

**ANALYSIS OF INSTRUCTIONAL STRATEGIES USED IN
IMPLEMENTING LIFE SKILLS CURRICULUM IN MIXED DAY PUBLIC
SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA**

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DECLARATION

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DEDICATION

This work is dedicated to my wife Mary M. Mutia for her constant moral support towards the accomplishment of this great task. I won't forget to dedicate the work to my lovely two children; Jewel Mumo and Ivan Musembi for their patience as I utilized their time to accomplish this work. I also dedicate this work to my Father; Dr Stephen Musila Nzoka for the timely encouragement, constant support in diverse ways.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management.
CS	Cabinet Secretary.
CBC	Competency Based Curriculum.
DSA	Drug and Substance Abuse.
ICT	Information and Communications Technology.
KICD	Kenya Institute of Curriculum Development.
KDHS	Kenya Demographic and Health Survey.
LS	Life Skills.
LSE	Life Skills Education.
MOE	Ministry of Education.
MOEST	Ministry of Education Science and Technology.
NACADA	National Authority for the Campaign against Alcohol and Drug Abuse.
NACOSTI	National Council of Science and Technology
TAC	Teacher Advisory Centers
WHO	World Health Organization
QASO	Quality Assurance and Standards Officer
UNESCO	United Nations Education, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities

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ABSTRACT

Life Skills Education (LSE) curriculum implementation may be hampered by the choice of instructional strategies. Increased vices among the youth are indicators that programs, such as LSE, were jeopardized leading to failure of learners shun vices. This study was tailored to find out how teachers' use of instructional strategies had influenced the implementation of LSE in mixed day secondary schools in Kiambu County, Kenya. The purpose of the study therefore was to find LSE implementation gaps and bring light to stakeholders such as KICD, MOE in revising the scope of LSE its pedagogy and teacher in-service. The study objectives were to (i) determine the availability and adequacy of teaching and learning resources to aid LSE instructional strategies, (ii) examine the types of instructional strategies utilized by teachers in teaching LSE, (iii) explore teachers' perceptions of the effectiveness of LSE instructional strategies, and (iv) examine challenges teachers face when implementing LSE instructional strategies in mixed day secondary schools in the county. Social constructivist theory of self-regulation guided this study. Descriptive survey research design was used. The independent variables were LSE teaching and learning resources, instructional strategies, teachers' perceptions of LSE effectiveness and challenges of LSE supervision. The dependent variable was LSE implementation. Target population encompassed 130 principals, 1170 teachers and 10400 learners that generated a sample of 26 schools, 26 principals, 105 teachers and 198 learners across the county. Sampling techniques used were stratified, purposive, proportionate and simple random sampling techniques. Data was collected through questionnaires, interviews, and direct observations. The study used descriptive statistics and an inferential statistics (Fisher's exact coefficient) to analyze quantitative data. Qualitative data was categorized into themes and analyzed thematically. The study established that the essential teaching and learning materials for implementing LSE were inadequate in most schools. Although a large majority of teachers indicated that they used learner-centered strategies when teaching LSE, follow-up questions, responses from learners, and interviews with principals suggested that the actual usage of learner-centered techniques was lower than the self-reported. Further, even though a large majority of teachers were convinced of LSE's benefits to learners, only 25(23%) of the teachers were found not to be aware of recommended LSE instructional strategies. A small number of the sampled teachers 19(18%) incorporated ICT while many did not use ICT, as it was affirmed by 160(81%) of the sampled learners. Despite 67(64%) of the teachers believing that LSE implementation in their school influenced learners' life skills positively nearly half of the teachers 44(42%) had not taught the subject. Finally, teachers reported major obstacles related to poor LSE implementation to be related to resource unavailability or adequacy, teacher training or awareness, and LSE as a non-examined subject. The study recommended that, relevant educational stakeholders, including MOEST, ensure that all public day mixed secondary schools are equipped with appropriate LSE teaching and learning resources and adequately trained teachers to facilitate LSE implementation. Proper monitoring procedures should be put in place through county quality assurance and standards officers, the school principals, and teachers to ensure strict measures are placed to have the subject taught in all schools without fail. Ensuring the subject is examinable can also bring a positive impact in that teachers would treat the subject with seriousness it deserves.

CHAPTER ONE

INTRODUCTION AND CONCEPTUALISATION OF THE STUDY

1.1 Introduction

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

1.2 Background to the Study

The World Health Organization (2013) classified Life Skills (LS) into critical thinking, self-management, coping, interpersonal, and decision-making skills. Competencies intended to be developed by Life Skill Education (LSE) include coping with emotions, self-awareness, self-esteem, coping with stress, effective communication, interpersonal relationships, empathy, assertiveness, conflict resolution and skills of effective decision making. According to KIE (2008) life skills syllabus was introduced in Kenya to aid learners promote coping skills to the varied changing social problems and curb dysfunctional behaviors among learners. Despite having LSE as global interventional strategy to address various learners' developmental needs, varied factors, such as poor use of the outlined instructional strategies, might have jeopardized its ability to influence learners' lives positively (Maheshwari-Kanoria, 2021).

According to Seechaliao (2017), teaching strategies should incorporate activities guided by outlined tasks that stir learners' interactions and judgment. Participatory teaching in an LSE class would broadly encompass instructional strategies such as

debates, drama, group discussion, poetry, recitals, projects, songs, storytelling, games, role play, case studies and field visits (KIE 2008). Despite enlisting the recommended LSE teaching strategies, it was not outlined on how the subject could be evaluated.

Maheswari (2013) affirms significant association between the choice of instructional strategies by teachers and the actual acquisition of competencies required by the learners. For experiential learning to occur, teachers should balance expository and heuristic approaches in ways that call for their innovative skills (Seechaliao, 2017). Despite having well outlined interactive LSE instructional strategies that aid learners' acquisition of attitudes, skills and knowledge, studies done globally and regionally echo learners' incompetence's in addressing emerging life challenges an indicator of poorly implemented LSE (Maheshwari-Kanoria, 2021). Life skills education has been used in different parts of the world to promote positive behaviors among learners and their ability to handle different life situations. For example, in the United States, Prajapati (2017) documented its efficiency by 80%. His findings articulated the efficiency to teachers' readiness and willpower in utilizing varied instructional strategies during the implementation of LSE, hence, made this study necessary in examining teacher's use of recommended LSE instructional strategies in Kiambu County.

