CONSTRAINTS FACING ACQUISITION OF LIFE-SKILLS TO CURB RISKY BEHAVIOR
AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN THIKA MUNICIPALITY KENYA

BY

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A Research Project Submitted To the School of Education in Fulfillment for the
Award of Master of Education Degree of Kenyatta University

OCTOBER 2010
DECLARATION

This research project is my original work and has not been presented for examination in any other University.

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DEDICATION

First and foremost this research project is dedicated to the Lord Jesus Christ for His magnanimous grace during the period of my study.

Finally, the work is dedicated with the appreciation to my father, the late John Kuta Nzau who devoted immense financial resources in my education.
ACKNOWLEDGEMENT

I owe immense gratitude to supervisor Dr. Muchira F.M and Dr. Malusu J.M of the department of educational Management, Policy and Curriculum Studies, Kenyatta University for that commitment, concern and unwavering professional guidance and input to my work.

A special mention of Prof. J.O Olembo of same Department at Kenyatta University for critical advice and guidance as I Crafted together my proposal.

Secondly, I wish to convey my sincere gratitude to my lectures and entire university fraternity for offering me the opportunity and conducive environment to undertake my masters of education course.

My colleagues in the class of education Administration (Management), especially Anthony Kivondo Deserve special Mention for their (his) insight. Besides, my wife Susan Ndonga and Children Prince Mumo Promise Kuta and Pleasant Ayiera cannot go unacknowledged for their moral support and patience in the long period of seclusion as I Worked on my research Project.

Finally, I wish to sincerely thank Mr. Muiruri, the principal of Mutuma Secondary School, Gatundu North, for granting me ample time from school to finalize my research project. I wish to absolve all persons for any errors of commission and/or omission in this work. For these I bear sole responsibility.
ABSTRACT

The study investigated the constraints facing acquisition of lifeskills to curb risky behavior among secondary school students in Thika municipality. The objectives were: Assess student involvement in risky behavior, inquire into the constraints hindering acquisition of lifeskills by students, and investigate challenges encountered by principals and teachers in supervising and teaching lifeskills education. The study adopted an exploratory approach using a survey design. The school principals were purposefully sampled while stratified and simple random sampling techniques were used to sample teachers and students. Supervisor expert opinion validated the questionnaires and reliability was through test-retest method. Data collected was coded into themes and analysis done using statistical package for social sciences (S.P.S.S).

The findings were presented in tables, pie charts, graphs and narrations. Research findings showed that students are still involved in risky behavior including drug abuse, early sex, bullying, violence and strikes, despite the efforts to impart lifeskills to students in school. Students, teachers and head teachers agreed that the schools lacked appropriate teaching and learning materials and that, teachers did not have sufficient training in life skills. Students continue to access drugs both at school and at home. The students, teachers, and head teachers also agreed that parents should be more involved in the process of imparting lifeskills to students. There is need for the government to consider special training of teachers, increase teaching and learning materials to improve acquisition lifeskills among students. School principals need to involve parents, NGOs and other stakeholders in facilitating and funding lifeskill programmes as well as creating an enabling school environment to promote inculcation of the said psycho-social skills. Further research is recommended to investigate the role of modern technology (mobile phones) in promoting risky behaviors among students.
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACU</td>
<td>AIDS Control Units</td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immuno-Deficiency Syndrome</td>
</tr>
<tr>
<td>CAC</td>
<td>Constituency AIDS Control Committee</td>
</tr>
<tr>
<td>DTC</td>
<td>District Technical Committee</td>
</tr>
<tr>
<td>ERR</td>
<td>Evocation, Realization (of meaning) and Reflection</td>
</tr>
<tr>
<td>GEP</td>
<td>Global Education Programme</td>
</tr>
<tr>
<td>GFATM</td>
<td>Global Fund for AIDS, Tuberculosis and Malaria</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno-deficiency Virus</td>
</tr>
<tr>
<td>LSE</td>
<td>Life-Skills Education</td>
</tr>
<tr>
<td>MAP</td>
<td>Multi-country AIDS Project</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOH</td>
<td>Ministry of Health</td>
</tr>
<tr>
<td>NACC</td>
<td>National Aids Control Council</td>
</tr>
<tr>
<td>PEP</td>
<td>Peace Education Programme</td>
</tr>
<tr>
<td>PEPFAR</td>
<td>President’s Emergency Plan for AIDS Relief</td>
</tr>
<tr>
<td>RWCT</td>
<td>Reading and Writing for Critical Thinking Project</td>
</tr>
<tr>
<td>STD</td>
<td>Sexually Transmitted Diseases.</td>
</tr>
<tr>
<td>STI</td>
<td>Sexually Transmitted Infection</td>
</tr>
<tr>
<td>UNAIDS</td>
<td>United Nations Joint Committee on AIDS</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNGASS</td>
<td>United Nations General Assembly Special Session on AIDS</td>
</tr>
<tr>
<td>UNHCR</td>
<td>United Nations High Commission for Refugees</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
</tbody>
</table>
CHAPTER ONE

INTRODUCTION

1.1 Introduction

1.2 Background to the study

In response to increased abuse of drugs, HIV infections, teenage pregnancies and bullying and strikes among other vices in Kenyan schools, the government through Kenya Institute of Education (KIE2002) prepared and introduced life skills education in both primary and secondary schools curriculum in Kenya. Though introduced under the HIV and AIDS curriculum, it aimed to provide Kenyan learners with the necessary psychological abilities ‘so as to empower them cope with the challenges of growth and development in an environment prone to risk behavior (KIE 2002). A study by Family Health International 2005, found out that sexual behavior as well as drug abuse, bullying and rioting in a given population are determined by much wider factors than individual morality, personal choice and private decisions about risk. They are determined by much wider factors than individual morality, personal choice and private decisions and risk. They determined that socio-economic, cultural, religious, political and legal among others are important in creating the risky environment in which people live. Therefore knowledge about the dangers of early and unsafe sex, drug abuse, bullying and strikes is not sufficient to bring about behavior change (Sinclair 2004). Risky behaviors include unsafe and illicit sex, drug abuse and bullying among others (KIE 2002). According to a draft secondary school population and family life education syllabus the factors that lead to such risky behavior includes, peer pressure, frustration pressure from work, ignorance,
hero worship and drug promotion campaigns. Others include dysfunctional families such as absentee parents, over exposure to undesirable media programmes and even the political realities of our day as well as insensitive school administration (Daily Nation 30 July 2008, Wamahiu 2000, and Sinclair. 2004); entice young people to engage in violence as in strikes and bullying, unprotected sex and drug abuse.

By the year 2000 it had become clear to the ministry of education that dissemination of information about HIV and AIDS, drug abuse and violence was not enough to precipitate a behavior transformation among the learners. In an International Education Forum which Kenya was represented in Dakar, Senegal, in 2000, it was resolved that governments and other organizations commit themselves to providing young people with life skills so as to avoid health risks (Sinclair 2004). Health risks included drug abuse, use of violence to achieve goals and unsafe sex that expose young people to the risk of HIV infection, teenage pregnancy or even abortion.

Before the Lifeskills education component was included into the curriculum, cases of drug abuse, HIV infection, teenage pregnancy, bullying and strikes in school were rampant and increasing.

According to Kenya National HIV and AIDS strategic plan 2000-2005, in one year (1999) close to 200,000 new HIV infections occurred, and 60% of those infections was among young people between 16-24 years majority of who are in secondary schools. In the same report the main mode of transmission of HIV is sexual contact which accounts for 90% the others are mother to child infection 10% and contact with blood accounting
for less that 1%. It shows then, that most young people in our secondary schools are involved in risky sexual behavior that exposes them to HIV infection.

In 2000, a report by Pathfinder International on usage of drugs by adolescents and young adults in Kenya had the following figures.

**Percentages Frequency (Multiple) Response: Kenyan Adolescents and Young Adults**

**Reporting Experimentation with specific Drug or Substances. (Pathfinder International 2000)**

<table>
<thead>
<tr>
<th>Drug or substance</th>
<th>% those reported experimenting</th>
<th>Mode of abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cigarettes</td>
<td>45.1</td>
<td>66</td>
</tr>
<tr>
<td>Bhang (cannabis)</td>
<td>21.1</td>
<td>Smoked</td>
</tr>
<tr>
<td>Commercial beer &amp; spirits</td>
<td>54.1</td>
<td>115.3</td>
</tr>
<tr>
<td>Local beer (Busaa)</td>
<td>37.8</td>
<td>Drank</td>
</tr>
<tr>
<td>Local spirits (Changaa)</td>
<td>23.4</td>
<td></td>
</tr>
<tr>
<td>Narcotics (Cocaine, Heroin, morphine, other opiates mood, altering drugs).</td>
<td>6.9</td>
<td>6.9</td>
</tr>
<tr>
<td>Glue</td>
<td>10.1</td>
<td>25.5</td>
</tr>
<tr>
<td>Petrol</td>
<td>9.2</td>
<td>Sniffed</td>
</tr>
<tr>
<td>Menthylated spirits</td>
<td>6.2</td>
<td>Inhaled.</td>
</tr>
</tbody>
</table>

Table 1.1
These statistics (Table 1.1) show more than 100% in the drinking category because most Kenyan youth, according to the report, experiment with more than one substance or brand. Most revealing in the same report was that regular drug users are twice more likely to report rape experience than non-users. Even girl or woman drinkers were twice more willing to be sexually propositioned than were non-drinkers.

**Relationship between Drug abuse and Forced Sexual Intercourse.** *(Pathfinder International 2000)*

**Table 1.2**

<table>
<thead>
<tr>
<th>Ever raped</th>
<th>Regular use of drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>10.5</td>
</tr>
<tr>
<td>No</td>
<td>89.5</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
</tr>
</tbody>
</table>

These figures (Fig 1.1) show that abuse of drugs increases the chances of involvement in violent actions such as forced sex, bullying and strikes. This is confirmed by the findings in the same report that Kenya girls and women who report regular use of drugs (especially alcohol and bhang) were found to be more likely to report unintended pre-marital pregnancy; they also reported being involved sexually with three or more partners. Indeed, they are more exposed to HIV infection and other sexually transmitted infections.
Acquiring of life skills to confront and overcome the drug abuse menace, hence can achieve much more because studies show there is a relationship between drug use risky behavior, whose consequences include the spread of STIS and HIV and AIDS, unplanned pregnancies and sexual violence (M. Crouch 2003).

A report by the Ministry of Health in 2001, entitled Aids in Kenya; 25% women between 12 and 24 years old said they lost their virginity because they had been forced. This use of force exposes them to the risks of unintended pregnancies, STI and HIV infection, as well as psychological and emotional trauma that accompany the encounters. Such life skills as empathy would enable learners to feel the pain of other people and so be less likely to use force to achieve their goals. Critical thinking would also empower young girls to avoid risky situations, negation skills go along way to enable young people to be able to reach an acceptable compromise when encountered by pressure inducing circumstances.

A local daily newspaper (Daily Nation) reported in July 8, 2002 that incidences of bullying were rampant in our schools. It asserted that students become bullies because they feel they are not respected by others, they become aggressive to scare other into recognizing them. Those who are bullied tend to have the following characteristics low self esteem, sense of insecurity, lack of social skills, and are emotionally disturbed (Daily Nation July 8, 2002). All these seem to suggest that acquisition of life skills can cause considerable behavior change among the learners so as to avoid such cases as teenage pregnancies, HIV infection, bullying, strikes and drugs abuse.
The life skills have been broadly categorized into three areas (KIE 2006) namely: life skills of decision making, living with oneself, and living with others. Self awareness involves knowing and understanding oneself in terms of abilities, feelings, emotions habits or tenderness, position in life and society, strengths and weaknesses (KIE 2006). The knowledge promotes self acceptance and care hence enabling individuals to respond appropriately to various situations. Such as avoiding unwanted and unprotected sex, bullying, striking and drug abuse.

The value of self esteem on the other hand is the price, opinion and value one puts on himself or herself. (KIE 2002).

Murray (KIE 2002) asserts that studies show that truancy, violence, alcohol and drug abuse, teenage pregnancy and response to peer pressure all have strong links to self esteem. Indeed the enabling of learners to develop high self esteem empowers them to withstand negative peer pressure that more often than not leads them to engage in risky behaviors so as to please their fellow learners.

Also the abilities to cope with emotions and stress as envisioned in the life skills education aims to fortify learners to withstand strong adolescent feelings and emotions such as attraction to the opposite sex, desire to please impress their peers (KIE 2002) and also difficult situations such as the transition from childhood to adulthood with new freedoms and responsibilities.

The second category of life skills, that is of knowing and living with others, targets the learners’ relationships with others. They include conflict resolution, effective communication, negotiation skills, and assertiveness. According to Dr. L.N. Wanjama (2006), most conflicts witnessed today in families, schools, universities and other tertiary
institutions at the national level are rooted in poor communication. He further asserts that learners and especially girls must be socialized to realize that they have a right to their own bodies and it is okay to say ‘No’. Actually training learners to clearly and emphatically state their needs, accept or decline offers, or invitations or make their feelings known (Wanjama 2006), is key to empowering them to avoid risky behavior. Unclear and passively expressed responses usually lead to the mistaken conclusion that one may be willing and shy and have lead to use of force, violence or pressure whether it is in sex, drug abuse bullying or rioting.

Negotiation skills entail willingness to discuss issues of disagreement in order to reach a compromise beneficial to each other side (KIE 2006). Where one is being pressurized to do or take something against their will be it drug abuse, bullying, strike or sex, effective negotiation skills are very helpful. Negotiation, at times is hard and frustrating therefore acquisition of such abilities can enable young people avoid harmful behavior.

Assertiveness is the ability to express ones desire, needs, feelings, opinions, values and believes clearly firmly and respectively (Sinclair 2004). It involves respecting oneself, taking personal responsibility for one’s feelings, thoughts and actions, recognizing ones needs and wants without having to conform to expectations, recognizing ones needs and wants without having to conform to expectation of others, making clear statements about oneself, allowing oneself to make mistakes and learn from them, enjoying ones successes, asking for what one wants rather than hoping that some one will sense it an oblige, recognizing that one has responsibilities towards others but not for them and setting clear boundaries regarding time, personal space and values (Wanjama 2006). A learner acquiring this skill will be able to overcome, confront and responsibly relate with
difficult circumstances, pressuring colleagues and hence avoid involvement in drug abuse, strikes, bullying and early and in protected sex. Lack of assertiveness skills more often lead many students in secondary schools to get involved in all manner of vices. The need for the ability to calmly and peacefully handle disagreements can not be over emphasized.

