1</td>
<td>2</td>
<td>1.67</td>
<td>.470</td>
</tr>
<tr>
<td>The decision making skill is helping me to make the correct choices in my life</td>
<td>549</td>
<td>1</td>
<td>2</td>
<td>1.50</td>
<td>.501</td>
</tr>
<tr>
<td>The skills of knowing how to live with other have assisted me to build healthy relationship with students despite their differences.</td>
<td>549</td>
<td>1</td>
<td>3</td>
<td>1.58</td>
<td>.639</td>
</tr>
<tr>
<td>The Life Skills Education teacher gives me an opportunity to share the experiences and the challenges I am going through</td>
<td>549</td>
<td>1</td>
<td>4</td>
<td>2.73</td>
<td>.962</td>
</tr>
<tr>
<td>Average</td>
<td>549</td>
<td>1</td>
<td>2.6</td>
<td>1.73</td>
<td>0.594</td>
</tr>
</tbody>
</table>

Source (Field data, 2017)
As can be seen in the table 4.2, the attitude of students on learning Life Skill Education were varied with majority of the students generally agreeing with the study opinions. The minimum and maximum values also support this claim as can be seen in the presence of minimum values in each of the opinions. The maximum values were however highly varied with the maximum value of 4 appearing only once while two appeared to be the maximum values in majority of the opinions. The mean average of 1.73 also implies that majority of the students strongly agreed or agreed with the opinions regarding learning LSE. This can be seen in the statement, ‘The Life Skills Education teacher gives me an opportunity to share the experiences and the challenges I am going through’ where majority of the respondents (m=2.73 agreed with the statement. It can also be seen in the statement ‘Life Skills Education is important’ where the mean value (m=1.70) shows that majority of the students strongly agreed that life skills education is important. The findings also show that the opinions were slightly dispersed as seen in the low mean standard deviation (sd=0.594). this is further supported by the statement, ‘The decision making skill is helping me to make the correct choices in my life,’ where the standard deviation was found to be (sd = 0.501). Learners must therefore be equipped with non-violent conflict resolution skills such as negotiation, mediation and arbitration; involving dialogue or effective communication so as to solve conflicts calmly and peacefully (KIE, 2008).
4.6 The types of in-service training that the teachers have been exposed to

The third objective of the study was to determine the type of in-service training the teachers have been exposed to. The teachers were presented with a series of opinions in a likert scale and asked to indicate their opinion by selecting either of the four choices presented. The table 4.3 displays the findings.

Table 4.3: Teacher’s responses on the availability of resources

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The in-service training I have been</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>subjected to makes me competent</td>
<td>1</td>
<td>4</td>
<td>2.57</td>
<td>1.134</td>
</tr>
<tr>
<td>in teaching the subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>1</td>
<td>4</td>
<td>2.57</td>
<td>1.134</td>
</tr>
</tbody>
</table>

Source (Field data, 2017)

As displayed in the table 4.3, majority of the respondents agreed that the in-service training they had been subjected to makes them competent in teaching the subject (m=2.57). The responses were also slightly dispersed with a standard deviation of (sd=1.134).

The students were also asked to state their opinions regarding their teacher’s teaching methods. Their responses are as presented in the table 4.4 below
<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use discussion method in teaching</td>
<td>549</td>
<td>1</td>
<td>4</td>
<td>2.63</td>
<td>.943</td>
</tr>
<tr>
<td>Teachers use role play in class</td>
<td>549</td>
<td>1</td>
<td>4</td>
<td>2.71</td>
<td>.848</td>
</tr>
<tr>
<td>Teachers use Question and answer</td>
<td>549</td>
<td>1</td>
<td>4</td>
<td>2.58</td>
<td>.948</td>
</tr>
<tr>
<td>Lecture method (the teacher talks more and gives us lesser time to respond)</td>
<td>549</td>
<td>1</td>
<td>4</td>
<td>1.96</td>
<td>1.064</td>
</tr>
<tr>
<td>Teachers use storytelling, games, dramatization, singing, poems and other methods of teaching</td>
<td>549</td>
<td>1</td>
<td>4</td>
<td>2.39</td>
<td>1.024</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>549</td>
<td>1</td>
<td>4</td>
<td>2.45</td>
<td>0.965</td>
</tr>
</tbody>
</table>