Ndirangu et al. (2013) documented that teachers' choice of instructional strategies had significant relationship with the amount of knowledge, skills, and competencies acquired by learners and the extent to which learners apply the gained knowledge to solve problems in real life. This study assessed the efficiency of LSE to the learners by finding out how teachers perceived its implementation in the classroom. As noted

by Barbara (2004) and Abobo (2012), teachers' efficacy and self-actualization during classroom presentations were directly related to availability of relevant resources, previous experiences, in-service, level of professionalism and the school learning environment created by the school principals. The observation made this study significant because it evaluated the use of LSE instructional strategies.

The United States successfully used LSE to address Drug and Substance Abuse (DSA) among junior and middle high school to 80% (Prajapati, 2017). Teacher related factors, such as improved in-service training, initial teacher training, instructional methodology, workshops and conferences, teaching experience, teacher attitude and professional qualifications, influenced LSE pedagogical process. Prajapati (2017) noted that teachers in the United States took a three-year training focusing on didactic instructional approaches to implement the LSE curriculum successfully. This is contrary to developing nations, including Kenya, as reported by Oloyede (2017). Oloyede (2017) pointed out an apparent reluctance by teachers to incorporate modern resources on instructional presentation, a gap that the present study was tailored to research on in relation to diversification in terms of resources during LSE lessons.

Muhammad (2011) outlined a significant relationship between teachers' knowledge on instructional methods and the utilization of varied content delivery techniques. According to Muhammad (2011), teachers with high training and education attainment levels exhibited confidence in balancing varied LSE implementation strategies. Comparable findings were reported by Ng'asike (2004), who asserted that low teacher academic qualifications lowered their ability to deliver quality instructional strategies. On this note, there was limited research on the availability

and frequency of LSE training among teachers in Kiambu County necessitating the current study.

In India, most schools embraced interactive videos when delivering LSE content and making the program successful. The instructional strategy worked due to its ability to accommodate great number of learners in a lesson (Maheswari, 2013). That was contrary to Kenya, where schools encountered multiple challenges, including overcrowded classes, inadequate resources, and limited guidance or support from school management, hindering the successful utilization of instructional strategies (King'ori, 2013). India embraced innovative learning design where teachers' role was to introduce, stimulate and optimize learners' innovation, which, in turn, boosted LSE instructional strategies. The approach aids learners to proactively seek solutions to the challenges they may encounter in life (Kalyani; Rajasekaran 2018). Kenya has introduced a competency-based curriculum (CBC), a curriculum designed to enhance learners' practical skills (KICD, 2017). Consequently, the current research sought to establish teachers' input of varied resources, integration of ICT to aid LSE instructional strategies in Kiambu County.

Despite the numerous attempts to impart life skills to learners in East and South Africa, its implementation was compromised by lack of consensus in terms of definition, scope and strategies of including LSE in the school curriculum (Murungi, 2013). Could that explain why the program sporadic failed to extent of some countries not embracing it? According to Njenga (2017), supported by Oloyede (2017), pointed out school factors such as unfocused school principals in supervising LSE lessons to have been key catalyst leading to teacher laxity. The study focused on school factors and failed to analyze on teaching strategy effectiveness. That made

this study salient in filling the gap by looking at principals' perception in ensuring the lesson was implemented effectively in the classroom.

The findings of a study done by Oloyede (2017) in SiSwati, Swaziland, postulated that despite teachers' knowledge about presence of LSE, they had low drive towards the lesson and eventually didn't effectively implement it in the classroom. According to Oloyede (2017), LSE instructional strategies in SiSwati school were compromised by the fact that principals were less involved in supervising LSE due to insufficient training and in service, poor expertise on how to integrate life skills in the SiSwati lessons, lack of teaching materials such as the teacher's guide and school principals failing to ensure slotting of the lesson in the school time table. Oloyede (2017) asserted that learners had no interest in the lesson since they had not fully been engaged with required LSE instructional activities, hence, making this study salient in finding out the extent to which required instructional strategies were utilized to implement LSE in Kiambu County.

In South Africa, two teachers were trained to implement LSE in each school. Despite that government's good intention, LSE collapsed due to negative teacher attitude and conflicting goals in the education system, administrative organization issues, lack of commitment by teachers and their heads, poor trust between teachers and learners (Peinsloo, 2007). According to Ndirangu et al. (2013) learner's interest in the subject was inhibited by lack of teachers embracing interactive teaching approaches. In that case this study focused on extent to which teacher's embraced varied learner centered teaching methodology. Large classes, poor school administration support and co-ordination were factors that, in one way or another, influenced teachers' attitude. The teachers would in turn, bury their zeal to

confidently deliver content using required instructional methods as pointed by Peinsloo (2007) hence focusing the new research in finding out the extent to which principals and teachers were motivated in conducting LSE lessons.

Oswake (2014) emphasized that quality and quantity of resources influence the use of successful instructional strategies. Both human and material resources play key roles in effective teaching and learning process. This observation was in line with Muhammad (2011), who saw time as a determinant of quality instructional delivery by measuring the number of class periods spend and assorted resources used to aid varied teaching learning techniques in Pakistan. Abobo et al. (2014) asserts tangible facilities in LSE to be books material equipment, media among others. According to the scholars, intangible resources include energy and knowledge, human skills, and most importantly, time. Resource materials encourage conceptualization of abstract ideas, simplify skills being taught, and curb rote teaching (Oswake, 2014). Abobo 2015 found out that scarcity of resources (charts, videos, reference materials, teachers' guides, text books) led to fail of LSE in Nigerian schools. Ofodu (2012) reasons that instructional resources stimulate learners' interest and develop positive perception boosting learners' attention span and effective learning, hence, the need of this study to find out use of resources in Kiambu County.