Frequent strikes in secondary schools expose an inability by both students and the school administration to solve their grievances amicably. The conflict resolution skills empower learners to deal with conflicts constructively despite the anger, hurt and bitterness that is generated by conflicts. To focus on the issue at hand, be clear, convey true feeling and avoid exaggeration or pretence, attentive, patient (Sinclair 2004) and allow every party involved to express themselves fully. It would also enable them to look for workable solutions, consult before acting and explore various options at the disposal. This skill would impact to the learner in such a way that such vices as drug abuse, illicit sex bullying and rioting that students engage in a bid to escape pestering, unresolved conflicts would be significantly reduced. Conflict resolution skills would enhance relationship between students and the schools administration as well as among the learners (Sinclair 2004).

The third category of life skills are the ones for making effective decisions. Because young people are faced with new experiences and challenges such as drug abuse, strikes, bullying and illicit sex; skills of effective decision making, it was considered, would massively enable them to confront these challenges (KIE 2006). For instance, creative thinking would enable a learner to generate new ideas and ways of doing things. It would enable the young people to respond adaptively to unexpected and unfamiliar situations
It is an effective tool to a young person in a situation in which he is under pressure to abuse drug, engage in a strike or in illicit and unsafe sex. Mental failures in critical times cause young people to follow the crowd while aware of the undesirable consequences that await such risky behaviors.

Also critical thinking or the ability to deeply reflect and get the whole perspective of an issue requires young people to analyze situations, information and experience in an objective manner (KIE 2006). Such a skill would make a learner be less vulnerable because he/she will always demand evidence for claims made others; she or he will be able to question illogical and irresponsible actions. Learners also make informed and responsible decisions as well as remain focused and principled (KIE 2006) and hence avoid being influenced into unhealthy action such as burning school premises just because the students were not allowed to watch their favorite movie.

Another skill that students require to avoid risky behavior is decision making skills. This is arriving at the best solution to an issue after considering various options or choices (KIE 2006). It enables young people make sound decisions about difficulty issues concerning their growth and search for identity as they learn to take more and more responsibility over their lives.

Young people are at the threshold of adulthood and therefore it is imperative they be given the skills to make effective and sound decisions at such a critical moment.

The last skill in the third category is problem solving which involves coming up with solutions to challenges and risky situation (KIE2006). If for example students were not allowed to hold a dance for entertainment, what other activities can be held instead of orchestrating a strike?
From 2003 learners have been taught the above skills in both primary and secondary schools. It has taken six years of implementation of Lifeskills education and by now significant behavior change would be exhibited among the learners.

However a close look into our secondary schools does not paint a very rosy picture. Six years after the introduction of life skills education component in our schools, the scenario is still the same in most cases and in some cases it is worse than it was before the introduction.

According to a recent research, (Daily Nation July 30 2008), 10% of adolescents, most of who are in secondary schools, engages in high-risk unprotected sex. In the same study four in every ten women who die from unsafe abortions are adolescents. According to Kenya Aids Indicators Survey (KAIS) Aids prevalence rate in 2009 stood at 7.8% from 6.7% in 2003. Prevalence rate among young people between 15 to 24 years stood at 4.1% more or less the same as in 2002 before the life skills education was introduced (KAIS). Statistics indicate that in 2002, half of the cases of HIV infections are among young people less than 25 years, (Daily nation June 3, 2002).

Another recent study by Africa Mental health foundation gave credence to concerns over run away indiscipline (Daily Nation July 14, 2008). The findings revealed that school children as young as 11 years were falling prey to drug abuse. In still another report released by the Centre for the Study of Adolescents, difficulties in enforcing discipline increased as students progressed up the learning ladder, with form four students reporting major problems related to drugs, alcohol abuse and bullying (Daily Nation July 14, 2008). Most principals concurred in the same report, that drug abuse is a major cause of unrest in schools.
Still, involvement in risky sexual behavior is high with more than 56% secondary school learners reported engaged in it. The success of the introduction of life skills education in schools needs to be investigated going by the incidences of strikes reported in secondary schools across the country in the second term year 2008 (Daily Nation 9, 2008). Over 300 schools went on strike in a span of five weeks. Indeed form four students executed most of the riots which exhibited massive destruction of properly and use of callous violence. They are supposed to have gone through lifeskills education from the time they were in standard seven in primary school within which, they should have acquired adequate skills to avoid violent behavior. Cases of bullying are also rampant in our secondary school. A case in which a form four student in a secondary school in the rift valley bullied a form two schools mate until death is fresh in our minds (Daily Nation 9 May 2008)

The question that begs an answer then is, what are the constraints facing effective acquisition of lifeskills ever since 2003 when they were integrated and infused in our education system so as to enable students to avoid risky behavior? What are the challenges facing its implementation among students, teachers and principals in our secondary schools? Or could it be that life skills are not sufficient to empower young people to curb risky behavior? The choice of Thika municipality public schools is informed by the fact that it is the home to two National Schools which draw student across the country. There are also Day and Boarding schools drawing from rural and urban areas in Central, Eastern and Nairobi Provinces. Therefore the research is representative of the actual Kenyan situation.
1.3 Statement of Problem

Despite the introduction of life skills education component in our curriculum in 2003, cases of risky behavior, which it was to address, are still rampant, and in some cases they are on the rise. What challenges are facing the students, teachers and principals in playing their key roles? Will the new full lifeskills curriculum have a better impact? Or could it be that life skills do not significantly empower young people to avoid risky behavior?

1.4 Purpose of the Study

The purpose of this study was to investigate why Lifeskills education has not curbed or stemmed the students’ risky behavior in our public secondary schools.

1.5 Objectives of the Study

The specific objectives of this study were to:

1. To investigate students involvement in risky behavior.
2. To investigate constraints faced by students in acquiring and practicing lifeskills.
3. To determine challenges facing teachers in imparting lifeskills.
4. To find out challenges confronting the principal in facilitating lifeskills acquisition in the school.

1.6 Research Questions

The following research questions were generated from the objectives:

1. Are there significant numbers of students involved in risky behavior?
2. What constraints confront students in the acquisition of life skills?
3. What challenges do teachers face in imparting lifeskills to students?
4. What hindrances do principals encounter in facilitating the implementation of life skills education?
1.7 Significance of the Study

The findings of the study has brought to the attention of teachers, parents, schools quality assurance officers, education planners, curriculum developers, education administrators and sponsors, the constraints facing students, teachers and principals in interacting with the lifeskills component in the study. The concerned parties have to take appropriate measures in response to the problem the study has revealed. The findings have not only increased awareness in education issues in the selected locale but have served as a useful source of reference for future research in other levels and localities on various aspects of life-skills. The data generated is of interest to the scholars who wish to carry out further research on impacts, successes and challenges facing implementation of life-skills programmes.

1.8 Assumptions of the Study.

The assumptions of the study included:

i) All the teachers have had some training on the life-skills instruction.

ii) The respondents gave correct information.

iii) The principals were aware of the HIV and AIDS policy and possessed the policy document which details the approach to the HIV and AIDS curriculum.

1.9 Delimitation and Limitation of the Study

1.9.1 Delimitation of the Study

Only forms three and four students of six public secondary schools in Thika municipality were surveyed. This is because they have been exposed to the lifeskills components for
longer than the lower classes. The results therefore may be replicated in other localities in Kenya to give a comprehensive outcome.

1.9.2 Limitation of the Study

Because of limited funds, time and convenience the study was only limited to six secondary schools in Thika municipality; otherwise the study would have been more comprehensive had it covered the whole Thika district. Due to the relatively small sample, the selected study may not have uncovered all on the field of life-skills in secondary schools in Kenya. However it is hoped that interviewing principals, teachers and students has mitigated these bottle-necks.

1.10 Theoretical Framework

The proposed study was based on Bloom’s taxonomy of cognitive and affective learning (Sinclair 2004), which puts forward a hierarchy of cognitive educational objectives, together with hierarchies for the affective domains.

The three categories of life skills namely, those for knowing and living with oneself, knowing and living with others and effective decision making can be developed as the high level educational objectives of analysis, synthesis and evaluation are addressed in the Bloom’s taxonomy. At the lower level of the cognitive educational objectives there is the knowledge acquisition, comprehension and application. Life skills disseminated at these levels can not lead to a transformation of behavior pattern. They may raise awareness and the learners’ knowledge levels but won’t give enough training to alter entrenched values and attitudes.
The social cognitive theory developed by Bandura (Sinclair 2004) brings in the psychological dimension.

This theory emphasizes developing the abilities to self-regulation, goal setting, self-reflection and feelings of self efficacy as key in enabling behavior change among learners.

It proposes that learning that leads to meaningful change of lifestyles must incorporate ‘vicarious’ learning- or learning through observing other people’s behaviors and their consequences. It also involves repeated practice of desired behaviors through simulated situations in which learners are not afraid to make mistakes, such as multiple role plays leading to feelings of self-efficacy with regard to new behavior (Kirby, 1994).

Put together the two theories suggest the need for adequate time to develop learners’ cognitive and psychological dimensions at the high levels. Also because of the high level cognitive and effective domains targeted for development, teaching and learning activities to be employed must involve learner-centered methodologies such as essay writing, reflection, small groups, discussions, debates, role plays, dramas and artistic presentations.

The Bloom’s taxonomy and Albert Bandura’s social cognitive theory imply that specific times are required to impart life skills; teachers also need to be well prepared to effectively manage the lessons.

In this study therefore the ability of teachers to teach life skills was investigated. The students’ involvement in life skills lessons was probed to establish their level of participation. There is also the aspect of the entire school, not to mention the whole society’s impact on learners cognitive and effective or psychological processes. If what
students learn in class is contradicted by what they encounter at the school community or outside community, it will inhibit cognitive and psychological transformation that leads to behavior change (Wamahiu 2000). The role of the principal in creating an enabling environment for lifeskills acquisition in the school was investigated and especially the constraints encountered. Overall, the function of these theories in the study was to establish the challenges facing the students, teachers and principals in acquiring, imparting life skills and facilitating the acquisition of the same.

Developing all the levels of Blooms taxonomy of educational objectives both cognitive and attentive, coupled with the psychological dimension as put across in Albert Bandura social cognitive theory is key in enabling learners to acquire, values life skills that will lead to a transformed behavior pattern hence such consequences as HIV infections, teenage pregnancies, violence and drug abuse can be tremendously curbed. On this strength the study was based on the said theory. The two theories have been adapted and illustrated below:
Affective Dimension
- Internalizing values.
- Organizing values.
- Valuing.
- Responding to phenomena.
- Receiving phenomena.

Cognitive Dimension
- Evaluation.
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

Psychological Dimension
- Self-regulation
- Self-reflection
- Self-efficacy

Lifeskills
1. Knowing & living with oneself.
2. Knowing & living with others.
3. Effective decision making.

Healthy Behavior
- Positive attitude and values.
- Responsible decision making.
- Supportive relationships - Curb risky sexual behavior.
  - Curb bullying and striking.
  - Curb drug abuse.

Fig 1.1 Theoretical Framework.
1.11 Conceptual framework

A learner that is not equipped with life skills sufficiently can not be able to withstand the enormous pressure brought about from; the normal growth and development of their young bodies, negative peer pressure from fellow students, massive loads of dangerous programmes and articles in sections of the electronic and print media that idolize sexual promiscuity violence and drug abuse (Tabifor 2000). To compound the pressure is the economic challenges that ensure parents and guardians have little time, if any, as they pursue their careers. This, according to Wamahiu (2000) leads to dysfunctional families which expose the young people to lack of proper guidance, poor social skills and no control into the leisure activities they engage in. Even when the parents are present, no meaningful interaction is held in discussing sensitive topics such as sex and drug abuse. Therefore most of such young people end up engaging in premarital sex hence getting exposed to STIs and HIV infection as well as drug abuse and violence in schools.

However a learner that is equipped with school environment facilitated by the principal are able to develop the necessary values, attitudes and skills to overcome such vices. The life skills will however are acquired, according to Sinclair 2004, in an environment where the student fully participates in developing skills of knowing & living with self such as self awareness, self-esteem, coping with emotions and stress,. The second category of skills of knowing and living with others will also require much participation of the learner because communication skills will require long periods of practicing as also the empathy skills, assertive skills and negotiation will require to simulate real life
experiences so as to evoke true feelings and emotions in a bid to prepare for real life encounters after the class.

Skills for effective decision making will require thought provoking sessions and experiences for learners. The skills enable proper evaluation, synthesis and analysis of risky behavior, causes and consequences so as to procure sound and healthy decisions.

Ultimately the learner, thus equipped as Wanjama 2006 asserts, should be able to establish healthy and unpressured relationships that take into account the dangers of drug abuse, STI and HIV infection, violent behavior such as bullying and strikes. The student, hence should be able to develop personal skills of not only confronting the pressuring encounters, but also dealing with the consequences of such encounters such as living with HIV and AIDS infection, getting treatment for STIs, counseling in case of drug abuse and handling bullies and strike organizers.

This can best be illustrated by the following conceptual framework:
Fig. 1.3 Conceptual Framework

- Challenges of growth and development
- Peer pressure
- Economic and social pressure-dysfunctions/family

- Learners without life skills
- Has facts about HIV and AIDS
- Fear of unintended pregnancy
- Has facts on drug abuse
- Has facts on danger of violence: bullying & strike

- HIV infection and contracting AIDS
- Drug addiction
- Unintended pregnancies
- Violence – strikes and bullying

Adapted from Gillespie (2002)

Independent variables
- Teachers able to impart life skills
- Principals upholding an environmental for acquisition of skills student fully; participating and experiencing: the following skills
  1) Skills to know self and live with oneself; Self awareness, self esteem (high) Coping with emotions stress.
  2) Skills of knowing and living with others: communication skills, empathy, negotiations skills, assertiveness & conflict resolution.
  3) Skills for effective decision making creative & critical thinking decision making & problem solving skills.

Dependent variable
- Life skills equipped learners
- Has ability to establish non pressured relationships that take in account of drug abuse STI & HIV infection, strikes a bullying unwanted pregnancy
- Personal skill for dealing with consequences.
- Ability to make healthy decisions.
1.12 Operational Definition of Terms

Acquisition: Internalizing truths and putting them into practice.

Life skills: Psycho-social abilities that lead one to avoid risky behavior.