Source (Field data, 2017)

The table 4.4 above displays the student’s opinions regarding teaching methods. The opinions were highly varied as can be seen in the presence of the maximum and minimum values implying that the students had different opinions regarding teaching methods. The mean average value of (m=2.45) implies that majority of the students, agreed or strongly agreed with the study opinions. This can be seen in the sentence, ‘Lecture method (the teacher talks more and gives us lesser time to respond where majority of the respondents, (m=1.96) strongly agreed, majority of the respondents, (m=2.39) also agreed that teachers use storytelling, games, dramatization, singing, poems and other methods of teaching. Their responses were slightly dispersed as can be seen in the average standard deviation (sd=0.965). The statement, ‘Teachers use Question and Answer method’ with a mean standard deviation (sd=0.98). Abobo
asserts that participatory teaching and learning methods recommended for the teaching of LSE are effective in improving student understanding which can include the use of case studies, brainstorming, field visits, pane discussions, storytelling, song, group discussion, debates, posters, role play, games, projects, poetry recitals and drama. This may mean that the teachers are not aware of the most effective method of teaching LSE.

4.7 The teaching and learning resources available for the teaching LSE

The fourth objective of the study was to determine the teaching and learning resources available for teaching LSE. Teachers and students were presented with parameters of resources in a likert scale where they were expected to choose one either Strongly Agree (SA) Agree (A), Disagree (D) or Strongly Disagree (SD).

Table 4.5: Teacher’s responses on the availability of resources

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teaching experience is that the one lesson allocated is adequate</td>
<td>25</td>
<td>2</td>
<td>4</td>
<td>3.00</td>
</tr>
<tr>
<td>The learning materials are adequate and efficient.</td>
<td>25</td>
<td>1</td>
<td>4</td>
<td>2.71</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>25</strong></td>
<td><strong>1.5</strong></td>
<td><strong>4</strong></td>
<td><strong>2.85</strong></td>
</tr>
</tbody>
</table>

Source (Field data, 2017)

The opinion of teachers on the availability of resources was varied evident in the presence of all the maximum and minimum values. Additionally, the mean average (m=2.85) also implies that the respondents either agreed or disagreed with the study opinions. For instance, the respondents disagreed (m= 3.00) that one lesson is
adequate to teach life skills education based on their teaching experience. The teachers agreed (m=2.71) that the learning materials are adequate and efficient. The responses were highly dispersed as seen in the high average standard deviation (sd =1.056) which implies that the respondents had different opinions regarding the aspects under study. This can be seen in the high standard deviation (sd=1.113) in the statement, ‘The learning materials are adequate and efficient.’ However, KIE (2008) stresses that the teacher ought to decide the best assets for a particular lesson and the good ought to be used as a part of the sanest and intelligent way to strengthen a specific learning movement. Some resources can be purchased, sourced from the environment or borrowed. In the current study, it appears teachers were not making any effort to use natural resources as expected by KICD.

Students were also presented with the parameters on resources used in teaching LSE and the table 4.6 below displays the results.

<table>
<thead>
<tr>
<th>Table 4.6: Student’s responses on the availability of resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>The time allocated Life skills is adequate 549</td>
</tr>
<tr>
<td>The schools provide the necessary materials needed for my learning of life skills 549</td>
</tr>
<tr>
<td><strong>Average</strong> 159</td>
</tr>
</tbody>
</table>

Source (Field data, 2017)

As the table 4.6 displays, the opinions of students on the availability of resources were varied with the maximum and minimum values of the opinions being represented. The
mean average of \((m=2.755)\) implies that majority of the respondents agreed with the study opinions. For instance, the respondents \((m=2.61)\) agreed that the time allocated for life skills is adequate. Dispersion levels was slightly ow as can be deduced by the average standard deviation \((sd=0.8705)\). This is evident in the statement, ‘The schools provide the necessary materials needed for my learning of life skills,’ where the standard deviation was found to be \((sd=0.891)\). Teaching Aids, (Aila, 2005), observed that they are important because they are used to increase learning, generate interest and create a situation where the students could fully engage in classroom activities.