In Malawi, LSE faced a challenge of teachers feeling not comfortable in delivering sexuality content in classroom settings, while others ignored the content with reason that it was infused in other subjects, such as biology and religious lessons (Peace Corps, 2000). This was in line with Bwayo (2014) who associated failure of teachers' use of recommended LSE instructional strategies due to hostile social and cultural environments, misconception of the lesson not being examinable and poor

use of participatory teaching approaches in Ugandan schools. Even though LSE should be taught as stand-alone subject, Mugambi (2013), in his study on LSE implementation in secondary schools Kajiado, found out that 42% of school principals championed for infused approaches, 30% integration, and 28% separate subject approach. This gave an indicator that there still existed a gap on actual choice of approaches and instructional strategies during LSE implementation in Kenyan secondary schools and, hence, making the current study significant in determining effective use of LSE instructional strategies in Kiambu county. To what extent have teachers in Kiambu County effectively delivered LSE content infused in other subjects, such as biology?

Anagün (2018) stressed the fact that both learners and teachers need to embrace constructivism teaching and learning process for a purposeful learning in infused LS content an area the current study will dwell in. In Namibia, Kuta (2010) found out that teachers were glued to the traditional teaching learning pedagogy making learners unable to apply the skills exposed to them by LSE. Wanjama (2010) asserted that teacher's attitude towards new curriculum implementation influenced manner to which he/she utilized the pedagogical strategies. According to Luvunga (2003) teachers had less attention to newly introduced syllabuses due to negative attitude since they thought it had no value over the existing one. That was echoed by Abobo (2015) in a study done in Trans-Nzoia West District, where teachers had negative attitude towards LSE implementation and hence utilizing time allocated for LSE for other examinable subjects. From his study, 80% of the teachers had no training on LSE indicating that they had no expertise on best implementation strategies on LSE syllabus. Ndirangu et al. (2013), asserted gender factors

negatively influenced instructional strategies of LSE and hence making this study important in addressing instructional strategies used in teaching LSE in Kiambu Mixed-Day secondary schools.

Most research done within Kiambu County paid more attention to other attributes such as factors that affect LSE implementation and giving less attention to effective LSE pedagogical aspects. Njenga (2017) for instance did a study on LSE and students' sexual reproductive health in Kenya: case study of Ruiru sub-county and failed to address on teachers views on effective LSE teaching strategies that this study addressed in depth. Muchiri (2015) focused on impact of life skills upon reduction of violence in secondary schools but didn't find out quality of LSE instructional methodology used as opposed to the current study. King'ori (2013) in a study on if set conditions on LSE implementation were utilized in Ruiru district, Kenya, documented challenges on successful instructional strategies due to inadequate resources, lack of guidance and support mechanisms on successful implementation and hence making the current study find out if the same factors are associated to quality LSE instructional strategies up to date. King'ori (2013) noted some schools had not yet introduced the subject either and worse of all, inadequate preparation before enrolling the program nationwide could have posed negative attitudes to the teachers and hence not even taking the subject with the seriousness required.

1.3 Statement of the Problem

Life skills education was introduced in the Kenyan education system in 2008. However, teachers were not adequately trained/in serviced and inadequacy of teaching and learning materials an indicator of its challenges during implementation.

It was not until September 2009 when teaching materials started to stream to schools via ministry of education for start of LSE implementation. An ideal LSE curriculum implementation could have been done by having teaching learning materials such as life skills course books, teachers' guide books and syllabuses ready prior to national implementation hence posing a wrong foot of enrolling the program to secondary schools. Given its hurried implementation, teachers were not trained fully to handle LS content in classroom context by use of varied pedagogical strategies hence creating a gap between LSE curriculum actual implementation and what learners assimilate. Its hurried implementation suggested that the curriculum implementation was bound to face challenges. Despite its existence for the last twelve years, learners in secondary schools continued exhibiting vices such as being involved in DSA, sexual activities leading to high statistics of teenage mothers, suicide, truancy, school drop outs, arson, homicides, and murder among others. In the year 2017-2018 for instance, Kiambu County was ranked second in crime rate an indication of a gap in LSE addressing skills such as those of living with others. (Kiambu County Crime and Investigation Office (2019). A total of 107 cases of secondary school unrest were reported nationally in 2018 (Ministry of Education 2018). It is for that reason this study intended to find out if LSE was actually being implemented and how instructional strategies were being utilized for effective implementation of life-skills education in selected mixed-day secondary schools in Kiambu County.

1.3.1 Purpose of the Study

The purpose of this study was to analyse instructional strategies used in implementing life skills curriculum in mixed-day-public secondary schools in Kiambu County, Kenya. The rationale for choice of Mixed-Day secondary school

was because these learners face demands from two types of environments; school and community hence calling for their competencies in making wise decisions on daily basis. By doing so, it would bring light on what should be addressed by relevant stakeholders such as KICD, MOE in revising the scope of LSE, pedagogy of LSE and in-service to teachers for effective use of instructional methods to have the subject beneficial to the learners in Kiambu County.

1.3.2 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the availability and adequacy of teaching and learning resources to aid LSE instructional strategies in mixed-day secondary schools, Kiambu County.
- ii. To examine types of instructional approaches utilized by teachers in teaching LSE in mixed-day secondary schools, Kiambu County.
- iii. To explore teachers' perceptions on effectiveness of LSE instructional approaches in mixed-day secondary schools, Kiambu County.
- iv. To examine challenges teachers face applying LSE instructional strategies in mixed-day secondary schools, Kiambu County.

1.3.3 Research Questions

The study sought to answer the following questions;

- i What teaching and learning resources are available to aid LSE instructional strategies in mixed-day secondary schools, Kiambu County?
- ii What instructional approaches are utilized by teachers in teaching LSE in mixed-day secondary schools, Kiambu County?

- iii What are the teachers' perceptions on effectiveness of LSE instructional strategies in mixed-day secondary schools, Kiambu County?
- iv What challenges do teachers face in supervising LSE instructional strategies in mixed-day secondary schools, Kiambu County?