Challenges: Factors that hinder effectiveness

Constraints: Difficulties that hinder effectiveness

Effectiveness: The ability to achieve goals with minimum waste or cost.

Risky behavior: Actions that often lead to undesirable results.

Unprotected/unsafe: Sex-sexual intercourse with using condoms or any other device to prevent infections.

Cognitive: Intellectual aspect of human learning

Affective: The aspect of human learning, that deals with values and attitudes

Recall: The ability to bring something to remembrance.

Comprehension: The ability to understand a concept or information.

Application: The ability to correctly repeat or replicate an acquired knowledge or skill.

Analysis: The capability to perceive the different parts of the same whole.

Synthesis: The capability to bring together the different parts or a whole

Evaluation: The ability to determine, to judge the consequences of each action taken.

Curb: To control, prevent or minimize the occurrence of an incidence or behavior.

Unintended / unwanted pregnancy: Pregnancy that occurs without prior planning by the parties involved.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The aim of this study was to assess the constraints facing secondary school students in their bid to acquire and practice lifeskills as envisioned in the integrated syllabus (2003). It also sought to investigate the likely impact of the full lifeskill curriculum introduced in 2008 in Kenyan secondary schools. This chapter covers the following topics; Knowledge and Awareness of consequences of risky behavior among students, Preparation of Teachers, Appropriate Materials, Need for a Different Methodology, the ‘Whole School’ Approach, the ‘Whole Community’ Approach and Summary.

2.2 Knowledge and Awareness of risky behavior consequences.

Knowledge means to acquire facts about something or some one while awareness is to comprehend or understand. Skills are the competences or expertise acquired through training of the person concerned in the desired activity.

It also refers to the ability to put to action what has been learnt. Psycho-social skills are closely related to attitude (mental postures) as the latter affects the motivation driving an activity. Eventually a skill could take on the attitude of behavior. Studies show that most of the youth especially in urban centers posses’ high level of knowledge about consequences of risky behavior such as HIV and AIDS, though there are some misconceptions. Infact, in the past, HIV and pregnancy prevention messages to youth assumed individual autonomy and rational decision making on which young people weigh the cost and benefits of protection. (USAID 2002). However, people make
decision in the context of social and cultural influences (Shepherd 2001). Hence according to Gachuhi (1999), young people should receive the life skill they need to protect themselves from peer or adult coercion.

According to Tabifor (2000) ignorance of the purpose of sex, traditional taboos, peer pressure, media influence, design and silence have been very core to the spread of HIV and AIDS. Key among all is the strong and suffocating desire, by the young people to ‘fit in’, to be accepted by the rest. There is the need to ensure young people receive accurate knowledge, and are adequately aware of the consequences of their decisions and acquire the necessary skills to make the right choices.

Although information is the foundation for responsible sexual behavior, social and cultural realities may still gag the youth to ensure they follow-through what they already know. The research sought to determine whether a significant number of students are still involved in risky behavior despite knowledge and awareness of the consequences.

2.3 Preparation of Teachers

Most students surveyed complain of teachers using traditional boring approach of lecturing and writing notes for them while they have burning issues in their heads (Waemahiu 2000). According to Sinclair 2004 most teachers in developing countries lack the educational and professional training that would help them facilitate discussion in their classrooms or organize interactive and group activities.

Another factor is that they may be immersed in the culture of their own ethnic or other social group and hold unconscious prejudice or lack empathy with those who are different. They may feel even talking about some effects of risky behavior such as HIV and AIDS is wrong
or unbearably embarrassing. Such matters impinge on ones daily life, self image and how one fits in with those around him or her.

Though most surveys show that most youngsters get information on sex, drugs and so forth from peers and the media, they also show that they would prefer to get information about sexuality from a trusted adult (USAID 2002). With most parents unwilling to guide their children, teachers are the obvious alternative. However, teachers may suffer the same shortcomings; hence require training and support to fulfill this role effectively.

In addition to lack of comfort with such topics as adolescence sexuality, many teachers and students express frustration with already over crowded curriculum (USAID 2002). Many teachers are not trained to use participatory methodologies hence continuing to lecture rather than allow students to discuss and practice skill-building (Gachuhi 1999). For teachers to be effective, they must confront their own view of topics such as sexuality and attitudes towards those infected with HIV and AIDS, drug abusers and victims of bullying.

Teachers training must, according to USAID 2002 address trainees vulnerability to effects of risky behavior and train in a variety of participative methodologies. Interested staff only, the USAID report suggests, should be trained as team to support each others effort and be provided with ongoing training and support. Many studies focus on teacher training, when accessing their preparedness. This study sought to know whether teachers underwent any form of training, their interest in the subject, if they were sufficiently motivated and other pertinent constraints they face? Does the pressure to improve performance in the national examinations hamper their commitment to lifeskills subject?

Finally, head teachers, according to USAID (2002) should establish links with influential stakeholders so has to assist in upholding a conducive school environment to facilitate
lifeskill acquisition. Do principals seek support for extra curricular HIV and drug abuse prevention activities as well as organize youth-parent-teachers interaction fora? What criteria have head teachers been using in selecting teachers for lifeskills teaching and training? The study sought to determine the challenges they face in creating the necessary infrastructure for the internalizing of lifeskills by students. In particular liaising with the Constituency Development Fund Committee (CDF) among others.

2.4 Appropriate Materials

Involving young people in curriculum and materials design and adoption of some parts such as skits, discussions and debates is key for effectiveness because they will identify with the content taught (USAID 2004). Also teachers must be involved in all those stages as can offer valuable insight and avoid feelings that the curriculum has seen imposed on them. The materials need to cover other concerns by the youth such as pregnancy and relationships.

The curricula should deliver and consistently reinforce clear messages about resisting sexual pressures and avoiding drug abuse, because, according to Kirby (2001), these appear to be the most important characteristics that distinguish effective from ineffective programs. Programs should provide models of and practice in; communications, negotiations and refusal skills. They should last long enough to allow participants to complete important activities, at least 14 hours and involve intense small group exercises. Programs should provide basic, accurate information about for instance unprotected intercourse and methods to avoid it. They should employ a variety of interactive teaching methods and include activities that address social pressure (including media) related to risky behavior (USAID 2002). There should be emphasis on personalizing the painful
effects such as mental breakdown due to drug abuse, HIV and AIDS to the learners in order to make an a lasting impact.

Due to the fact that many teachers are over burdened with work and related issues they became very dependence on the teaching of learning materials.

They should encourage teaching methodologies that are participatory and experiential in nature. It is therefore essential that Lifeskills Education (LSE) resources provide sufficient information to the teachers as well as expose them to a variety of teaching, learning methodologies to enable them to comfortably impart this subject in an interesting and a creative way (UNICEF 2002). When lifeskills curriculum is integrated in a carrier subject in Sinclair (2004) suggests; special titles, special time slot in the time table, special support materials based on a pedagogically sequenced curriculum, specially identified and interested trainee teachers and special on going teacher support. Have students benefited significantly from the infused lifeskills component? Are there adequate and appropriate materials for participatory and experiential learning?

2.5 Need of a Different Methodology

An experience in Malawi when Peace Corps set out to start life-skills programs they met limited cooperation when they talked about sex, but when talking about other issues such as communication, relationships and so forth the local people were enthusiastic yet sexuality always came up. An indirect approach may be more culturally appropriate (Peace Corps 2000). This is very applicable in the Kenyan context where traditional taboos and religious beliefs prohibits direct usage of some terms and discussion on others such as sex.

With experiential approach, new behaviors can be modeled and then practiced through role plays among small group of students so as. To; resist peer pressure to engage in unsafe
sexual behavior or practicing how to say ‘NO’ to an invitation to the disco likely to lead to drink and unprotected sex. Through rehearsing responses such as wanting to be accompanied by a friend of same sex, or the importance of completing school (Sinclair 2004). This can be difficult for respectable middle-aged teacher to organize unless they have had a very good induction into Life-skills education.

Some educators regard the improvement of teaching methodology notably more use of high level cognitive skills and child centered approaches as the best way to prepare students to face the challenges in their personal lives and societies. In the life-skills literature the higher and cognitive skills are often presented in relation to decision making and problem solving regarding health issues (Gillespie 2002). The research work sought to determine the method used by teachers in imparting lifeskills and whether they felt capable of using learner centered approaches.

2.6 The ‘Whole School’ Approach

Teachers willingness to listen and involve all students (male or female) in class discussions and handling of wrong answers as a positive tool for class learning rather than an occasion to humiliate a student impacts daily on student’s personal growth. Appointment of a school coordinator to consolidate the efforts of teachers to reflect health education in their own subject teaching and other school activities strengthens the whole school approach, notably where the principal gives his or her support. According to Sinclair (2004) such features were in place in schools that were more successful in addressing the challenge of implementing Education for Mutual Understanding. The study investigated specific steps taken by secondary school principals in building a school environment supportive to lifeskills acquisition as well as bottlenecks experienced.
2.7 The ‘Whole Community’ Approach

In South Africa ‘Love life’ young people HIV prevention on a nation scale has been successful. The program began in 1999 with impressive assortment of activities including a national television, radio and print media campaigns. There were free clinical services, and other support services. The programme combines well known possible healthy practice with innovative marketing techniques to promote sexual responsibility and healthy living among young people. It has noticeable impact and currently reaches an estimated 4 million young people each year.

Research indicates that of the 62% of young African who reports having heard of the program 76% say they are aware of the risk of unprotected sex. Some 67% say they have had open conversation with friends about sexuality and relationships. According to a UNAID report (2002) ultimately it is the power of community to challenge, to take charge, that in many countries has made the greatest head-way against the AIDS pandemic. In Kenya some national measures that have boosted the war include; declaration of AIDS as a national disaster, Constituency AIDS controls committees, National AIDS Control Council, AIDS Control Units in Ministries and Departments, District Technical Committees.

At the international level the bodies that support these efforts are; United Nations General Assembly Special Session on AIDS (UNGASS), the Abuja Declaration, Millennium Development Goals (MDGs). Also the World Bank Multi-country AIDS Project (MAP), Global Fund for AIDS, Tuberculosis and malaria (GFATM) the US president’s Emergency Plans for AIDS Relief (PEPFAR). The Who 3 to 5 initiatives which was to place 3 million people on anti- retroviral therapy (HRT) by 2005.
Kenya -2005). However due to what New York Times newspaper (6th June 2007), shift to treatment programs, because they produce dramatic evidence of money well spent; not much funds are being channeled to such preventive programs as life-skills in schools.

Youth friendly reproductive health care refers to service providers specially trained providers within the context of a supportive policy and physical environment to ensure privacy and confidentially, non-fundamental care, including HIV counseling and STD treatment.

Most school-based behavior change programs are isolated, without links to clinics health, care workers or drop in-counseling (USAID 2002)

Early continued involvement of parents, elders and other community leaders in planning and implementations improves likelihood of support for the programs (USAID 2002).

Community participation garners broad based support and reinforces school efforts. They also play an important role when they are linked to life skills programs through community mobilization and sensitization activities. Properly designed and implemented peer education projects can change behavior (UNAIDS-2002); this is because they talk the same language.

Children are greatly influenced by their homes and community; and have great difficulty registering and internalizing school-taught ideas that conflict with the reality around them.

Also schools have difficulty in implementing innovative programs the community opposes hence HIV and AIDS education in schools is often treated superficially because of teacher’s fear of parental opposition.

Key stakeholders must be approached and involved by the school administration to ensure that the programs are adjusted through negotiation to take into account the community
norms. For example the Global Education Programs, developed at the University of York in England for example had to hold introductory workshops, first for national and local stakeholders which facilitated good reception in the Arab countries (Sinclair 2004).

The adult, on the other hand should indicate his/her openness and readiness to answer all questions which might arise from the youngsters truthfully. They should initiate talks on such issues as menstruation, nocturnal emission, first ejaculation and others he/she feels the child may be shy to ask. Contrary to the believe that knowledge will lead to promiscuity, ignorance is more likely to push children into uninformed curious experimentation with sex in a desire to make self discoveries of what society has failed to teach him/her (UNAIDS 2002). The role of parents, church, media, NGOs and government agencies as well as the challenges encountered in inculcating lifeskills was probed.

2.8 Summary

Young people in our secondary schools need, above all, to acquire competencies such as assertiveness, critical thinking, decision-making, communication negotiation and stress management. Earlier lifeskills education tended to focus on HIV and AIDS alone, ultimately diminishing the usefulness of the programs. They deal with other critical issues such as substance abuse, entrepreneurship skills, water and sanitation, peace education and combating stigma, violence and abuse (UNICEF 2002).

Although, life-skills are taught in our schools, the learners are yet to exhibit the acquisition of the same. The researcher has reviewed works by many writers on the same, the pending questions are: Are our students in Kenya significantly benefited from life skills education, are the topics interesting and realistic to them, are the teachers motivated enough to sacrifice precious time for examinable content to teach life-skills, what
challenges face trained teachers in effectively disseminating lifeskills content, are principals meaningfully creating an enabling environment for lifeskills appropriation and are they carrying it out adequately?
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, location of the study target, sample size and sampling procedure, research instruments, validity and reliability of research instruments, as well as data collection procedure and data analysis plan.

3.2 Research Design

The study aimed at determining the challenges facing the acquisition of life-skills by students in public secondary schools in Thika municipality, and used a survey design. The survey method determines and reports the way things are, such as public attitudes, or opinions towards institutions and investigates educational problems (Gay, 1976). According to Lockesh (1984) survey research design is used to obtain pertinent and precise information concerning the current status of phenomenon and whenever possible to draw valid general conclusions from the facts obtained. Survey research, according to Orodho (2005), deals with incidence, distribution and interactions of educational variables.

It considers the number of answers to the same question by different people. They also gather information from relatively large cases by employing sampling procedures, hence cutting down on cost. Given the above attributes a survey design was pertinent to this study because it aimed at exploring and gathering prevailing challenges facing students in their attempt to acquire life-skills in the HIV and AIDS curriculum in secondary schools in Thika municipality and go on to draw valid conclusions and make recommendations on ways of improving acquisition of life-skills. This should enable them to change
attitude, develop values and capabilities to establish healthy behaviors and hence avoid HIV-infection, drug use and cope with everyday life challenges. As Orodho (2002) advises, it is vital to use a survey design that will provide for collection of the relevant evidence with minimal expenditure of effort, time and money. Care was taken in following the right data collection procedures, to avoid a flawed study. To tap sensitive information known to the respondents, confidentiality was assured.