\section*{4.8 The measures put in place by the curriculum developers to ensure effective implementation}

The fifth objective of the study was to determine the measures put in place by curriculum developers to ensure effective implementation of LSE. Teachers were asked to indicate whether there were aspects of LSE that were in the syllabus. Their responses are as displayed in the figure 4.6.

\begin{figure}[h]
\centering
\includegraphics[width=0.5\textwidth]{figure4.6.png}
\caption{Teachers Competencies in Teaching Life Skills Education}
\end{figure}

Source (Field data, 2017)
As can be seen in the figure above, majority 14(57.1%) of the teachers felt that they were not competent in teaching the subject syllabus while 11(42.9%) felt they are competent.

From the interviews, it was deduced that there was a lot that the curriculum developers had undertaken to implement Life Skills Education in Schools. According to Senior Assistant Director of Cross Cutting Issues at KICD, Life skills education was introduced in the curriculum when HIV/AIDS was declared a national disaster. Initially it was taught as a single topic of HIV/AIDS. In 2002 however, there was a review and LSE was integrated in different subject, languages and humanities were very good host for implementation. However it was discovered that the teaching of LSE within the host subject depended on the teacher’s competences, creativity and innovativeness and therefore not bearing good results. In 2006 there was a recommendation that LSE be taught as a standalone subject. In 2007, a national situational analysis was carried out to establish the level of psycho-social competences in learners. It was found to be extremely low. In 2008, a LSE curriculum, teachers’ handbook and a manual were developed. The same year national core team of 58 was trained. This comprised of Head of Department in Guidance and counseling, Education officials, TOTs, KNEC and KICD officials. The trained individuals were sent to the 8 provinces then and trained 80 teachers. Rembe (2006) point on the cascade model of teacher training as one of the challenges in the implementation of the program. He notes that the cascade training strategy of teachers is disappointing because few teachers are chosen and receive training and they in turn, train others in schools and hence required information is not transmitted properly and
it consequently fails to equip teachers with the requisite skills. However due to lack of finances no further training has taken place from then.

The interview also revealed that the major objective that they aimed to achieve was to equip the youth with psycho-social competences which, would enable an individual to develop adaptive and positive behavior so as to deal effectively with challenges and demands of everyday life. The aimed to achieve this through the 3 major categories of LSE that is: Skills of knowing and living with oneself, skills of knowing and living with others and skills of effective decision making. To achieve these objectives, training was undertaken to ensure teachers were equipped with the necessary skills to implement the curriculum. They trained the 58 officers who in turn trained 80 teachers from every province. Due to lack of funds there has been no in-service training that has taken place since 2008.

Additionally, the Assistant Director also cited that by the fact that it is not an examinable subject makes it a challenge for its implementation. Ruth’s (2005), talks about South Africa that LSE is not considered important because it is not examinable. To deal with this the different measures that were put in place by the KICD includes: they ensured that it was endorsed by the ministry of education by sending letters to all schools directing that the subject should be in the timetable hence should be taught. They also made effort to have an LSE Curriculum and teachers’ handbooks. The other major challenges cited have been: lack of finances to continue conducting in-service training, lack of committed LSE teachers. Lack of teachers who have creativity and innovativeness to teach LSE. However, hopefully, with the education reforms LSE will be one of the core subjects part of which will be examinable and therefore in this regard there is hope for it to continue.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter discusses the summary of the findings based on the study objectives. The researcher has also provided critical conclusions and recommendations in relation to findings.