1.4 Significance of the Study

In addition to complementing existing studies, this study contributed new knowledge gap in relation to LS curriculum implementation in Kiambu County. Being a representative of part of the nation, the study brought into light on LS implementation gaps in terms of pedagogy. This sheds more light on why MOEST needs to compel school principals to ensure LS is taught as per allocated time in the national curriculum. The study's findings are of help to curriculum reformers and stakeholders in that it enlightens them on carrying out more research on effective implementation of life skills curriculum, prior preparation of relevant resources in implementing LSE, and organizing in-service programs for teachers. School principals, teachers, county educational officials, such as Quality Assurance and Standards Officers, are enlightened on challenges faced by teachers during instructional process and hence find means of mitigating them. Learner-friendly pedagogies such as participatory approach aid learners in acquisition of relevant knowledge and psychosocial competencies that in turn can be applied in dealing with diverse social needs and hence making the LSE curriculum a tool of giving the society learners whom have the competencies to cope with daily challenges.

1.5 Limitations and Delimitations of the Study

1.5.1 Limitations of the Study

Varied aspects beyond researcher's control that could have jeopardized research conclusions were categorized as limitations, (Best & Kahn 1998). For this study, respondents may have failed to be open and honest on their responses due to fear of victimization. However, the researcher assured respondents confidentiality and that information given would be used for purposes of research only. Kiambu County is quite a vast area hence conducting research on the whole region would be time and financially expensive. To mitigate that limitation, the researcher utilized a minimum acceptable sample without compromising quality of the study. Despite the schools being sparsely located within the county, the researcher created enough time for data collection. Due to financial constraints, the researcher ensured interviews and questionnaires were administered and collected same day to avoid recurring trips to the particular school.

1.5.2 Delimitations of the Study

This study was not done in the entire country. It focused only on mixed-day public secondary schools in Kiambu County and not involving the other categories of schools due to the fact that learners in mixed-day secondary schools had not only challenges of balancing two types of environment; home and school but also co-habiting skills with opposite gender in school. In addition, the schools to be studied were located within urban settings and, hence, the findings may not be generalizable to non-urban areas. Non-teaching staff, BOM, MOEST officers and the parents were not included despite being resourceful to the study.

1.6 Research Assumptions

This study was undertaken under the following assumptions:

- i. Mixed day secondary schools in Kiambu County had been implementing LSE curriculum.
- ii. Teachers had perceptions that affected implementation of LSE curriculum in terms of choice of pedagogy for implementing the subject in a classroom setting.
- iii. All the teachers had been trained and were fully conversant with LSE.
- iv. Respondents willingly provided correct information.

1.7 Theoretical Framework and Conceptual Framework

The section below will dissect two key areas; the theoretical framework and the conceptual framework that guided the study.

1.7.1 Theoretical Framework

Social constructivist theory of self-regulation by Schunk and Zimmerman (2003) guided this study. Vygotsky (1978) had initially developed the theory. The theory stipulates that humans are intrinsically motivated and continuously ready to gain new knowledge in relation to the external contributing factors such as guidance. The theory affirms that human mental understanding and refinement of ideas keep on improving in relation to the type, quality and degree of guidance one is exposed to by the teacher. In that case teacher's pedagogical choices have great influence on the extent to which learners fully reconstruct and refine LSE into more practical ways. According to the theory general life experiences and reflections are seen as key in cognitive advancements. Learners, therefore should be guided through well-chosen LSE instructional methodology to be able to interpret and solve cropping social

challenges independently. Active and experiential learning is advocated as instructional approach as compared to didactic teaching and learning in LSE (WHO, 1994a).

Social constructivists describe self-regulation as ability of learners to acquire self-belief in relation to their varied aptitudes, competencies, complexity and structure of teaching learning process and how pedagogy can be steered to meet both academic achievement and individual goals, (Schunk & Zimmerman, 2003). Learners' self-beliefs and educational outcomes are associated to their level of change and development based on the ongoing changes, experiences and progression. That implies experiences, competencies and skills gained by interacting with LSE via well selected teaching learning instructional methods greatly influence how they best utilize skills of living with self, living with others and careful decision making at varied situations.

Self-regulated processes in learning and development is key to constructivism theory. In that case secondary school students should be able to control thoughts, feelings actions and motivations under keen guidance of teachers in a well conducted instructional process. The theory focuses on self as an influencer of emotional reactions, actions and motivation to varied decisions taken to the surrounding. For any habitable social setting to be achieved with less or no vices, students will have to intrinsically be motivated to not only learn life skill content but also utilize the competencies presented to them through LSE. The teacher's choice of pedagogical procedures become key since the type of strategy chosen would either motivate the learners or demotivate them in the subject content.

1.7.2 Conceptual Framework

The conceptual framework provided reflects on the relationship of the variables. The dependent variable (LSE implementation) will be determined by choice of instruction strategies the teachers opt to use.