3.2.1 Variables

According to Donald (2003) the term variable is used as a synonym for construct or the property being studied. The researcher was mostly interested in the relationship among variables, especially between the independent (presumed cause) variable and the dependent (presumed effect) variable. The independent variables in this study included; specially identified and trained teachers capable of using participatory techniques, earmarked time, specially structured teaching/learning materials and engaging the entire school/outside community. The dependent variable or presumed effect was the effective acquisition of essential life-skills by the learners.

3.3 Location of the study

Thika municipality is found in Thika District Central Kenya. It is one of the fastest growing towns in Kenya, with approximately 200,000 people. Located 40 kilometers to the North East of Nairobi; Thika is home to many industries dealing in agricultural production (Delmonte), Motor vehicle assembling (Kenya vehicle manufacturers), food-products- (Bidco), and Ornamental plant cuttings (Kenya cuttings) among others(en.wikipedia.org/wiki/thika_district).
With over 100 small and 26 major factories Thika is home to a fluctuating population, with a day that is considerably higher than night-resident population. Many of the workers travel from the surrounding rural areas on a daily basis while others reside in dormitory-style accommodation. The shifting working population coupled with its centrality as a transport hub is the likely reason for involvement in risky behaviours such as drug abuse and illicit sex that lead to drug addiction and spread of HIV and AIDS in Thika.

3.4 Target population

According to Orodho (2002) target population consists of the items or people under consideration in any field of enquiry. The study targeted all the six public secondary schools in Thika municipality. Only Thika School for the blind was left out because of the logistics foreseen in data collection otherwise the school could serve as a good case study on the same problem. The respondents from these schools included students, teachers and principals. The research considered all form three and four students in the six schools, since they have been exposed to the HIV and AIDS curriculum and other programs longer hence could clearly identify challenges in internalizing life-skills. This number added up to approximately 480 students, approximately 150 teachers and 6 principals.

3.5 Sample size and Sampling Techniques

According to Orodho (2005), sampling is the process of selecting a sub-set of cases in order to draw conclusions about the entire lot. Gay (1973) asserts that in descriptive research, 20 per cent of the population may be required for consideration of study where the population is small.
Simple random sampling was carried out for each school to obtain 25% of form three and form four students and teachers in all the four schools in Thika municipality. In this study 80 students, and 30 teachers were interviewed. Stratified random sampling was applied so as to include each stream in the selected schools. However, all the principals (6) were included in the study.

3.6 Instruments of Data Collection

The study used the following research instruments (1) Questionnaire for students which were divided into four parts; (2) Questionnaire for teachers and (3) Questionnaire for principals. Questionnaires were used as instruments of data collection because of the large number of subjects involved. The questionnaire was administered by the researcher in person. Mouly (1993) says that the questionnaires normally add more value to research because it allows the selection of a representative sample. It can be used in a wide geographical area than most other techniques and facilitates confidentiality, which was key to the study.

Questionnaires also enable easy and quick gathering of information from respondents. Chava Frankfort-Nachmias (1996) enumerates; low cost, reduction in biasing error, greater anonymity and considered answers as other advantages of using questionnaires. They contained both closed-ended (structured) and open-ended (un-structured) items. The student questionnaire to collect data on the challenges the students face in their attempt to acquire life-skills and suggestions on how to overcome them. On the other hand the teacher questionnaires sought to gather information on the constraints they encounter in imparting life-skills and make recommendations on any improvements. The principal’s
instruments aimed at finding out the bottle-necks in involving the entire school and outside community, in life-skills instruction and suggestions to resolve them.

Example: This survey asks you to say whether you agree or disagree with a set of statements. Please read each statement and then indicate whether you: Strongly Agree (SA), Agree (A), are Not Sure NS), Disagree (D), or Strongly Disagree (SA) by circling the answer that closely describes your thoughts:

1) I wouldn’t mind being in the same classroom with an HIV positive person.
   Strongly Agree (SA): Agree (A): Not Sure (NS): Disagree (D): Strongly Disagree (SA)

2) Due to the HIV and AIDS curriculum, I am more able to resist peer pressure to engage in pre-marital sex
   (SA): (A): (NS): (D) (SA)

3.7 Piloting of Research Instruments

Piloting was conducted in one school in Thika municipality. The school was included in the study sample (Bryman, A et al, 2003)

3.8.1 Validity of Research Instruments

According to Koul (1984) validity refers to whether a research tool is really measuring what it is supposed to measure. Uma Sekaran (2006) divides into three namely; content validity, criterion-related validity and construct validity. Validity has to do with how accurately the data obtained in the study represents the variables of the study. The researcher sought advice from the supervisors to ascertain validity, Uma Sekaran (2006) asserts that an instrument can be regarded as having validity if a panel of judges can attest to the validity of the same.
3.8.2 Reliability of Research Instruments

According to Orodho (2005) reliability of an instrument concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials. Koul (1984) says that reliability refers to the research tools’ consistency in producing similar results on different comparable occasions. To test reliability the split-half technique was employed. According to Mugenda and Mugenda (1999) this technique’s major advantage is that it eliminates chance error due to differing test conditions as in the test-retest or the equivalent –form techniques. The data with a high split-half reliability will have a high correlation coefficient. The correlation coefficient for this data was high (0.97) hence the instruments were reliable.

3.9 Data Collection Procedure

The researcher got an introduction letter from the Department of Educational Management, policy and curriculum studies and a research permit to conduct the study was obtained from the National Council for Science and Technology. Once consent was given, the researcher visited the sampled schools. Questionnaires were distributed to the relevant respondents and encouraged to answer truthfully as their anonymity was assured.

3.10 Data Analysis Plan and Presentation

The data so collected was coded into themes analysis done using statistical package for social sciences (SPSS) that generated frequencies and percentages. The data was presented in simple descriptive statistics in form of simple tables, graphs and percentages to give visual expression. From this statistics it was possible to extrapolate patterns that reveal the opinions of principals, teachers and students on the challenges the acquisition of life-skills.
CHAPTER FOUR
DATA PRESENTATION, INTERPRETATION AND DISCUSSION.

4.0 Introduction

This chapter presents the results from research. Both qualitative and quantitative statistics are presented according to the study objectives. The study aimed at establishing the difficulties and challenges that are facing the principals and teachers in empowering students with life skills in secondary schools in Thika municipality. The study also sought to find out constraints faced by students in acquiring life skills to avoid risky behavior.

The specific objectives of the study were:

- To investigate students involvement in risky behavior.
- To investigate constraints faced by students in acquiring lifeskills.
- To determine challenges facing teachers in imparting lifeskills.
- To find out challenges confronting the principal in facilitating lifeskills acquisition in the school.

To achieve the above specific objective and purpose, the study was guided by the following research questions.

- What are the levels of student’s involvement in risky behavior?
- What constraints confront students in the acquisition of life skills?
- What challenges do teachers face in imparting lifeskills to students?
- What hindrances do principals encounter in facilitating the implementation of life skills education?
Questionnaires and other research instruments were developed and administered to answer the research questions, meet the objectives, and the purpose of the study.

The sample selected for the survey was composed of eighty (80) students, thirty (30) teachers and six (6) principals. The total sample ultimately was 116 respondents. The student sample characteristics were as shown in table 4.1.

Table 4.1 Student sample characteristics

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 – 18 years</td>
<td>28</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Above 18 years</td>
<td>6</td>
<td>8</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>46</td>
<td>43.6</td>
</tr>
<tr>
<td>Religion</td>
<td>Christianity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Muslim</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Buddhist</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

4.1 Students Involvement in Risky Behavior

Student respondents were asked personal questions which depicted their involvement in risky behavior. These questions were aimed at eliciting information that could lead to a better understanding of the students’ involvement in risky behavior in relation to HIV and AIDS and drug abuse.
4.1.1 Involvement in Alcohol and/or Drugs

Respondents were asked to indicate which one of the following statements about the past 12 months was most true for them: I wasn’t in a situation where friends were using alcohol or drugs, I was in situations where friends were using drugs, but I never used any, or I was in situations where friends were using alcohol or drugs and I used them too. Table 4.2 presents the results.

Table 4.2: Students involvement in alcohol or drugs.

<table>
<thead>
<tr>
<th>Situation of involvement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>I wasn’t in a situation where friends were using alcohol or</td>
<td>20</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>drugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was in situations where friends were using drugs, but I</td>
<td>19</td>
<td>23.75</td>
<td>7</td>
</tr>
<tr>
<td>never used any</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was in situations where friends were using alcohol or</td>
<td>7</td>
<td>8.75</td>
<td>3</td>
</tr>
<tr>
<td>drugs and I used them too</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>57.5</td>
<td>34</td>
</tr>
</tbody>
</table>

A significant number of students (7 male students– 8.75%, and 3 female students – 3.75%) were in situations where friends were using drugs or alcohol and they used. This represents a big number of students who are influenced by their friends in taking drugs. There is also a marked difference between the female students score and the male students score. Male students are more than twice times likely to be influenced by their friends into taking alcohol or drugs than their female counterparts. A majority of
students 44, (55%) however had not been exposed to situations where friends were taking drugs, while 26 (32.5%) had been in situations where friends were taking drugs or alcohol but did not take. Figure 4.1, presents the results graphically. Influence of students on others in the involvement of risky behavior is still significant despite their exposure to lifeskill lessons. As noted in the literature review more needs to be done to empower learners to withstand peer influence.

**Figure 4.1: Students involvement in alcohol or drugs.**

![Figure 4.1: Students involvement in alcohol or drugs.](image)

**4.1.2 Whether students have ever used drugs**

Students were asked whether they have ever used drugs, but stopped or used and still use drugs. Section 4.1.1 sought information about the role of peer influence in the drugs and alcohol abuse behavior among young people. Section 4.1.2 tests the drugs and alcohol usage in general. Figure 4.2 presents the results.
From figure 4.2, a majority of male students (35) never used drugs, six (6) used and stopped while five (5) still use drugs. Among female students a majority (28) never used drugs, three (3) used and stopped and a similar number three (3) still used drugs. In total most students (63) had never used drugs, nine (9) (11.25%) had used but stopped while eight (8) (10%) students still used drugs. There is a strong correlation between male and female students stopping the use of drugs as shown in table 4.2. There seems to be however, teaching of lifeskills does not significantly influence their choice.
4.1.3: Students knowledge of drug effects.

Students were asked whether they had the facts on the effects of drug use. They were asked to state whether the statement put forward was true. The statements included: whether student knew all the facts about harmful effects of drugs, whether student knew a few facts about the harmful effects of drugs and whether students knew adequate facts about effects of drugs. Table 4.3 presents the results.

Table 4.3: Whether students have the facts about drugs and the effects of the drugs.

<table>
<thead>
<tr>
<th>Situation of involvement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
</tr>
<tr>
<td>Don not know the facts</td>
<td>2</td>
<td>2.5</td>
<td>6</td>
</tr>
<tr>
<td>I know a few facts</td>
<td>25</td>
<td>31.25</td>
<td>8</td>
</tr>
<tr>
<td>I know adequate facts</td>
<td>19</td>
<td>23.75</td>
<td>20</td>
</tr>
</tbody>
</table>

Correlation, r =0.39113592

There is a weak correlation between the level of information with girls and boys. This correlation shows a wide gap in the knowledge trend about drugs and drugs abuse between male and female students in Thika District. This explains why more male students are using drugs than female students. Despite the fact that many male students have stopped taking drugs many male students are still using drugs unlike the female
counterparts. Culture rather than exposure to lifeskills may be leading to the above scenario. Notably as shown in the literature review, students abuse drugs despite having knowledge about their harmful effects.

4.1.4: Whether the respondent was introduced to drugs.

The respondents were asked to indicate whether they were introduced to drugs by anyone, they introduced themselves into drugs or whether they were introduced into drugs by someone else. This question aimed at those who use drugs to explain how they got into the habit of drugs.

Table 4.4: Whether the respondent was introduced to drugs.

<table>
<thead>
<tr>
<th>Situation of involvement</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td></td>
<td>F</td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>I was never introduced to drugs by anyone.</td>
<td>32</td>
<td>40</td>
<td>28</td>
<td>35</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>I introduced myself into drugs.</td>
<td>3</td>
<td>3.75</td>
<td>2</td>
<td>2.5</td>
<td>5</td>
<td>6.25</td>
</tr>
<tr>
<td>I was introduced into drugs by someone else.</td>
<td>11</td>
<td>13.75</td>
<td>4</td>
<td>5</td>
<td>15</td>
<td>18.75</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>57.5</td>
<td>34</td>
<td>42.5</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

Correlation $r = 0.979833$

A majority of male and female students who take drugs are introduced into drugs by someone else. Sixty five percent (65%) of the students were never introduced into drugs by anyone; six percent (6.25%) introduced themselves into drugs. These results show that very few students get into drugs out of curiosity but a majority are introduced by peer groups. Peer influence, it seems, is a stronger motivator for drug abuse than personal curiosity. In the literature review previous research (Sinclair 2004) shows that effective lifeskills programs must target the susceptibility of learners to peer pressure.
4.1.5: Whether the respondent has numerous sex partners

The respondents were asked to say whether they had had sex, and if so whether they had sex with: one person, two people, three people, four people or more.

Table 4.5 presents the results.

Table 4.5: Whether the Respondent Numerous Sex Partners

| Situation of involvement                                    | Male |   | Female |   | Total |   |
|-------------------------------------------------------------|------|--|--------|--|------|--|---|
|                                                             | F    | % | F      | % | F    | % |
| Throughout my life I have never had sex.                    | 29   | 36.25 | 30    | 37.5 | 59   | 73.75 |
| Throughout my life I have had sex with one person.          | 6    | 7.5  | 3      | 3.75 | 9    | 11.25 |
| Throughout my life I have had sex with two people.          | 5    | 6.25 | 1      | 1.25 | 6    | 7.5  |
| Throughout my life I have had sex with three people         | 2    | 2.5  | 0      | 0    | 2    | 2.5  |
| Throughout my life I have had sex with four or more people. | 4    | 5    | 0      | 0    | 4    | 5    |
| Total                                                       | 46   | 57.5 | 34     | 42.5 | 80   | 100  |

Results in table 4.6 show that a majority (73.75%) had not had sex throughout their lives, which is good news to parents and guardians. However, the remaining percentage (26.25%) either have been or are involved. Relatively twice as many male students had had sex with one person as the female. About five percent (5%) of the students’ population – who were male respondents, had had sex with more than four persons in their life time. Only four (4) female students had had sex with one or two partners in their lifetime. Other
findings as shown in the literature review show higher levels of involvement in sex among young people. There is a possibility that some students shied away from indicating their encounters.