5.2 Summary
5.2.1 Extent to which principals have supervised the teaching and learning of the Life Skills Education
The findings of this study show that in many schools, Life Skill Education was not taught at all. In some schools, the principals did not even know that the subject was part of the curriculum and could not tell how it was supposed to be implemented. The researcher finds Life Skill Education being poorly supervised with less than half of the principals providing evidence of supervising the program. However, even in the 8(32%) schools where evidence was observable, there was no supervision of the teaching of LSE. Some Principals view the teaching Life Skill Education as a waste of time. It means teachers were left to teach LSE at wish, which does not guarantee its proper implementation in these schools.

Some of the challenges mentioned by principals who admitted not to have supervised implementation of Life Skill Education includes: lack of materials, lack of competent teachers to teach LSE, teachers have huge teaching loads hence no more lessons can be added. However, the researcher found these to be mere excuses since principals are at the helm of the management and are expected to mobilize resources and assign...
relevant teachers (teachers of religious education and guidance and counseling). The study therefore, finds lack of commitment from principals to supervise the teaching and learning as the main reason why LSE was not being taught and supervised in most of the schools under study.

5.2.2 The students ‘and teachers ‘attitude towards learning and teaching of LSE

The findings of this study show that both teachers and students had positive attitude towards teaching and learning of Life Skill Education. For instance, teachers reported that they enjoy teaching the subject and that they felt it was very important to students especially due to the fact that most of students at secondary school level are teenagers who need proper guidance in life. On the other hand, majority of the students under study admitted that they have been able to manage their emotions better after being exposed to Life Skill Education. Moreover, students reported that they have been able to associate with other students’ better courtesy of life skill education. The bottom line is that LSE has been taken positively by both teachers and students, hence if properly implemented; it would be helpful to both implementers and beneficiaries.

5.2.3 Types of in-service training the teachers have been exposed to

Majority of the teachers agreed that the in-service training was very important. However 14(57.1%) felt they were not competent to teach LSE while 11(42.9%) felt they had the competencies. Moreover, most students admitted that teachers used role play, question and answer instructional methods as well as storytelling techniques; all of which tactics of life skill education are. However, the findings further show that a considerable proportion of students did not see their teachers employing these
methods. The implication of these findings is that teachers use life skill training methods though not regularly. Much of what teachers were doing could be attributed to their characters and personality since as reported by the director in charge of cross-cutting issues at KICD said that the teachers’ competencies, creativity and innovativeness influence the teaching methods employed by the teachers.

5.2.4 Teaching and learning resources available for the teaching LSE

Based on the findings of this study, secondary schools in Kiambu County lack adequate resources to effectively equip the students with life skill education. Both teachers and the students denied that their schools had adequate resources. Moreover, time allocated for life skill education was also found to be inadequate with some teachers sighting that such lessons never existed in specific times of the day. However, some teachers argued that they had passion for LSE and would teach it with whatever the resources available.

5.2.5 Measures put in place by the curriculum developers to ensure effective implementation

From the responses of teachers, most of them had not gone through in-service training. When asked to shade light on Life Skill Education in secondary schools, the Director Cross Cutting Issues at KICD- said that the subject became significant when HIV/AIDS became a national disaster in Kenya; an implication that most aspects of life skill are centered around HIV/AIDS related factors. However, life skill education is not all about HIV/AIDS. The interview with the curriculum officer further revealed that nothing much has been done in regard to life skill education since 2008. In fact, the last in-training of teachers took place in 2008 where 80 teachers were trained from
each province. In general, the curriculum officer admitted that there exists no specific in-service training on life skill currently taking place among teachers. What the entire researcher got from the curriculum officer was that there are no measures being put in place to ensure effective implementation of life skill education. Since its inception in 2002, the subject remains embedded within other subjects, hence being trained without much specialization from teachers. The director explained that the fact that the subject is not examinable makes it hard to implement in secondary schools since principals emphasize only on examinable subjects.