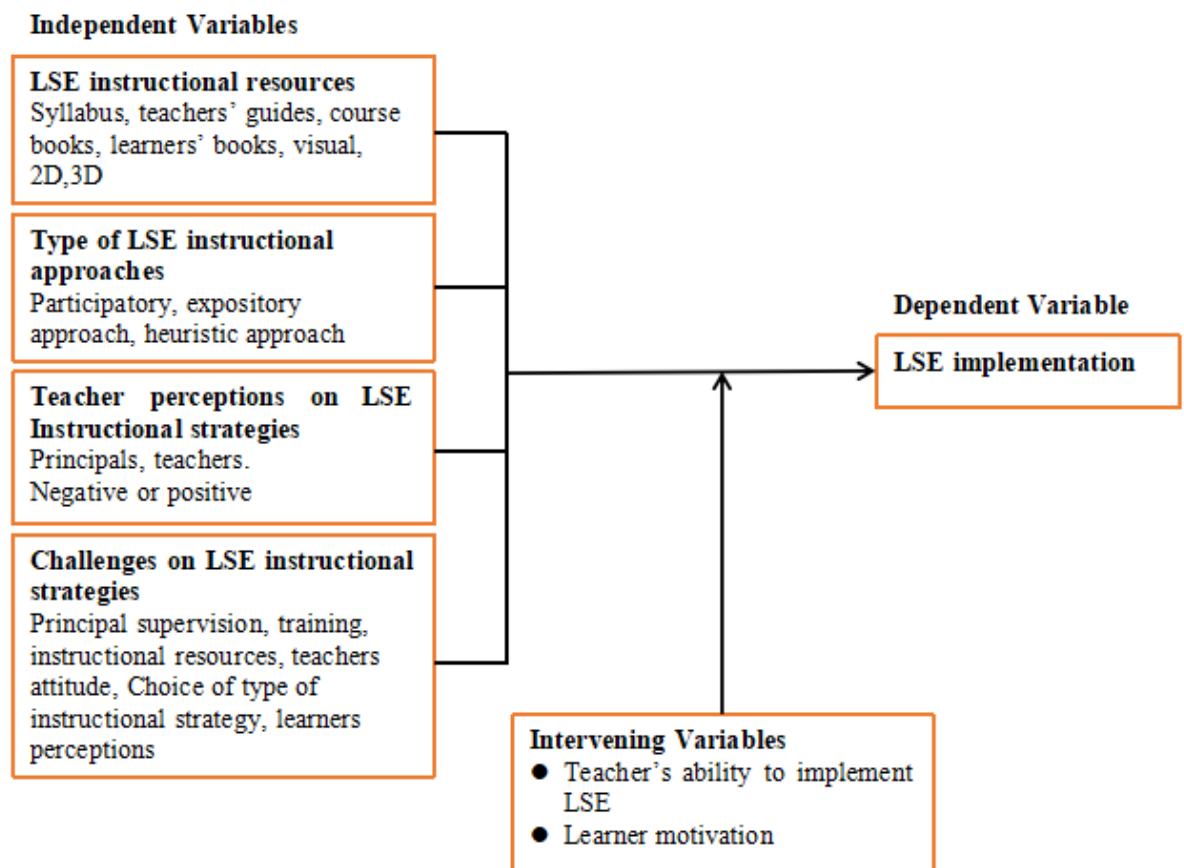


Figure 1.1: Conceptual Framework for the Research

In this study, life skills education acted as a link between motivating factors of positive health behavior of learners, their values, knowledge, and varied attitudes. According to MOEST (2004) framework, acquisition of academic competencies and Knowledge together with skills (life skills) positive attitudes and values learned in LSE harmoniously promote healthy behavior and mitigate learners from being involved in anti-social behavior. If the subject is implemented as required in the national curriculum, learners will be able to translate knowledge (what they know)

attitudes and values (what they think, feel and believe) into action as actual abilities. LSE is a curriculum that aid learners analyze daily aspects such as what to do, where to do, when and how to do. These aspects require great teacher input when conducting instructional process during LSE implementation. From the conceptual framework above, teachers' perception on manner to which LSE was being implemented was related to the choice of instructional strategies. The overall LSE implementation can turn up to be successful if the required innovative, learner centered approaches are utilized. To achieve that, there are factors such as school principal support and teacher willingness to appropriately utilize the different pedagogies when teaching LSE. It is more likely for a competent teacher to fully implement LSE in relation to curbing vices among secondary school learners. Other factors include the learner's attitude, availability of resources and eventually monitoring and maintenance practices such as in-service programs.

For a successful implementation of educational policies, teachers play a vital role in ensuring that the new reform is fully implemented on the ground. In that case, there should be proper mechanisms set to ensure that teachers develop positive attitudes towards implementing any given program. This can be achieved through having them be confident on what they are doing by getting the correct competencies. There is a direct correlation of the teacher attitude to that of the learners during and after teaching learning process. A motivated teacher equipped with required competencies, teaching and learning materials is likely to have a smooth implementation process as compared to the one who lacks materials, competencies and eventually developing a negative attitude. The community and the government

at large, have the role of owning process of implementation by supporting the teachers in diverse ways.

1.8 Operational Definitions of Terms

Adequate: Description of amount of given items that be termed enough. In this case teaching and learning resources such as Course books, teachers guide among other resources being enough in terms of numbers for use by teachers and learners during LSE instructional process.

Attitude: Attitude was a reflection the teachers thoughts in relation to LSE implementation. Various factors used to aid determination of teachers attitude included feelings; thoughts; positive and negative responses towards a given question. The dimensions of attitude encompassed the cognitive component behavior and affective/emotional component.

Competency: A learner's ability to combine measurable and observable abilities, personal attributes knowledge and skills gained through life skills curriculum contributing to enhanced performance.

Effective: in this study, the term refers to appropriateness of a given process in that positive results or outcomes are attached to.

Expository and Heuristic approaches: These are examples of participatory instructional strategies of learning where learners are actively engaged in learning. Learners do life skill tasks assigned as teacher takes the role of guidance.

Educational Games and Simulations: during life skills instructional process, teachers can use rich discussions that cultivate fun among learners hence boosting active learning. The games steer learners to work hard and earn points during life

skills instructional strategy. Through the aspect of employing varied skills and knowledge, learners also learn on how to manage their attitudes, interpersonal relationships and decision making skills as guided in LSE.

Implementation: it's the actual presentation of life skills education content in a classroom context. It entails teachers' guidance as learners acquire new knowledge, skills and attitudes as it pertains LSE. It's a stage where LSE instructional strategies become key.

Instructional approaches: is a broad classification of various ways content can be delivered in a classroom setting. For instance teachers can be said to use participatory approaches, heuristic or expository in relation to how learners are actively or passively engaged in the teaching learning process by the teachers.

Instructional strategies: these are methods used to enhance learners interact with life skills education content in a classroom setting. Examples include role play, demonstration, brainstorming, games among others. The strategies can further be categorized as learner centered or teacher centered.

Life skills: These are psycho-social competences or abilities that aid one to wisely deal with arising challenges and everyday life demands. Through them, one is exposed to techniques promoting positive behavior and empowering skills that affect the capacity of an individual to pursue life goals

Life skill education: it's an integral subject, taught as stand-alone, to enhance learners gain positive attitudes and desirable behavior in relation to self and others. Life skills education is the practical development of life skill competencies. Life skills encompass knowledge, abilities and skills in which LSE avails a platform for

the skills to be taught in a school setting, practiced and reinforced via carefully selected learning experiences.

Mixed day secondary schools: a category of secondary school that encompasses both genders and don't have boarding facilities for the learners. The learners learn and go home each day.

Perception: it's the manner at which the respondents saw the worthiness of a given subject, issue, item or even program for instance that of life skill.

Pedagogy: these are LSE instructional strategies used to enhance learners interact with life skills content in a classroom setting. Examples include role play, demonstration, brainstorming, games among others.