4.1.6: Recent Sexual Behavior

The respondent was asked to say whether they had sex in the recent 12 months and if so with how many people. This question aimed at looking at the recent sexual behaviors of students. Table 4.6 presents the results.

Table 4.6: Recent Sexual Behavior

<table>
<thead>
<tr>
<th>Situation of involvement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>I did not have sex.</td>
<td>38</td>
<td>47.5</td>
<td>32</td>
</tr>
<tr>
<td>I had sex with one person.</td>
<td>6</td>
<td>7.5</td>
<td>1</td>
</tr>
<tr>
<td>I had sex with two people.</td>
<td>1</td>
<td>1.25</td>
<td>1</td>
</tr>
<tr>
<td>I had sex with three people.</td>
<td>1</td>
<td>1.25</td>
<td>0</td>
</tr>
<tr>
<td>I had sex with four or more people.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

r = 0.992

A majority of students who had had sex in the last twelve months (9%) had sex with one person. On average, only one percent (1%) of the male students had had sex with two or three people, while one percent of the female students had sex with one or two people. A strong correlation of 0.992 shows that there is a common trend between the male and female students in terms of recent sexual behaviors. The factors that cause students to involve themselves in sex are similar between boys and girls, which seems to agree with
the reports in the literature review showing that learning experiences are more effective when involve both gender.

4.1.7: Whether the respondents use condoms when having sex.

The respondents were asked to state whether they had had sex, and if so: whether they both used condoms, use condoms most of the times, use condom a few times, or never use condoms at all. This question aimed at establishing whether the students who have sex are aware and practice safe sex by the use of condoms. Table 4.7 presents the results.

**Table 4.7: Whether the respondents use condoms when having sex.**

<table>
<thead>
<tr>
<th>Whether partners use condoms</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>I have never had sex.</td>
<td>30</td>
<td>37.5</td>
<td>30</td>
</tr>
<tr>
<td>My partner or I always used condoms.</td>
<td>6</td>
<td>7.5</td>
<td>1</td>
</tr>
<tr>
<td>My partner or I used condoms most of the times.</td>
<td>1</td>
<td>1.25</td>
<td>0</td>
</tr>
<tr>
<td>My partner or I used condoms only on few occasions.</td>
<td>3</td>
<td>3.75</td>
<td>0</td>
</tr>
<tr>
<td>My partner or I never used condoms.</td>
<td>5</td>
<td>6.25</td>
<td>3</td>
</tr>
</tbody>
</table>

A significant number of students had had sex. This number (19) included four (4) female students and fifteen (15) male students. Figure 4.3 show further how most students used unsafe sex always.
A majority of students (42%) who had had sex in the previous twelve (12) months had never used condoms, thirty seven percent (37%) always used condoms, sixteen percent used condoms on a few occasions while five percent (5%) used condoms most times. The responses show an alarming majority of students are involved in risky sexual encounters. Despite the awareness campaigns in various media houses and schools, there seems to be no realization of the personal risks the learners expose themselves to.

4.1.8: Whether the respondent had been tested for HIV

The respondents were asked whether they had been tested for HIV, and whether they think they may be infected, or have not been tested because they thought they are likely to be infected. Table 4.8 presents the results.
Table 4.8: Whether the respondent had been tested for HIV

<table>
<thead>
<tr>
<th>Whether the respondent had been tested for HIV</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>I have been tested for HIV.</td>
<td>27</td>
<td>33.75</td>
<td>15</td>
<td>18.75</td>
<td>42</td>
</tr>
</tbody>
</table>
| I have never been tested for HIV even though I
  think I may be infected.                      | 18   | 22.5  | 9    | 11.25 | 27   | 33.75 |
| I have never been tested for HIV because I am
  likely to be infected.                       | 2    | 2.5  | 10   | 12.5  | 12   | 15 |

A majority of the respondents (52.5%) had been tested for HIV, thirty three percent (33.75%) of the respondents have not been tested though they fear they may be infected while fifteen percent (15%) of the respondents have not been tested because they fear they may be infected. These findings show that there is still a high level of stigma and fear in testing. Young people dread testing lest they turn positive. More female students (12.5%) than male students (2.5%) have never been tested because they fear they are infected. These findings show that there is more stigma among female students than male students and that more male students who fear they are infected are tested, unlike among the female students, which might be due to societal norms that judge females more harshly on sexual matters. Figure 4.4 shows the results graphically.
Fig. 4.4: Whether the respondent had been tested for HIV

![Bar chart showing the percentage of respondents tested for HIV by gender]

4.1.9: Students’ involvement in forced sex

The respondents were asked whether they had been forced into having sex, or had forced someone into having sex. Table 4.9 and Figure 4.5 present the results.

**Table 4.9 Students’ involvement in forced sex**

<table>
<thead>
<tr>
<th>Students’ involvement in forced sex</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have never forced or be forced into having sex.</td>
<td>40</td>
<td>50</td>
<td>64</td>
</tr>
<tr>
<td>I have forced or been forced into having sex.</td>
<td>6</td>
<td>7.5</td>
<td>16</td>
</tr>
</tbody>
</table>

A significant percentage (20%) of the students population had forced or been forced into having sex with or by someone. A majority of those who have been involved in forced sex are female students (12.5% of the student population). These shows that female students are twice as likely to be involved in forced sex as are male students. These results correlate positively and significantly with those female students who have not
been tested because they fear they are infected (12.5% table 4.8). This congruence in percentage (12.5%) explains the high level of stigma in testing among female students who may have been involved in forced sex. The results agree with the other studies conducted in South Africa (UNAIDS 2002). There could however, be higher levels of sexual violence bearing in mind the stigma associated with it the causes many especially girls fear admitting in to being raped. Figure 4.5 show the results graphically.

Fig. 4.5: Students’ involvement in forced sex

4.1.10: Whether there is bullying among students

Students were asked to indicate whether there was bullying in their schools; There is minimal bullying among students, there is rampant bullying by students, there was bullying but it stopped, and whether there was rampant bullying but it declined. Table 4.13 presents the results.
Table 4.10: Whether there is bullying among students

<table>
<thead>
<tr>
<th>Whether there is bullying among students</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>There is no bullying among students.</td>
<td>19</td>
<td>23.75</td>
<td>14</td>
</tr>
<tr>
<td>There is minimal bullying among students.</td>
<td>15</td>
<td>18.75</td>
<td>11</td>
</tr>
<tr>
<td>There is rampant bullying by students.</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>There was bullying but it stopped.</td>
<td>9</td>
<td>11.25</td>
<td>5</td>
</tr>
<tr>
<td>There was rampant bullying but it declined</td>
<td>3</td>
<td>3.75</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46</td>
<td>57.5</td>
<td>34</td>
</tr>
</tbody>
</table>

A majority of students (41.25%) said that there was no bullying in their schools; thirty two percent (32%) reported minimal bullying. Only two percent (2.5%) of the students reported rampant bullying in their schools while seventeen percent (17.5%) reported that there was bullying but it stopped. A few students (6.25%) reported that there was bullying but it declined. In general, there is a significant decline in the level of bullying in secondary schools in Thika district. It is instructive to note that only 41.25% of students admit that there is no bullying in school, hence the remaining 58.75% of students agree that there is bullying in their institutions confirming media reports (Daily Nation July 8 2002) that bullying is still rampant in Kenyan schools as it was before the introduction of lifeskills component (infused and integrated) in 2003.
4.2.11: Whether the students know the risks of bullying

The students were asked whether they knew the risks of bullying and that they continued with it. They were asked whether they knew the risks of bullying but still practice it, whether they knew the risks of bullying and so do practice it, whether they knew the risks of bullying but I still condone it, and whether they knew the risks of bullying so they do not condone it. This question tested the knowledge and effect of the knowledge on the risk of bullying to the students. It is not enough to know the risks of bullying, but to do something about it. Figure 4.6 presents the results.

**Figure 4.6: Whether the students know the risks of bullying**

![Chart](image)

Thirty three percent (33.75) of male students and twenty five percent (25%) of female students know the risks of bullying that is why they do not condone it. This represents a majority (58%) of students who know the risks of bullying and so do not condone it. However, ten percent (10%) of students (3.75% male and 6.25% female) know the risks...
of bullying and still practice it. Fifteen percent (15%) of the students’ population (10% male and 5% female) know the risks of bullying and so they practice it, while sixteen percent (16.25%) (10% male and 6.25% female), know the risks of bullying but condone it. Generally, forty two percent of the students’ population knows the risks involved in bullying but condone it and/or practice it. The results show a high percentage of students who are inclined towards bullying compared to those who are not inclined towards it, which is a challenge to educationist, guardians and teachers.

4.1.12: Whether students have gone on strike and how frequent

The students were asked whether they have gone, never gone on strike and the frequency of times they have gone on strike. The question aimed at looking at the behavior of students with reference to conflict resolution. How do students express their grievances and complaints against the administration? Figure 4.7 presents the result of findings.

**Figure 4.7: Whether students have gone on strike and how frequent**

![Bar chart showing the percentage of students who have never gone on strike (22.5%), gone on strike once (36.25%), gone on strike twice (7.5%), gone on strike thrice (5%), and gone on strike more than three times (2.5%).]

R= 0.99835
Results from figure 4.7 show that forty percent (40%) of the students have never gone on strike, thirty six percent (36%) have gone on strike once, twelve percent (12.5%) have gone on strike twice, seven percent (7.5%) have gone on strike thrice while a minority of three percent (3.75%) have gone on strike more than three times. In general, sixty percent (60%) of the students have gone on strike at least once in their schools, which is high even after introduction of infused lifeskills topics in the curriculum. There is a strong correlation between results from male and female students. A correlation of 0.99835 shows that, both male and female students have similar strike experience and have a similar approach to the expression of their grievances. That factors that influence them to go or not to go on strike is also similar and therefore the same measures could be applicable in stopping/reducing the student tendency to strike.

4.1.13: Students knowledge of risks of striking.

The student respondents were asked to indicate whether they knew the risk of striking although they participated and whether they knew the risk of striking and so they participate in them. Table 4.14 presents the results.

Table 4.11: Whether students know the risk of striking and why they participate

<table>
<thead>
<tr>
<th>Whether students know the risk of striking and why the participate</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Know the risks of striking although I do participate in them</td>
<td>5</td>
<td>6.25</td>
<td>10</td>
</tr>
<tr>
<td>I know the risks of striking and so I do not participate in them</td>
<td>41</td>
<td>51.25</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>57.5</td>
<td>34</td>
</tr>
</tbody>
</table>
A majority of students (81.25%) know the risks of striking and so do not participate but a significant percentage (18.75%) of students knows the risks of striking although do participate in them. There was a significant gender difference between male and female students who participated in strikes. Female students had a higher tendency (29.4% of the female students) to go on strike although they knew the risk of striking, than male students (13% of male students) who participated in strikes although they knew the risks of striking. Teaching of psychosocial skills ought to empower learners to not only know the risks of striking but also overcome the pressure to engage in them. The percentage of the students knowing the risks and yet participating in it is rather high.

4.1.14: Why students use violence to express their grievances.

The students respondents were asked to indicate whether they use violence to express their grievances, or use other peaceful means to express their grievances, or use violence after all other peaceful means have failed to succeed. Table 4.15 presents the results.

Table 4.12: Whether and when students use violence to express their grievances

<table>
<thead>
<tr>
<th>Use of violence among students</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>We use violence to express our grievances</td>
<td>2</td>
<td>2.5</td>
<td>6</td>
</tr>
<tr>
<td>We use other peaceful means to express our grievances.</td>
<td>31</td>
<td>38.75</td>
<td>20</td>
</tr>
<tr>
<td>We use violence after peaceful means have failed to succeed.</td>
<td>13</td>
<td>16.25</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>57.5</td>
<td>34</td>
</tr>
</tbody>
</table>
A majority of students (63.75%) use other peaceful means to express their grievances and not violence, while a significant percentage of students (26.25%) use violent means to express their grievances when all other non-violent means are exhausted without success. However, ten percent (10%) of the students use violent means to express their grievances even without exploring other non-violent means. Research showed that female students have a higher tendency (17% of female students and 7.5% of students population) to use violent means than male counterparts (4% of male students and 2.5% of students population), a finding that challenges convectional wisdom and should interest policy makers.

4.2: Constraints facing acquisition of life skills by students

The students respondents were asked to indicate in a richter scale whether they strongly agreed, agreed, were not sure, disagreed or strongly disagreed with predefined statements on constraints they face when acquiring life skills. Table 4.13 presents a summary of research finding.
<table>
<thead>
<tr>
<th>Perceived constraint</th>
<th>Strongly agreed SA</th>
<th>Agreed A</th>
<th>Not sure NS</th>
<th>Disagreed D</th>
<th>Strongly Disagree SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male F %</td>
<td>Female F %</td>
<td>Male F %</td>
<td>Female F %</td>
<td>Male F %</td>
</tr>
<tr>
<td>Have benefited a lot from lifeskills education</td>
<td>20 25</td>
<td>19 23.75</td>
<td>16 20</td>
<td>8 10</td>
<td>5 6.25</td>
</tr>
<tr>
<td>There is enough time to cover life skills topics comprehensively</td>
<td>14 17.5</td>
<td>10 12.5</td>
<td>11 13.75</td>
<td>14 17.5</td>
<td>7 8.75</td>
</tr>
<tr>
<td>We usually participate fully during life skills lessons</td>
<td>17 21.25</td>
<td>12 15</td>
<td>16 20</td>
<td>15 18.75</td>
<td>3 3.75</td>
</tr>
<tr>
<td>I feel confident when facing pressure to take drugs</td>
<td>11 13.75</td>
<td>7 8.75</td>
<td>5 6.25</td>
<td>3 3.75</td>
<td>4 5</td>
</tr>
<tr>
<td>Teachers exhaustively tackle sexuality topics</td>
<td>11 13.75</td>
<td>4 5</td>
<td>15 18.75</td>
<td>6 7.5</td>
<td>7 8.75</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>7.5</td>
<td>3</td>
<td>3.75</td>
<td>8</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----</td>
<td>-----</td>
<td>----</td>
<td>------</td>
<td>----</td>
</tr>
<tr>
<td>Students are embarrassed to be taught about sexuality drugs and violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being taught life skills has helped me develop targeted skills.</td>
<td>21</td>
<td>26.25</td>
<td>13</td>
<td>16.25</td>
<td>18</td>
</tr>
<tr>
<td>I am able to communicate confidently about my life, my body and my feeling</td>
<td>17</td>
<td>21.25</td>
<td>13</td>
<td>16.25</td>
<td>15</td>
</tr>
<tr>
<td>I am more aware of my feelings</td>
<td>20</td>
<td>25</td>
<td>18</td>
<td>22.5</td>
<td>14</td>
</tr>
<tr>
<td>Am more able to think critically when deciding</td>
<td>25</td>
<td>31.25</td>
<td>13</td>
<td>16.25</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>about engaging in sex, drugs and violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We engage in role play and drama during life skills lessons</td>
<td>28</td>
<td>35</td>
<td>13</td>
<td>16.25</td>
<td>15</td>
</tr>
<tr>
<td>The school environment promotes non-violent and anti-drugs messages</td>
<td>5</td>
<td>6.25</td>
<td>3</td>
<td>3.75</td>
<td>8</td>
</tr>
<tr>
<td>We hold open discussions and debate about sex drug use and bullying</td>
<td>22</td>
<td>27.5</td>
<td>13</td>
<td>16.25</td>
<td>11</td>
</tr>
<tr>
<td>Life skills should have a separate lesson</td>
<td>7</td>
<td>8.75</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>
Most students strongly agreed that they have benefited a lot from lifeskills education in schools. More than eighty percent (80%) of the students either strongly agreed or agreed that they have benefited a lot from the teaching of life skills taught in schools. While a majority of students reported to have benefited a lot from lifeskills, there were still a significant percentage of students who felt that they have not benefited from the lifeskills lessons. Twenty percent (20%) of students were either not sure, disagreed or
strongly disagreed that they have benefited from the teaching of lifeskills in schools. However, considering the findings on students risky behavior it is not clear what they understand to be the purpose of lifeskills lessons. It could be that many learners enjoy the knowledge they get other than the acquisition of targeted psychosocial skills. Teachers may have to ensure students fully appreciate the purpose of lifeskills lessons.