5.3 Conclusions

Based on the findings this concludes the following:

i. That principals have done very little to supervise implementation of Life Skill Education in their institutions. Most principals blamed lack of resources; teachers have very big workloads and lack of life skill trained teachers for failure to ensure implementations of the subject.

ii. That teachers and students have positive attitude in regard to life skill education. Most students admitted that they had been impacted positively and teachers reported that they enjoyed teaching the subject. A considerable proportion of teachers said they were teaching Life Skill Education because they had passion to empower the teenagers with psycho-social skills so that they would deal with the daily challenges that affect them.

iii. That most teachers have employed various aspects of life skill education as mentioned by students though the program lacked regulation and supervision from principals. Some of the aspects mentioned were question and answer instructional methods, role play among others.
iv. That secondary schools in Kiambu County lack adequate resources to implement life skill education. Moreover, some schools did not even allocate a lesson in the timetable for the subject while other allocated little time under guidance and counseling program.

v. The department in-charge of LSE at KICD has not put in place any significant measure since the year 2008 to promote implementation of life skill education in secondary schools. The subject came into being after declaration of HIV/AIDS as a national disaster with few aspects of life skill education being included in curriculum as part of certain subjects such as humanities.

5.4 Recommendations

5.4.1 Policy recommendations

i. The study recommends the Ministry of Education to compel principals to ensure life skill education is taught in all the schools by developing a framework that outlines its clear implementation plan.

ii. The study further recommends the Ministry of Education to fund organized groups that creatively encourage students and teachers about life skill education in order to improve their attitude towards the same.

iii. The study recommends the school management to develop a framework that guides teachers on the life skill aspects that must be taught to students in secondary schools.

iv. It is also recommended that government set aside funding that is specifically meant to implement life skill education programs.
v. The recommendation to Kenya Institute of Curriculum Development is that they need to conduct in-service training to equip the teachers with relevant skills on LSE curriculum.

5.4.2 Recommendation for Further Studies

The study recommends further studies on the reasons why the government has not progressed in supporting the implementation of LSE since 2008.
REFERENCES


APPENDICES

Appendix A: Questionnaire for Life Skills Education Teacher

Dear Sir/Madam

This questionnaire aims at getting information on the constraints facing the implementation of Life skills education. You may not write your name otherwise your dealing will remain confidential. Feel free to give opinions in your responses.

The questionnaire is divided into three parts, part 1 requires general information about yourself and your school. Part 2 requires information on what you think. Part 3 requires information about Life Skills education. Be as honest as possible.

Part 1: General Information

1. Gender
   Male [ ] Female [ ]

2. Level of the school
   National/Extra County [ ] County [ ] Sub-county [ ]

3. Type of the school
   Mixed school [ ] Single gender school [ ]
   Specify the gender: ...........................................................................................................

4. Professional training attended in Life skills Education. If any please write atleast 3 skill you were trained on.
   Untrained [ ] In-service training [ ]
   Specify the courses: ...........................................................................................................
   ........................................................................................................................................

61
5. For how long have you been teaching Life skills Education in secondary schools [_____] years.

6. Specify the criterion that was used to appoint you to teach Life skills .........

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

PART 2. Your feelings about the Life Skills Education.

Please include your views about the teaching of Life Skills Education by showing the extent of agreement using the words: Strongly Agree SA Agree A Disagree D Strongly Disagree SD

Tick (✓) a box for each statement

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching the subject is enjoyable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most students enjoy learning the subject and there is observable change with time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and learning of Life Skills Education is important and it should be a must taught subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The skills taught are important for day to day life of a teenager</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teaching experience is that the one lesson allocated is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The learning materials are adequate and efficient.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The in-service training I have been subjected to makes me competent in teaching the subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 3. Teaching and learning of Life skills

1. How are you consistent in attending the Life Skills Education lessons?
   Consistent (once per week) [ ]
   Some how consistent (twice per month) [ ]
   Inconsistent (when available) [ ]
   ..............................................................................................................................
   ..............................................................................................................................
   If you are not consistent what are the causes, .........................................................
   ..............................................................................................................................