Participatory learning: An instructional strategy that greatly demand the learner to acquire skills, knowledge and competencies by actively taking part in the teaching learning process.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed related literature to this study. The topics were organized in rhyme with the outlined objectives. The areas addressed touched on LSE instructional strategies, perceptions of teachers about the effectiveness of LSE, and availability and adequacy of teaching and learning resources to support effective life skill education pedagogical approaches in mixed-day secondary schools in Kiambu County. The chapter begins with an overview of the state of LSE in Kenya. The subsequent sections review the literature relevant to the objectives. Notable gaps in the literature are also highlighted.

2.2 An Overview of the State of Life Skills and Life Skills Education in Kenya

2.2.1 The Need for Life Skills Education among Young People in Kenya

Emphasis on academic prowess without the acquisition of psychosocial skills is an inadequate manner to equip young people to cope with the ever-un-enveloping complex challenges in the world today (Ismail, 2019). Life skills are psycho-social competencies or abilities that aid one in wisely dealing with arising challenges and everyday life demands (UNFPA, 2019). They encompass knowledge, abilities, and competencies in which LSE avails a platform for the skills to be taught in a school setting, practiced, and reinforced via carefully selected learning experiences. Through them, one is exposed to techniques of promoting positive behavior and empowering skills that affect an individual's capacity to pursue life goals (UNFPA, 2019). Any consciously and unconsciously controlled behavior with negative

outcomes, socially unacceptable, threatens both physical and economic status, and affects psycho-social well-being can be considered a risky behavior (Santos, 2020). Life skills allow people to navigate through life's challenges while minimizing such behaviors.

Yet, global statistics suggest that many adolescents and young adults have no or limited practical skills to counter life-threatening behaviors, such as irresponsible sexual activities, teen pregnancy and unsafe abortions, drug and alcohol abuse, and indiscipline. For example, the World Health Organization (2018) documented 16 million girls aged 15 to 19 being child bearers and 2.5 million of whom were from sub-Saharan Africa. Worst of all, approximately 3.9 million engage in unsafe abortions annually (WHO, 2018). In Kenya, teenage pregnancy rates were 18% by 2014, and the figures seem to be rising (UNFPA, 2019). To support this argument, UNFPA (2019) reported that 378,397 girls aged 10 to 19 in Kenya became pregnant between July 2016 and June 2017. Research conducted by LANCET indicated that between 2005 and 2015, new HIV cases grew by an average of 7.1% per year. The disturbing bit was that 40% of the new infections were youth of age gap of 15 to 24 years (Sarah & Koegn, 2021). The report was supported by that of 2019, where irresponsible sex caused pregnancies as follows: Nairobi (24,106), Nakuru (17,019), Meru (15,353), Narok (14,052), Bungoma (13,920), Kiambu (13,128), Trans Nzoia (11,687), other remaining counties reporting between 10,000 and 15,000 girls.

Similar findings were recorded by the Kenya National HIV and AIDs strategic plan twelve years back (2000-2005) where out of the 60% newly reported cases were learners in schools of ages 16 to 24. Each year approximately 200,000 cases reported in schools, 90% were sexually related. In that connection it is clearly seen

to have existence of gap on whether sex education and life skills education have played their role to curb risky behavior that lead to such alarming statistics of infections (Kawira, 2017). A study done by Oswake (2014) depicted that 25% of the learners who sat for the interview had been involved in sexual activity a week before the interview. The affected ages according to Kawira, (2017) were 14 to 16 (52% males 40% females). A report by Plan International (2012) documented facts about Kinangop District, Kenya, where early-age marriages were business as usual. Learners of young ages (12) were not only being married but also exposed to child labor. Such practices may lead to truancy and risky behaviors within school setting since the learners opt for the easy cash.

Another area highlighting LS gaps in the country is the apparent poor conflict resolution practices among Kenyan adolescents and youths (Kawira, 2017). The inability of school leadership team to solve learners' grievances amicably echoed poor conflict resolution strategies. This was an indicator that in a school setting, problem-solving skills had not been used at all by both the administrators and teachers to address issues. Conflict resolution skills boost positive relationships not only among learners but also within the school leaders (Kawira, 2017). Overall, the above findings highlighted the need for effective LSE implementation strategies to promote positive behaviors and reduce the prevalence of vices among young people in the country.

2.2.2 The State of Life Skills Education Implementation in Kenya

Life skill education is an integral subject, taught as stand-alone, to enable learners to gain positive attitudes and desirable behavior in relation to self and others. According to KICD (2008; 2010; 2013; 2014; 2016), a learner can develop wholly

by being exposed to LSE that inculcate adaptive and positive behavior through developing assertiveness, self-awareness effective communication and positively relating with others and hence curbing risky behavior among learners. Three components create a balance of what LSE entails. The three are knowledge and information, attitude, and values (UNICEF, 2009). NACADA (2019) declared schools being no drug free environs. This was affirmed by Kenya Primary School Heads Association (KEPSHA) early 2019 where it was revealed that menace of drug use by learners as young as four years needed urgent intervention. Such challenges should be addressed via the school curriculum and, hence, making LSE one of the tools that can address them.

When the LS curriculum was integrated in a carrier subject, Sinclair (2004) suggested for unique lesson topics, specially selected interested trainee teachers, unique time allocation on the master school timetable, special support materials based on a pedagogically sequenced curriculum and constant monitoring and teacher support of whom the school head play a greater role in harmonizing all these elements by having keen supervisory skills failure to which the classroom instructional process is compromised. For LSE to deliver its objectives, learners might require the teachers look at different challenges the learners are exposed to and strategize on how to fully address them using recommended LSE instructional methods. As captured in reviewed literature, despite its introduction for a decade, there still exist a gap between dissemination of knowledge and behavior change among learners (Santos, 2020).

Kenya being a transit point of drugs for traffickers from Latin America and Asia makes it a challenge for urban schools, specifically day secondary schools.