4.2.2: Time factor in coverage and parental involvement.

A significant number of students (38%) felt that the lifeskills lessons were not allocated enough time to be covered comprehensively in schools. Students suggested that parents be more involved in the impartation of lifeskills. Forty four percent (40%) of the students strongly agreed that there was need for parents to be more involved in the impartation of lifeskills, while thirty four percent (30%) of the students agreed that parents should be more involved in teaching of lifeskills. Figure 4.9 presents the results graphically. The need for parental involvement is overwhelming. Although students are split on the need for more time to cover psychosocial skills, Sincliar(2004), as quoted in the literature review contends that successful inculcation of lifeskills requires extended sessions.
4.2.3: Students participation and attitude.

Most students (75%) strongly agreed or agreed that they participate fully in lifeskills lessons in class. Only a few students (25%) said they were either not sure, disagreed or strongly disagreed that they participated fully in lifeskills lessons in class at school. A majority of students (35%) strongly disagreed that they are embarrassed to be taught about sexuality, drugs abuse and violence. Twenty five percent (25%) of the students disagreed that they are embarrassed to learn about sexuality, violence and drugs abuse. Figure 4.10 presents the results. It is however, not clear why students would have excellent attitude towards risky behavior topics as well as fully participate in life skills lessons and yet do not acquire the targeted skills.
Fig. 4.10: Participation in lifeskills lessons and attitude on sexuality.

4.2.4: Ability to withstand peer pressure.

Students do not feel confident when faced with the pressure to take drugs. More than forty five percent (45%) of the student population strongly disagreed that they have confidence when facing pressure to take drugs. There was no significant gender difference in the response on whether students have confidence when faced with the pressure to take drugs. Students also strongly disagreed with the statement that teachers exhaustively tackle sexuality topics. Fifteen percent (15%) of the students disagreed that they feel confident when facing the pressure to take drugs while fourteen percent (14%) of the students disagreed that teachers exhaustively tackle sexuality topics when teaching lifeskills. Generally, a majority of students (60%) felt that they were not confident when faced with the pressure to take drugs, while about thirty percent (30%) either said they agreed or strongly agreed that they felt confident when facing the pressure to take drugs. Figure 4.11 presents the results graphically. Majority of the students report that teachers do not exhaustively
tackle sexuality topics. In figure 4.10 students insist they are not embarrassed of lessons of sexuality, meaning the missing link is training of teachers. The fact that the student cannot overcome peer pressure is a pointer to massive challenges facing lifeskills programs design and implementation.

Fig 4.11: Ability of students to overcome peer pressure and coverage of sexuality topics.

4.2.5: Whether students are able to communicate confidently about their life, body and feelings.

Research findings showed that a significant number of students are not able to communicate confidently about their life, body and feelings. About twenty two percent (22%) of the students were either not sure, disagreed or strongly disagreed that they were able to communicate confidently about their life, body and feelings. In general more than fifty seven percent (57%) were able to communicate confidently about their life, body and feelings. Figure 4.12 presents the results. However, following the admission that the students are not confident enough to overcome pressure, these responses may indicate
that they are confident to share with their close friends. It must however noted as Tabifor(2000) asserts that the youth are not afraid to talk about sex, most often it is the adults who shy away.

**Fig. 4.12: Student acquisition of communication skills.**

![Bar chart showing student acquisition of communication skills.]

### 4.2.6: Ability to control emotions and think critically.

Most students (80%) strongly agreed or agreed that being taught life skills has helped them develop targeted skills. But ten percent (10%) of the students disagreed or strongly disagreed that being taught life skills has helped them develop targeted skills, while ten percent (10%) of the students were not sure whether being taught life skills had helped them develop targeted skills. Generally twenty percent (20%) of the students had neither developed the targeted skills nor sure whether they had developed the targeted skills. A majority of students reported to have become more aware of their emotions and feeling due to the life skills education at school. About seventy seven percent (77%) of the students strongly agreed or agreed that they had become more aware of their emotions and feeling due to the life skills education. About twelve percent (12%) of the students were not sure they had become more self conscious, while about ten percent (10%)
disagreed or strongly disagreed that they had become more aware of their emotions and feeling due to the life skills education.

Research findings also showed that students were more able to think critically when deciding about engaging in sex, drugs and violence due to the teaching of lifeskills. Eighty percent (80%) of the students strongly agreed or agreed that lifeskills had made them more able to think critically when deciding about engaging in sex, drugs and violence while a significant twenty percent (20%) of the students were either not sure, disagreed or strongly disagreed that they were able to think critically when deciding about engaging in sex, drugs and violence as a result of learning lifeskills in schools. Figure 4.13 presents the results graphically. The evidence of acquiring a particular psychosocial skill is the ability to practice it in avoiding risky behavior. After admitting to being unable to withstand peer pressure the students may be at a loose about what it means to acquire specific psychosocial skills.

**Fig. 4.13: Acquisition of targeted skills**
4.2.7: Involvement in participatory lessons.

Most students (51.25%) agreed that they engage in role play and drama during life skills lessons at schools, while twenty eight percent (28.75%) agreed that they engage in role play and drama during life skills lessons at school. However, a significant percentage (13.75%) of students strongly disagreed that they engage in role play and drama during life skills lessons. A significant percentage of students (27%) either strongly disagreed or disagreed that they hold open discussions and debate about sex drug use and bullying but a majority of students (57%) either strongly agreed or agreed that they hold open discussions and debate about sex drug use and bullying during lifeskills lessons at school. Fig. 4.14 presents the results graphically. There however seems to be a disconnect between the students and teachers. In figure 4.18, sixty seven percent (67%) of teachers report lack of student cooperation.

Figure 4.14 Students engagement in participatory lessons.
4.2.8: School environment and media influence on risky behavior.

Students strongly disagreed that the school environment promotes non-violent and anti-drugs messages and strongly agreed that television, radios and newspapers influence the behavior of students with regards to sex, drugs abuse and violence. About forty five percent (45%) of the students strongly disagreed that the school environment promotes non-violent and anti-drugs messages while twenty two percent (22%) disagreed that school environment promotes non-violent and anti-drugs messages. In general more than sixty five percent of the students respondents felt that the school environment does not promote non-violent and anti-drugs messages, while twenty percent (20%) of the students strongly agreed, with twenty seven percent (27%) agreeing that Television, Radios and newspapers influence the behavior of students with regards to sex, drugs abuse and violence. Figure 4.15 presents the results graphically. As noted in the literature review numerous studies show that there can be no sustainable acquisition of lifeskills unless supported by an enabling environment inside and outside the school. Educationists and policy makers may have to wakeup to the futility of transforming learners’ behavior in class rooms sessions with the outside environment reinforcing contradictory massages.

Fig 4.15 School environment and media influence on risky behavior.
4.2.9: Should life skills have separate lessons and be a standalone subject?

Most students (35%) strongly disagreed that Life skills should have a separate lesson strongly agreed (36%) that lifeskills should be a standalone. However, more than forty and five percent of the students (45%), either strongly agreed or agreed that Life skills should have a separate lesson, and more than sixty nine percent (69%) of the students either strongly agreed or agreed that Life skills should be a standalone subject. About forty six percent (46%) of the students either disagreed or strongly-disagreed that Life skills should have a separate lesson, while only about twenty percent (21%) of the students either disagreed or strongly disagreed that Life skills should be a standalone subject. Figure 4.16 presents the results graphically. Reports recorded by Sincliar(2004), as mentioned in review point to the importance of setting special time for teaching for lifeskill lessons, students however, do not agree. The reason might be the tendency by some teachers to use such lessons to teach other examinable subjects (USAID 2002). As from 2008 lifeskills subject was introduced with separate lessons. The questions targeted lifeskills as infused and integrated in mainstream subjects as from 2003. However the responses show their attitudes towards the life skill subject.
Fig. 4.16: Whether Life skills should have a separate lessons and be a stand-alone subject

4.2.10: Impact of lifeskills lessons on students behavior.

Most students were not sure whether many students had reformed their behavior due to life skills education in schools. Results in fig. 4.16 show that about thirty percent (30%) of the entire students’ population were not sure whether many students had reformed their behavior due to life skills education in schools. Most students (80%) however, either strongly agreed or agreed that being taught life skills has helped many students develop targeted skills. But a significant percentage of student respondents (35%) either strongly-disagreed or disagreed that many students have reformed their behavior due to life skills education in schools. Only less than twenty percent (20%) of the students either were not sure, disagreed or strongly disagreed that being taught life skills has helped me develop targeted skills. Figure 4.16 presents the results. The fact that significant majority of students are not sure whether learning of lifeskills has enabled them to reform their behavior is suggesting that the objectives thereof are not clear. The link between lifeskills and curbing of risky behavior is blurred and in some cases may not be in existence.
Students may not be in a position to correctly assess themselves on whether they have acquired lifeskills. In fact teachers in figure 4.21 insist that many learners are already involved in risky behavior.

**Fig. 4.17: Impact of lifeskills lessons on students’ behavior.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many students have reformed their behavior due to life skills education in schools</td>
<td>45.00%</td>
<td>40.00%</td>
<td>35.00%</td>
<td>30.00%</td>
<td>25.00%</td>
</tr>
<tr>
<td>Being taught life skills has helped me develop targeted skills.</td>
<td>0.00%</td>
<td>5.00%</td>
<td>10.00%</td>
<td>15.00%</td>
<td>20.00%</td>
</tr>
</tbody>
</table>

**4.3: Constraints facing teachers in imparting lifeskills to students in schools.**

Thirty teachers were asked to give their opinions, ideas and responses to preset learning situations that affected the impartation of lifeskills to students and suggest ways to improve the impartation of lifeskills to students in schools. Table 4.16 presents a summary of research findings.
Table 4.18: Constraints facing teachers in imparting lifeskills to students in schools.

<table>
<thead>
<tr>
<th>Perceived constraint</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have been keen to impart lifeskills in the process of teaching my official subjects</td>
<td>16.00 53.33</td>
<td>14.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>I feel fully prepared and ready to teach lifeskills effectively</td>
<td>7.00 23.33</td>
<td>5.00</td>
<td>6.00</td>
<td>5.00</td>
<td>7.00</td>
</tr>
<tr>
<td>I have been fully teaching lifeskills</td>
<td>5.00 16.67</td>
<td>10.00</td>
<td>6.00</td>
<td>4.00</td>
<td>5.00</td>
</tr>
<tr>
<td>There is enough and appropriate teaching and learning materials for lifeskills</td>
<td>0.00 0.00</td>
<td>2.00</td>
<td>3.00</td>
<td>15.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Students cooperation is high in teaching/learning lifeskills</td>
<td>3.00 10.00</td>
<td>3.00</td>
<td>4.00</td>
<td>8.00</td>
<td>12.00</td>
</tr>
<tr>
<td>The school is generally aware of lifeskills and</td>
<td>1.00 3.33</td>
<td>5.00</td>
<td>4.00</td>
<td>9.00</td>
<td>11.00</td>
</tr>
</tbody>
</table>
enthusiastic about their acquisition

| Infusion and integration of lifskills topics in various subjects will facilitate their acquisition | 0.00 | 3.33 | 9.00 | 30.00 | 2.00 | 6.67 | 10.00 | 33.33 | 8.00 | 26.67 |
| Introduction of lifskills as a standalone subject will facilitate their acquisition | 9.00 | 30.00 | 14.00 | 46.67 | 3.00 | 10.00 | 3.00 | 10.00 | 1.00 | 3.33 |
| Lifeskills subject should be tested in the final examination | 5.00 | 16.67 | 8.00 | 26.67 | 3.00 | 10.00 | 8.00 | 26.67 | 6.00 | 20.00 |
| I have interest in teaching and imparting lifskills | 18.00 | 60.00 | 4.00 | 13.33 | 2.00 | 6.67 | 3.00 | 10.00 | 3.00 | 10.00 |
| Lifeskills can enable students avoid risky behavior | 9.00 | 30.00 | 13.00 | 43.33 | 0.00 | 0.00 | 1.00 | 3.33 | 7.00 | 23.33 |
| Students should acquire religious values to enable them avoid risky behavior | 12.00 | 40.00 | 7.00 | 23.33 | 2.00 | 6.67 | 1.00 | 3.33 | 2.00 | 6.67 |
| Parents should spend | 20.00 | 66.67 | 7.00 | 23.33 | 0.00 | 0.00 | 0.00 | 0.00 | 3.00 | 10.00 |
more time with their children to avoid risky behavior

<table>
<thead>
<tr>
<th>Students in my school are involved in risky behavior</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14.00</td>
<td>46.67</td>
<td>9.00</td>
<td>30.00</td>
<td>2.00</td>
<td>6.67</td>
<td>4.00</td>
<td>13.33</td>
</tr>
</tbody>
</table>
4.3.1: Teachers preparedness in teaching lifeskills.