2. Of the three categories of skills taught rate them inorder of merit. (skills of knowing and living with oneself, skills of knowing and living with others and decision making skills.).................................................................
   ..............................................................................................................................
   Why? .........................................................................................................................
   ..............................................................................................................................
   ..............................................................................................................................

3. Is there a specific topic you find difficult to teach to the student?
   Yes [ ] No [ ]
   If yes, which topics.......................................................why is it difficult to teach them
   ..............................................................................................................................
   ..............................................................................................................................

4. Are there areas in your opinion which are very crucial and have not been included in the syllabus? Yes [ ] No [ ]
If yes list them

5. Please write anything you would like to comment as a major constraints facing teaching and learning of Life Skills Education.
Appendix B. Student Questionnaire

We are interested in how you feel about Life Skills Education and the value you attach to it in terms of preparing you for life now and after school. There are three parts to answer. The first part requires you to give some personal and general information. Answer the section by ticking in the appropriate box or filling in the space provided. Answer the questions as honestly as possible.

Part 1. Personal and general information

1. Name of the school: ......................................................................................................................

2. Level of the school
   
   National/extra county [    ] County [    ] Sub-county [    ]

3. Type of school
   
   Mixed [    ] Single gender school [    ]

4. Gender
   
   Male [    ] Female [    ]

5. Do you learn life skills in your school
   
   Yes [    ] No [    ]
**Part 2. Your feelings about Life skills Education.**

This part has statements and you are to decide carefully whether you agree (A), Disagree (DA) or not sure/uncertain (U). Put a tick (√) below with your appropriate response. Please if you make a mistake, put a cross (X) through the marked box and then tick in the correct box.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills Education is important</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Since I started learning Life skills I understand myself better and am able to handle my emotions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The decision making skill is helping me to make the correct choices in my life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The skills of knowing how to live with other have assisted me to build healthy relationship with students despite their differences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Life Skills Education teacher gives me an opportunity to share the experiences and the challenges I am going through</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The time allocated Life skills is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The schools provide the necessary materials needed for my learning of life skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 3. Your feeling about the teaching methodology used.

1. Tick the method which your teacher uses to teach the subject and indicate how frequent he uses them.

<table>
<thead>
<tr>
<th>Method</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use discussion method in teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers use role play in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers use Question and answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture method (the teacher talks more and gives us lesser time to respond)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers use storytelling, games, dramatization, singing, poems and other methods of teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. List the learning activities which you are involved in during the lessons (asking questions, sharing life experiences and challenges, explaining, others). .................................................................
..................................................................................................................................................................................
..................................................................................................................................................................................

3. How often do you learn the subject?

Once per week [  ] Once per two weeks [  ]
Once per month [  ]
Others (specify).........................................................................................................................................................
..................................................................................................................................................................................
..................................................................................................................................................................................
4. If the teacher does not teach the lessons, what activities do you engage during the lesson?

5. Please write anything you would want to comment about the subject.
Appendix C: Interview Schedule for Assistant Director Cross-cutting issues at KICD

1. When was Life skills education introduced in secondary schools?

2. What objectives did you aim to achieve and how?

3. How many teachers have you trained country wide to implement the subject? How often is the in-service training done?

4. Life Skills Education is non-examinable subject therefore the probability of it not being taught is very high. Have you put any measures in place to ensure it does not fail? Which are the measures?