NACADA (2012) noted that the majority of drug users are from urban regions of which Kiambu is an immediate neighbor to Nairobi. Santos (2020) called for the administration to shift from emphasizing implicit approaches and move to explicit approaches of reinforcing learning in a class setting. King'ori (2013) and Santos (2020) concurred that school administrators had a role of contextualizing issues in an area to be addressed fully by LSE. According to Plan of Action 2005-2015, learner's tendency to have a negative attitude towards the implementation of LSE may have cropped up by the manner it is presented to them in instructional settings. Teacher's pedagogy may not bring about learners' interest to learn new things.

As outlined in the LS manual by KICD (2016) teachers should use more learner-friendly approaches that would create interest to the learners. Learners end up developing negative attitude because the lesson deprived them one PE lesson from the timetable. Other factors that had great input on creating attitude towards the learner's acceptance of a program include the culture, religious affiliations, and traditions. In that connection learners may not be confident enough to discuss sex related issues in classroom setting more so to an adult whom in that case was the core implementer of LSE (Kalanda, 2010). However, a study done by Nkhata and Mwale (2016) found out that Nairobi and central were having high prevalence rates of drug consumption among learners. The findings concur to those of NACADA (2012) which found out that majority of those who called for help through 1192 were from Nairobi and central.

The above gaps point to laxity of educational officers, TAC tutors and QASOs in ensuring consistent monitoring of LSE pedagogical use. In Kiambu, Kiambi (2018) postulated that learners within this county had less LSE competencies in avoiding

vices within and outside school settings, posing a dire need to find out if mixed-day schools in Kiambu county use correct LSE instructional strategies. A study done in Ruiru Sub-County also confirmed that the lesson was not fully addressing issues pertaining sexual life of learners in secondary schools (Njenga, 2017). The study recommended of urgent action in terms of introducing innovative approaches and participatory methods in teaching LSE for the subject to be of value to the learners. What mechanisms have teachers put in place in the identification of the learners under drug use within schools. How effective are teachers implementing LS, now that there is a more load of enrolling the competency-based curriculum (CBC)?

2.3 Availability of Teaching and Learning Resources to Implement Life Skills Education

Resource availability and adequacy may affect various factors linked to instructional delivery, including teacher competence, motivation, and effectiveness. For instance, Siregar (2020) established significant correlations between the availability of teaching or learning resources, the level of competency a teacher achieves in terms of subject matter, and their choice of best type of instructional strategies. According to Njenga (2017), resources enhance teacher and learner motivation and full participation to a given implementation. The learners develop interests in relation to the amount of input based on the teacher's competence that is harvested from the vast interaction of resources brought forth. This creates a good field where learners feel the zeal to learn and make new discoveries. Recent research by Ismail (2019) maintains teacher's attitude towards a subject to have been attributed to availability of assorted reference materials. Obwoye (2020) also established significant relationships between resource availability of learners' academic performances.

Adequate and appropriate resources are vital for the successful implementation of the LSE curriculum. According to Schuler (1962) and Mutegi (2012), resources not only focus on the shilling but also the human personnel involved in its implementation. In that case, the personnel implementing LSE should be fully capacitated to initiate successful instructional strategies. This goal can be achieved if the teachers involved have the right materials and frequent in-service programs that enable them to deliver their very best. Mutegi (2012) in his study pointed out the importance of having enough social capital to have a successful implementation. In that case, the community must be incorporated into any implementation by having the teacher have vast information about the program at hand. Through collaborative strategies, learners would realize the practicability of what they learn in school to what they encounter in the real world.

Despite the acknowledged importance of LSE, studies from different parts of Kenya indicate that many schools in the country have acute shortages of resources to implement LSE. Research done by Mugambi (2013) documented the lack of LSE teachers' guides and learners' course books missed in schools, an indicator of maladjusted pedagogical procedures. Meyer (2016) and the Kenya Legal and Ethical Issues Network on HIV/aids (2011) pointed out the shortage of Teaching learning materials as far as implementing life skills education was concerned. In their study conducted in Trans-Nzoia, Abobo and Orodho (2014) concluded that critical learning or learning resources were available, but they were inadequate in most secondary schools in the county. Similarly, in Kericho County, Birgen and Murungi (2018) found that the successful implementation of the LSE curriculum was hampered by acute resource shortages in most schools. More recently, Magutah

(2021) asserted that effective LSE implementation in public secondary schools in Kenya was hampered by unavailability and less utilization of instructional materials. Such findings made the current study key in establishing the availability and effective use of instructional resources in implementing LSE in Kiambu County.

2.4 Instructional Strategies Utilized by Teachers to Implement Life Skills Education

Ideal learning of LSE is manifested when learners apply the competencies in solving cropping day to day challenges and evading indulging in vices (UNFPA, 2019). The choice and effective utilization of instructional methods are key to ensuring LSE competencies are well understood by the learners. A competent teacher implementing life skills curriculum would employ learner-centered strategies such as group discussions, debates, role play, among others at ease since they are strategies that stir the interests of the learners (WHO, 1993). As outlined by Bedir (2019), utilization of innovative skills during LSE presentation is an indicator of a competent teacher who has competency in content delivery. Interactive strategies were salient in enhancing learner's acquisition of knowledge and utilizing it to interpret challenges and coin possible solutions for each. Teachers' competencies are reflected by assorted pedagogical strategies used; brainstorming, group discussion, use of role models, debates, and role play (MOE, 2004).

However, there are concerns that developing countries, where Kenya falls in, struggle to address vices due to the use of old classical instructional approaches of teaching as compared to developed countries that have gone an extra mile on initiating LSE programs in co-curricular activities and community-based activities (Santos, 2020). The correct utilization of LSE innovative instructional strategies can

enhance physical and emotional well-being of adolescents (Clark, 2015). According to Darroch (2016) and UNFPA (2017), undesirable outcomes among learners, such as unplanned teenage pregnancies, remain a challenge to sustainable development due to the failure of LSE pedagogy to transform learners positively.

In Namibia, Kuta (2010) documented learners were not able to apply the skills exposed to them through LSE curriculum since teachers used traditional teaching and learning pedagogy. Studies from Rwanda, Botswana, and South Africa attributed success of mainstreaming LSE to several determinants, such as adequate teaching personnel, but mostly emphasized LSE teaching approaches that were expository in nature such as debates, discussions, and storytelling (Kuta, 2010). According to Amosun (2015) failure of LSE was associated to teachers using the conventional methods like lecture and question answer methods as opposed to participatory methods like debates, posters, role play, case studies, brain storming, field visits, panel discussion, songs, games, project, poetry recitals, drama, storytelling, and group discussions among others hence making this study important in finding out teachers' use of recommended participatory instructional strategies.