Most teachers do not feel fully prepared and ready to teach lifeskills effectively. Twenty three percent (23.33%) of teachers strongly agreed while sixteen percent (16%) agreed that they were fully prepared and ready to teach lifeskills effectively. Thus forty percent of teachers felt that they were fully prepared to teach lifeskills effectively. However, a majority of teachers (60%) were either not sure, disagreed or strongly disagreed that they were fully prepared to teach lifeskills effectively, which may suggest that as Sinclair (2004) and literature review, special training would be required to fully prepare teachers. Preparedness of teachers is one of the constraints that was being investigated.

Teachers were however keen to impart lifeskills in the process of teaching their official subjects. More than half the teachers (53.33%) strongly agreed while forty six percent (46.67%) agreed that they were keen to impart lifeskills in the process of teaching their official subjects. But research also showed that half the teachers (50%) were either not sure, disagreed or strongly disagreed that they were fully teaching lifeskills, while the other half either strongly agreed or agreed that they were teaching lifeskills effectively. Figure 4.17 presents the research findings. However teachers’ eagerness to impart lifeskills is challenged by students in figure 4.11 where they insist that teachers do not exhaustively tackle sexuality topics.
Fig. 4.18: Teachers preparedness and coverage of lifeskills topics.

4.3.2: Availability and appropriateness of teaching materials.

According to results in figure 4.18, most teachers (83%) strongly disagreed that felt there was enough and appropriate teaching and learning materials for lifeskills. Thirty three percent (33.33%) strongly disagreed while fifty percent (50%) disagreed that there was enough and appropriate teaching and learning materials for lifeskills. Ten percent of the teachers were not sure while only seven percent (6.67%) agreed that there was enough and appropriate teaching and learning materials for lifeskills. Availability and appropriateness of lifeskills teaching materials (kirby D 2004), as outlined in the literature review is critical because of the nature of the subject. Being an unexamined subject and tackling sensitive topics the need for adequate and appropriate materials may not be an overstatement.
Figure 4.19: Whether there is enough and appropriate teaching and learning materials for lifeskills.

4.3.3: Students cooperation and effectiveness of infused lifeskills topics.

A majority of teachers (67%) strongly disagreed that students’ cooperation is high in teaching/learning lifeskills. Forty percent of the teachers strongly disagreed that students’ cooperation is high in teaching/learning lifeskills. Only ten percent (10%) of the teachers strongly agreed, while ten percent also agreed that Students cooperation is high in teaching/learning lifeskills.

Results in figure 4.20 also show that teachers felt that the infusion and integration of lifeskills topics in various subjects will not facilitate their acquisition. More than twenty five percent (26.67%) of teachers strongly disagreed, while thirty three percent (33.33%)- disagreed that infusion and integration of lifeskills topics in various subjects will facilitate their acquisition. Only thirty percent (30%) of the teachers felt that Infusion and integration of lifeskills topics in various subjects will facilitate their acquisition. There seems to be an agreement between teachers and students (fig 4.16) that lifeskills as a stand-alone subject is desirable (it has been the case as from year 2008).
4.3.4: Schools awareness and appropriateness of lifeskills as a stand-alone subject.

Research findings from fig. 4.19 show that most teachers (35%) strongly disagreed that schools are generally aware of lifeskills and enthusiastic about their acquisition, while twenty eight percent (28%) of teachers also disagreed schools are generally aware of lifeskills and enthusiastic about their acquisition. However, most teachers (47%) agree, while twenty eight percent (28%) strongly agree that introduction of lifeskills as a standalone subject will facilitate their acquisition. Therefore teachers felt that the introduction of lifeskills as a standalone subject will facilitate their acquisition. However, teachers felt the awareness of lifeskills in their schools is not sufficiently enhanced as shown in figure 4.19. Such a scenario may significantly deter their acquisition as suggested in the literature review.
4.3.5: The role of religion and parents in curbing risky behavior.

Most teachers (90%) either strongly agreed or agreed that parents should spend more time with their children to avoid risky behavior. Results from fig. 4.22 show that more than sixty six percent (66%) of the teachers strongly agreed. Twenty three percent (23%) agreed that parents should spend more time with their children to avoid risky behavior. Teachers also felt that students should acquire religious values to enable them avoid risky behavior. Forty percent (40%) of teachers strongly agreed while twenty three percent (23.33%) agreed that students should acquire religious values to enable them avoid risky behavior. As Tabifor(2000) asserts the role of the parent in fortifying the youth against risky behavior can not be overemphasized. Other studies show that religious adolescents are twice unlikely to engage in risky behavior than their counterparts (Tabifor 2000). It is a gap that may be hampering acquisition of lifekills.
4.3.6: Students involvement in risky behavior and role of lifeskill acquisition.

It was evident from research findings that students in schools are involved in risky behavior. Forty six percent of teachers (46.67%) strongly agreed, while thirty percent agreed that students in schools are involved in risky behavior. However, most teachers (30%) strongly agreed that lifeskills can enable students avoid risky behavior. Results in figure 4.23 also show that a significant percentage of teachers (23%) strongly disagreed that Lifeskills can enable students avoid risky behavior. Although teachers feel that lifeskills can enable students to avoid risky behavior, majority report that learners in their schools are still involved in unhealthy behavior. The hindrances identified and the others to be highlighted may be the reason.
4.4: Constraints facing school administration in facilitating acquisition of lifeskills.

A questionnaire was administered to all the head teachers of the six schools selected for the study. The questions touched on challenges facing the administration in imparting of lifeskills to students at school. This subsection presents the research findings on the said challenges.

4.4.1: Principals and teachers involvement in lifeskills forums.

All the head teachers had attended workshops/seminars on lifeskills. Four (4) head teachers had attended two workshops while two (2) had only attended one workshop. Key teachers had attended at least two workshops on the impartation of lifeskills. These included the discipline master, counselors, and deputy head teachers. Workshops/seminars are organized by the ministry of education or non-governmental organizations. The organizers select the teachers to attend the said workshops but mostly the responsibilities of the teachers determine the selection. It seems that the frequency of workshops may not be adequate to prepare the principal and teachers to effectively impart lifeskills. Sinclair (2004), after analyzing some report on life skill acquisition strongly recommends recruitment of teachers
based on interest and not position of responsibility as is the case in these institutions. Although all teachers are expected to teach lifeskills with their normal subjects, it is not clear how the rest of the teachers are supposed to be trained.

4.4.2: Whether schools have a HIV and AIDS Syllabus

All the schools were running the HIV and AIDS Syllabus since 2003. While the HIV and AIDS Syllabus was introduced in 2003 to all the schools in the region, the implementation remained a big challenge because there were no teachers specialized in it. However, through the integration of HIV and AIDS Syllabus in all the social sciences, all the teachers have a responsibility of teaching HIV and AIDS and lifeskills.

4.4.3: Teaching lifeskills in schools.

Only two schools had put in place extra-curriculum activities in their schools, to promote life-skills acquisition. However, most Head teachers (5) rated the availability of resource materials on life-skills in their school as inadequate while only one head teacher rated his school as having adequate resource materials on life-skills. All headteachers confirmed that they have introduced lifeskills lessons in their school timetables. Only two principals said they had been inducted on the implementation of the lifeskills subject from 2008 when it was introduced. The effects of that introduction may be probed in the future.

4.4.4: Direct constraints faced by head teachers in impartation of lifeskills.

While the school management plays a major role in promoting life-skills acquisition among students in the schools, there are challenges that remain a stumbling block for the impartation of lifeskills. These challenges include:
• Accessibility of drugs in schools and around the schools continue to be a challenge for the school management

• Some students are very difficult and do not seem to have come from stable families.

• Parents’ lack of concerns with the welfare of the children in school and during the holidays do not promote the impartation of lifeskills.

Schools need to work more closely with parents to ensure that students are safe at schools and at home. Most students who have no access to drugs at school have access to the same at home. This becomes a big challenge for the school administration.

Schools should also work with the government to ensure that there are sufficient teaching resources and extra-curriculum activities to support the teachers’ efforts to impart lifeskills to students in schools.

None of the schools involved constituency AIDS Committees and other such bodies in any way in the imparting of lifeskills. These and all the other concerned bodies that support lifeskills should be involved to ensure that the students get full attention in lifeskills lessons.

According to studies recorded in literature review student avoidance of risky behavior through acquisition of lifeskills depends on the presence of a supporting school and whole society environment. Principals did not seem to appreciate their big role in influencing those two environments.
CHAPTER FIVE 5.0
SUMMERY OF FINDINGS, CONCLUSION
AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with summery of research findings, conclusions and recommendations. The purpose of the study was to identify and investigate the constraints facing acquisition of lifeskills to curb risky behaviors among public school students in Thika municipality. The research also sampled the investigation why lifeskills education has not curbed or stemmed the student’s behavior in our secondary schools. The specific objectives include the following:

- To investigate students involvement in risky behavior.
- To investigate constraints faced by students in acquiring lifeskills.
- To determine challenges teachers in imparting lifeskills.
- To find out challenges confronting the principal in facilitating lifeskills acquisition in the schools.

5.1: Summery of findings.
5.1.1: Students involvement in risky behavior.

A significant number of 10 students out of 80 representing 12.5% were influenced by peer to take drugs within the last 12 months before the research was conducted. Further findings indicated that 18.75% of learners were introduced to drugs by someone else while 6.27% started due to personal curiosity. The responses show significance use of drugs either due to personal curiosity or peer influence.
On risky sexual uncounted, an alarming 42% of student who had had sex in last 12 months before the study never used protection. Also 16% allude to use protection on a few occasions. A significant percentage (20%) of student population had forced or been forced in having sex with or by someone. Majority of those involved in forced sex were females (12.5% of students’ population). This results significant correlates with the number of female students who have never tested for HIV because of fear they are could be infected. Though 73.75% of the student had never had sex with any one throughout their life, a significant 15.0% admitted to having numerous sexual partners.

Asked to indicate whether there were bullying in their school only 41.25% of the student indicated that there were no any form of bullying in their schools. The rest (78.75%) admitted there was some form of bullying from minimal to rampart. Some students admitted to knowing danger of bullying but still committed it.(10%). Only 40% of the students had not gone on strike, the rest gone on strike at least once in the duration in school. But notably 26.25% of student they would only go on strike if peaceful means failed.

5.1.2: Constraints facing acquisition of lifeskills by students.
A majority of students (80%) respondent that they had benefited from lifeskills with 20% not sure of disagreed. An overwhelming number of students 70% want their parents involved more in assisting them to acquire lifeskills. The students insisted (75%) that they enjoy lifeskills lessons and that they are not embarrassed by sensitive sexuality topics. However, despite students saying they have benefited from lifeskills, a significant 60% indicated they are not confident to resist peer pressure to get involved in risky
behavior. An interesting finding was that a significant number of students do not favour lifeskills as a separate lesson (46%) but they were happy with it as a stand-alone subject. Remarkably students (30%) indicated they were not sure whether lifeskills learning had reformed their behavior.

5.1.3: Challenges confronting teachers in imparting lifeskills.
Although a significant number of teachers (90%) indicated they were keen to impart lifeskills in the process of teaching their main subject, 39.33% admitted to not feeling fully prepared to teach lifeskill. The availability and appropriateness of the teaching and learning materials stand out as one of the major constrains as 83% of teachers felt they were neither adequate nor appropriate.

Teaches agree with students that introduction of lifeskills as a stand-alone subject may be more effective. However, as students indicate they fully participate in lifeskills lessons, teachers 67% were clear that students do not participate fully. The need for parental involvent was emphasized with 90% stressing that parents should be fully involved in the program to equip the youth with lifeskills. At the same time 63.33% of the teachers felt the church input was critical in the endeavor to enable student to avoid risky behavior.

Notably, teachers 76.67% admitted to students in their schools being involved in risky behavior. However, a majority 53% agreed that lifeskills teaching can enable student to avoid risky behavior.

5.1.4 Constraints facing school administration in facilitating acquisition of lifeskills
Only four (4) out of six (6) had attended tow workshops on implementation of lifeskills from the year 2006. Teachers who attended workshops or seminars were selected in
biases of responsibility they held and not interest or special characteristics. All schools had the HIV and AIDS syllabuses, the precursor to the lifeskills subject. Most principals (5) admitted to inadequate teaching and learning materials in their school. The hand teachers identified other challenges such as easy accessibility of drugs in and around schools, low or lack of cooperation from parents and students from dysfunctional families.

5.2: Conclusion
The purpose of the study was to investigate challenges facing acquisition of lifeskills by public secondary students in Thika municipality. The study has shown that students are still involved in risky behavior. The students however indicated they had to participate in lifeskills lesson and that they think they sufficiently benefited from the same. However, in their responses they admitted to not being able to apply skills espoused in the lifeskills program such as ability to overcome peer pressure, personal curiosity or critically analyze the risks involved.

Despite favoring lifeskills as a stand-alone subject they detested separate lessons may be due to tendency by some teachers to either miss lessons or teach their main stream subject only. Teachers on their part complained not being fully prepared to impart lifeskills to students. The materials are neither enough nor appropriate. Also according to the teachers, the school environment is not positively and consciously promoting acquisition of lifeskills. However, they think introduction of stand-alone subject separate lesson may enhance their acquisition. More parental and church involvement may go a long way in enhancing their acquisition of lifeskills. The limited influence of ---, may be the missing link according the teachers interviewed. The principals admitted to limited
indication seminars and workshops. Despite receiving HIV and AIDS syllabus, for the integrated component and circulars (some materials) have happened. The selection of teachers to attend such seminars is biased on responsibility and not special interest in the subject. The school administration also complained of lack of cooperation from parents and easy availability of drugs in and outside the school. Not much had been done by the school administration to involve other stakeholders in sponsoring programs to enhance lifeskills learning in schools.

5.3: Recommendations.
Lifeskills was first introduced in the school curriculum as an integrated and infused component in 2003. The purpose then was to enable students to avoid risky behavior that can lead to infection with HIV. Again in 2008 lifeskills was introduced after the post election violence in Kenya enabled students to overcome violence tendencies and so far forge unity in the county through education. In views of this often research makes the following recommendations. The government and policy makers must realize the importance of these subjects.