5. What are the challenges that have been encountered during the introduction process?

6. What are some of the recommendation to ensure the sustainability of the subject?
Appendix D: Interview schedules for Principals

1. Which year did you implement teaching of Life Skills in the school?

2. Which criteria did you use to select the teachers involved in teaching the subject?

3. How has the subject helped your students?

4. What are some of the constraints you have experienced in the implementation process?

5. How often do you supervise the teaching of Life Skills Education?
## Appendix E: Research Time Frame

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resumption of studies</td>
<td>July 2014</td>
</tr>
<tr>
<td>Proposal writing &amp; correction by the supervisors</td>
<td>August 2014-May 2016</td>
</tr>
<tr>
<td>Submission of the research project and authorization by the graduate school to collect data</td>
<td>May-July 2016</td>
</tr>
<tr>
<td>Application and receiving research permit by Nacosti</td>
<td>August-October 2016</td>
</tr>
<tr>
<td>Authorization by Kiambu County Commissioner</td>
<td>November 2016</td>
</tr>
<tr>
<td>Preparation of the research instruments and data collection</td>
<td>January- March 2017</td>
</tr>
<tr>
<td>Data analysis</td>
<td>April 2017</td>
</tr>
<tr>
<td>Correction period of the research project by the supervisors</td>
<td>May 2017-September 2017</td>
</tr>
<tr>
<td>Submission of the research project to graduate school for marking</td>
<td>October 2017-March 2018</td>
</tr>
<tr>
<td>Working on the corrections on the final document</td>
<td>April 2018</td>
</tr>
<tr>
<td>Submission</td>
<td>May 2018</td>
</tr>
</tbody>
</table>
# Appendix F: Research Budget

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>COST (KSHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal Writing</strong></td>
<td></td>
</tr>
<tr>
<td>Internet services</td>
<td>3,000</td>
</tr>
<tr>
<td>Printing &amp; photocopy services</td>
<td>3,000</td>
</tr>
<tr>
<td>Binding</td>
<td>720</td>
</tr>
<tr>
<td>Travel and lunch</td>
<td>3,500</td>
</tr>
<tr>
<td><strong>Piloting</strong></td>
<td></td>
</tr>
<tr>
<td>Preparation of research instruments 10 copies @ 15</td>
<td>150</td>
</tr>
<tr>
<td>Sub total</td>
<td>10,370</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td></td>
</tr>
<tr>
<td>Printing and photocopying of research instruments 752 copies @ 6</td>
<td>4,512</td>
</tr>
<tr>
<td>Travel and lunch 15 days @ 400</td>
<td>6,000</td>
</tr>
<tr>
<td>Sub total</td>
<td>10,512</td>
</tr>
<tr>
<td><strong>Data analysis and Production of Project</strong></td>
<td></td>
</tr>
<tr>
<td>Internet services</td>
<td>2,000</td>
</tr>
<tr>
<td>SPSS data analysis</td>
<td>15,000</td>
</tr>
<tr>
<td>Printing and photocopy copies for correction 800@5</td>
<td>5,200</td>
</tr>
<tr>
<td>Printing copies for marking 400@3</td>
<td></td>
</tr>
<tr>
<td>Print &amp; bind 7 copies @ 400</td>
<td>2,800</td>
</tr>
<tr>
<td>Travel and lunch 7 times @ 400</td>
<td>2,800</td>
</tr>
<tr>
<td>Contingence</td>
<td>30,000</td>
</tr>
<tr>
<td>Subtotal</td>
<td>47,800</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td><strong>78,682</strong></td>
</tr>
</tbody>
</table>
Appendix G: Research Authorization form Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/15609/08

DATE: 21st July 2016

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR ELOSE MATHENGE – REG. NO. E55/CE/15609/08

I write to introduce Mr. Elose Mathenge who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Educational Management Policy & Curriculum Studies.

Mr. Mathenge intends to conduct research for a M.Ed Proposal entitled, “Constraints to Implementation of Life Skills Education in Secondary Schools in Kiambu County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL.
Appendix H: Research Authorization from NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacostl.go.ke
Website: www.nacostl.go.ke
when replying please quote

Ref: No.

NACOSTI/P/16/43389/13582

27th October, 2016

Elose Muthoni Mathenge
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Constraints to implementation of life skills education in Kiambu County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kiambu County for the period ending 24th October, 2017.

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.
Appendix I: Research Permit
Appendix J: Research Authorization from County Commissioner
Appendix K: Research Authorization from County Director of Education