- Teachers must be trained in lifeskills in the university or teaching colleges.
- Learning of lifeskills must start as early as in nursery and early childhood centered.
- Specially trained teachers should be the long term intention of ministry.
- Teaching and learning materials should be made aviable.
- The Kenya Institute of Education should liaise with other countries that have successfully implemented their programs, so as to make appropriate teaching and learning materials.
The introduction of lifeskills subject is commendable but more need to be done to ensure it is being taught.

Quality assurance officers from the ministry may have to be keen in their supervision.

Principals may have to involve various stakeholders to sponsor lifeskills programs in school. They also may hence to come up with innovative ways of involving parents and church in the programs.

In coming up with their school vision and mission lifeskills should be captured.

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

5.4: Further Research.
The study concentration on constraints facing acquisition of lifeskills to curb risky behavior among students in Thika municipality secondary school. Further research needs to focus on the role of technology in particular mobile phones in fueling risky behavior. Ways should be investigate on how such tools can be formed instead to be used for promoting acquisition of psychosocial skill and so healthy behaviors.

Collaboration mechanism between the school, the parents, the church and the government in creating a supportive environment in and outside school for inculcations of lifeskills and healthy relationships and behavior.
REFERENCES


Kirby, D (2001). Emerging Answers: Research Findings on Programmes to Reduce


Washington DC, Peace Corps.


Geneva: UNAIDS.


INTRODUCTION LETTER TO THE HEADTEACHER
KUTA FRANCIS NDONGA
Kenyatta University
Department of Educational Management, Policy and Curriculum Studies
P.O. Box 43844
NAIROBI

The Head Teacher,

Dear Sir/Madam

RE: CONSTRAINTS FACING ACQUISITION OF LIFE-SKILLS AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN THIKA MUNICIPALITY

I am currently a student at the graduate school of Kenyatta University, pursuing a Master’s degree in education. As part of this program, I am carrying out a research on the above mentioned topic. As such I humbly request you to fill the attached questionnaire.

The questionnaire is meant for this research only. Therefore the responses will be treated with confidentiality. Please do not include your name.

Thanks in advance.

Yours faithfully,

KUTA FRANCIS NDONGA
APPENDIX II

HEAD TEACHER QUESTIONNAIRE

Kindly answer the following questions. Do not write your name on this questionnaire. The researcher would like to assure you that the information gathered will be held with utmost confidentiality. Please be as honest as possible and answer the questions appropriately by putting a tick ( ) against the appropriate statement or by filling in the blank spaces provided.

1) Name of school………………………………………………

2) Length of stay in your school as Head teacher…………….years.

3) Age of school……………………….years.

4) Staff establishment………………………..teachers.

5) Do you attend life-skill workshops/seminars? Yes ( ) No ( )

6) If yes how many have you attended in the past twelve months.
   a) One ( )
   b) Two ( )
   c) Three & Above ( )

7) Do your teachers attend life-skills workshops/Seminars
   Yes ( ) No ( )

8) If yes how many have they attended in the past twelve months.
a) One (   )
b) Two (   )
c) Three & Above (   )

9) What criteria do you use to select the teachers to attend?
   a) Those having offices e.g. HODs (   )
   b) Those interested (   )
   c) Any other criterion (Specify).................................................................

10) Do you have the HIV and AIDS Syllabus in your school?
   Yes (   ) No (   )

11) When was the Syllabus acquired in the school?.................................

12) If the answer to question 7 above is ‘yes’, how do you ensure that the HIV and AIDS curriculum is implemented in your school? Please (specify)

................................................................................................................
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13) What Extra-curriculum activities has your school put in place to promote life-skills acquisition?

14) How do you rate the available resource materials on life-skills in your school?
   i. Adequate
   ii. Inadequate
   iii. Not available at all

15) What constraints do you face in ensuring students acquire life-skills as intended in HIV and AIDS syllabus?.
16) What role does the school management play in promoting life-skills acquisition among students in your school?
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17) What you think your school needs to do more to promote life-skills acquisition by students.
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18) Approximately how many students drop out of the school yearly? Please state the reasons for their drop out.

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<thead>
<tr>
<th>Year</th>
<th>Number of Drop-outs</th>
<th>Reasons (Specify)</th>
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<tbody>
<tr>
<td>2002</td>
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<td>2003</td>
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<td>2005</td>
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<tr>
<td>2006</td>
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</tbody>
</table>
19) State at least five major challenges that you face in implementing the life-skills programs in your school.

(i)

(ii)

(iii)

(iv)

20) Do you involve constituency AIDS Committees and other such bodies in any way?

Yes ( )  No ( )

If Yes how, Please specify………………………………………………………………………………………………………..

………………………………………………………………………………………………………..

21) Do you feel more needs to be done to facilitate implementation of life-skills programmes? Yes ( )  No ( )

If Yes what? Please specify………………………………………………………………………………………………………..

……………………………………………………………………………………………………………………………………………...
APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Kindly answer the following questions. Do not write your name on this questionnaire. The Researcher would like to assure you that the information gathered will be held with utmost confidentiality. Please be as honest as possible and answer the questions appropriately by putting a tick ( ) against the appropriate statement or by filling in the blank spaces provided.

1. Name of School………………………………………………………………………………

2. Academic qualification
   a) Diploma (  )
   b) Degree (  )
   c) Others………………………………………………………………………………

3. Have you attended any workshop/seminar on life-skills programs in the past?
   a) 3 – 6 months (  )
   b) 9 months (  )
   c) 12 months (  )
   d) Never attended one (  )

4. If you have attended a workshop or seminar on life-skills programs what is your opinion about the workshop?
   a) Very useful (  )
   b) Useful (  )
c) Not Useful (  )

5. If some teachers were trained so as to train others, what is your opinion about such a method?
   a) Very useful (  )
   b) Useful (  )
   c) Not useful (  )

6. If not useful what suggestions can you make?.................................................................
.................................................................................................................................

7. a) Do you have the HIV and AIDS curriculum in your school?
    Yes (  )
    No (  )

   b) If Yes, when was it first introduced in the school?

    ........................................months ago
    ........................................years ago

8. a) Is the life-skills program being implemented in your school?
    Yes (  )
    No (  )

   b) If Yes, what are some of the challenges facing the teacher in implementing the Lifeskills programs?

   a) Lack of teaching/learning no appropriate materials (  )
   b) Inadequate or no training on life-skills (  )
   c) Lack of enough time to implement (  )
   d) Lack of cooperation from students (  )
   e) Any other, specify.................................................................
10. What methods do you use to assess students in life-skills acquisition?
   a) Written tests ( )
   b) Essays ( )
   c) Oral sessions of Questions & Answers ( )
   d) Assignments ( )
   e) Observation ( )
   f) Project work ( )
   g) Others, specify .................................................................

11. In your interaction with students, have you come across incidences where students have been involved in the health risk behavior such as unwanted or unprotected sex and drug abuse?

12. If Yes, do you think in your opinion that life-skills have helped them develop positive and healthy values and hence behavior .................................................................

13. If No, why in your opinion is it so ..................................................................

14. What is your assessment of the level of life-skills acquisition among your students?
   a) Very high ( )
   b) High ( )
   c) Average ( )
   d) Low ( )
   e) Very low ( )

15. What are the indicators of acquisition of life-skills by students?
a) Abstaining from sex or drug use
b) Avoiding bad Company
c) Reduction in sexual partners
d) Rise in visitation to VCT
e) Reduction in bullying incidences
f) Rise in interest to care for HIV and AIDS survivors

16. What strategies are being used currently to enhance acquisition of life-skills among the students?

17. What support programs do you have for assisting students orphaned by HIV and AIDS?

18. What recommendation would you make to improve the HIV and AIDS curriculum generally and life-skills in particular?

19. What do you think are the knowledge gaps existing among your students in relation to HIV and AIDS generally and life-skills in particular?

20. What can you say about availability of life-skills resource material in your school?
   a) Adequate
   b) Inadequate
   c) No available at all

21. What would you recommend the school administrator to do in order to promote HIV and AIDS awareness and acquisition of life-skills among your students?

   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
APPENDIX IV

QUESTIONNAIRE FOR STUDENTS

Note: Please read the questions below and answer them honestly. Do not write your name on this survey. Your answers will be kept secret. No one will know you answered these Questions. You are assured that this information shall be used strictly for the purpose of the study. Please answer the questions appropriately by following the directions given in each section.

PART A: ITEMS ON PERSONAL DETAILS

Tick (□) where appropriate

1. Sex  
   Male (  )  Female (  )

2. Age  
   13 – 18 years (  )  Above 18 years (  )

3. Religious background
   a) Christian (  )
   b) Muslim (  )
   c) Buddhist (  )
   d) Other Specify………………………………………………

4. Socio-economic status of family
   a) Low (  )
   b) Medium (  )
PART B: INVOLVEMENT IN RISKY BEHAVIOR

DIRECTIONS: This survey asks you personal Questions: Read each Question and circle the answer that is most true for you.

1. Which one of the following statements about the past 12 months is most true for you?
   a) I wasn’t in a situation where friends were using alcohol or drugs.
   b) I was in situations where friends were using drugs, but I never used any.
   c) I was in situations where friends were using alcohol or drugs and I used them too.

2. Which one of these statements is most true for you?
   a) I have never used drugs
   b) I used drugs and stopped
   c) I still use drugs

3. Which one of these statements is most true for you?
   a) I do not know the facts about harmful effects of drugs
   b) I know a few facts about the harmful effects of drugs
   c) I know adequate facts about effects of drugs.

4. Which one of these statements is most true for you?
   a) I was never introduced to drugs by anyone.
   b) I introduced myself into drugs.
   c) I was introduced into drugs by some else.

5. Which one of these statements is most true for you?
6. Which one of the following statements about the past 12 months is true for you?
   a) I did not have sex.
   b) I had sex with one person.
   c) I had sex with two people.
   d) I had sex with three people.
   e) I had sex with four or more people.

7. Which one of these statements about the times you had sex is most true for you?
   a) I have never had sex.
   b) My partner or I always used condoms.
   c) My partner or I used condoms most of the times.
   d) My partner or I used condoms only on few occasions.
   e) My partner or I never used condoms.

8. Which one of the following statements is most true for you?
   a) I always worry about contracting HIV or STIs.
   b) I sometimes worry about contracting HIV or STIs.
   c) I never worry about contracting HIV or STIs.

9. Which one of the statements is most true for you?
a) I have been tested for HIV.

b) I have never been tested for HIV even though I think I may be infected.

c) I have never been tested for HIV because I am likely to be infected.

10. Which one of the following statements is most true about you?

   a) I have never forced or been forced into having sex.

   b) I have forced or been forced into having sex.

11. Which one of these statements is most true for you?

   a) Though I know the risks of unprotected sex and drug use I engage to please my peers.

   b) Though I know the risks of unprotected sex and drug abuse I engage for my own pleasure

   c) Though I know the risks of unprotected sex and drug abuse I engage in them.

12. Which one(s) of these statements is true for you?

   a) I have never bullied a fellow student.

   b) I used to bully but stopped

   c) I bully students always

   d) I was never bullied

   e) I was bullied.

13. Which one of the following statements is true about your school?

   a) There is no bullying among students.

   b) There is minimal bullying among students.

   c) There is rampant bullying by students.

   d) There was bullying but it stopped.
e) There was rampant bullying but it declined.

14. Which one(s) of these statements is true for you?

a) I know the risks of bullying but I still practice it.

b) I know the risks of bullying and so I do practice it.

c) I know the risks of bullying but I still condone it.

d) I know the risks of bullying that’s why I do not condone it.

15. Which one of the following statements is true about your school in the last 3 years?

a) We have never gone on strike.

b) We have gone on strike once.

c) We have gone on strike twice

d) We have gone on strike thrice

e) We have gone on strike more than three times.

16. Which one of these statements is most true for you?

a) I have never participated in a strike.

b) I have participated in a strike once.

c) I have participated in a strike twice.

d) I have participated in a strike thrice.

e) I have participated in a strike more than three times.

17. Which one of the following statements is most true for you?

a) I know the risks of striking although I do participate in them.

b) I know the risks of striking and so I do not participate in them.

18. Which one of the following statement is most true about your school?

a) We use violence to express our grievances
b) We use other peaceful means to express our grievances.

c) We use violence after peaceful means have failed to succeed.

PART C: CONSTRAINTS FACING ACQUISITION OF LIFE SKILLS

DIRECTIONS: Read each Question carefully and tick (□) the answer that fits best your level of agreement or lack of it.

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<tr>
<th></th>
<th></th>
<th>Strongly Agree (   )</th>
<th>Agree (   )</th>
<th>Not sure (   )</th>
<th>Disagree (   )</th>
<th>Strongly Disagree (   )</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I have benefited a lot from life skills education</td>
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<td>2.</td>
<td>There is enough time to cover comprehensively the life skills topics.</td>
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<td>3.</td>
<td>We usually participate during lifeskills lessons</td>
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<td>4.</td>
<td>I feel confident when facing pressure to take drugs</td>
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<td>5.</td>
<td>Our teachers do not exhaustively tackle sexuality topics</td>
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<td>6.</td>
<td>Students are embarrassed to be taught and drugs, sexuality and violence</td>
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<td>7.</td>
<td>Being taught lifeskills has</td>
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<td>helped me develop the targeted skills</td>
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<td>8.</td>
<td>I am able to communicate confidently about my life, my body and my feelings</td>
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<td>9.</td>
<td>As a result of lifeskills education I am more aware of myself, my emotions, feelings and opinions</td>
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<td>10.</td>
<td>I am more able to think creatively, critically when deciding on having sex, engaging in drugs or violence.</td>
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<td>11.</td>
<td>I am more able to negotiate to get my way other than use violence</td>
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<td>12.</td>
<td>We engage in drama and role play during lifeskills lessons</td>
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<td>13.</td>
<td>The school environment promotes non-violence and anti-drugs messages</td>
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<td>14.</td>
<td>We hold open discussions and debates on sex, drug-use and</td>
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<td>15.</td>
<td>Lifeskills should have separate lessons</td>
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<tr>
<td>16.</td>
<td>Lifeskills should be a stand alone subject</td>
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<td>17.</td>
<td>Television, Radios and Newspapers influence my behavior</td>
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<td>18.</td>
<td>My parents should be closely involved for lifeskills to be acquired</td>
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<td>19.</td>
<td>Many students have reformed their behavior due to life skills education</td>
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