Due to the changing world setting and emergence of new challenges among society, learners need to go through learning in more advanced approaches incorporating ICT (Sarah & Koegh, 2021). From their research, despite the teacher being exposed to bulky curriculum in low- and middle-income countries, the scholars saw a gap of teachers failing to utilize the required pedagogical methods due to lack of motivation, resources, and school administrative support via school administrators. This was also echoed by Santos (2020) that not unless teachers intrinsically become driven towards innovative approaches in instructional strategies, learners will remain

grasping less fraction of knowledge and competencies than required. This can be a reason as to why countries like Kenya still record high cases of vices such as drug use, teenage pregnancies, suicide among others, because learners might have lacked enough knowledge on how to shun vices. It is therefore the role of the teacher to utilize varied child-centered approaches to stir the learner's intrinsic interest in abiding by the new skills, knowledge, and competencies (Schunk & Zimmerman, 2003).

Nasheeda (2019) elaborated that quality learning can be measured by the type of learner output to the society. In that case, as outlined by the theory of this study, learners should be directed during instructional process to not only understand the knowledge given, but apply it in various challenging situations (Schunk & Zimmerman, 2003). Rising statistics of various vices among learners can be an indicator on ineffectiveness of pedagogical approach used by teachers. The use of old traditional pedagogies hinders participatory kind of learning that suits teaching LSE (Kalanda, 2010). To what extent do these factors hinder successful LSE implementation in public secondary schools in Kenya? Lagat (2016), whose study was based in Uasin Gishu, observed that most teachers did not utilize appropriate teaching methods when delivering LSE instructions. However, their study focused only teachers' use of homework assignments, presentations for evaluation, and end-term examinations and failed to scrutinize instructional strategies, an area the current study did. Overall, there is a scarcity of published studies on the specific instruction methods for LSE in the country a gap this study ought to address.

2.5 Teachers' Perceptions about Life Skills Education Instructional Strategies

The essence of LSE is not only linked to academics, but also on independent living, quality life, and demonstration of community adjustment (Ngando, 2011). Increase of an individual repertory of life skills the more that individual become independent and reflect quality life by eliminating vices and becoming wiser in making wise life choices (Sarah et al.2021). However, the rising cases of teen pregnancy in Kenya, unsafe abortions, HIV and AIDs, suicide and similar vices are red flags that the LSE curriculum might not be addressing learner's needs in terms of equipping them with the skills needed to shun vices, such as engaging in early sexual activities (UNFPA, 2019). Njenga (2017) noted that LSE took various dimensions in terms of content, form, extent, and intensity when addressing various issues in varied contexts and hence called for an innovative teacher hence making this current study important in establishing the types of teaching strategies utilized if any. However, given the rising trends of destructive behaviors among young people in Kenya, do teachers in the country perceive LSE as an effective tool for curbing such vices?

Studies from different parts of the country suggested that most teachers in the country believe LSE can help nurture positive behaviors among learners. For example, Birgen and Murungi (2018) found that most pre-primary teachers in Kericho were convinced that the LSE curriculum meets learners' needs. Their study also revealed that LSE drew significant support from school administrators. Similarly, Kite (2017), whose study included public primary schools within Eldoret Municipality, established that the majority of teachers believed LSE was necessary and should be compulsory for all children because it added their personal and social

growth. Thus, overall, it seems that the majority of teachers at different education levels have favorable views toward LSE despite having low morale to its implementation.

Nevertheless, there are also indications that most teachers have been reluctant to teach LSE even though they acknowledge its importance. For instance, Abobo and Orodho (2014) noted that many teachers in Trans-Nzoia were not motivated to teach the subject. However, the apparent reluctance does not necessarily imply that teachers do not like the subject. Studies in this area further reveal that inadequate resources, workload due to examinable subjects, and low administration support are the most salient contributors to low teacher motivation (Kawira, 2017; Njenga, 2017; Magutah, 2021). Few studies have assessed teachers' perception toward LSE instructions in Kiambu County, a gap the current study intended to address.

2.6 Obstacles to Successful Implementation of Life Skills Education

Life Skills Education continues to draw support from scholars and education experts as a critical tool for equipping learners with vital life skills. On this note, Waiganjo and Mwangi (2018) emphasized that LSE connects the education curriculum with learners' lives and helps them become self-empowered, knowledgeable, and active citizens. Nevertheless, in many places globally, LSE implementation has encountered multiple obstacles since its introduction as a stand-alone subject (Amosun, 2015; Bedir, 2019; Meyer, 2016). This review isolated several challenges, which can be grouped around four major themes: resource availability, teachers' competence and awareness, teacher training, and LSE as a non-examinable subject. The following subsections discuss each of these factors.

2.6.1 Resource Availability and Adequacy

Instructional resources, such as course books, teachers' guides, and syllabi, play key role during instructional process. A study by Keogh (2018) postulates that programs newly introduced in the curriculum, such as LSE, tend to face challenges in terms of planning, implementation, monitoring, and co-ordination among key stakeholders. According to Keogh (2018), unsuccessful use of LSE pedagogy was associated with insufficient teaching and learning materials, lack of comprehensiveness in topics coverage, conservative social-cultural norms, and lack of teacher training on the subject matter. According to Meyer (2016), head teachers in Baroda failed to choose the correct LSE instructional strategies due to insufficient resources leading to a fail of the program.

However, as pointed out previously, many schools in Kenya do not have adequate resources for LSE implementation (Abobo & Orodho, 2014; Kawira 2017; Birgen & Murungi, 2018) asserts that teachers' pedagogical preparedness could be compromised by the fact that they cannot access adequate information, and what is available mostly turn out to be inaccurate or out of date and eventually compromising the quality of use of instructional strategies. On this note, Birgen & Murungi (2018) observed that teachers did not prepare for the LSE lesson effectively because they did not have the required resources. Magutah et al. (2021) also noted that teachers did not implement LSE lessons as recommended because teaching and learning resources were either inadequate or underutilized. Do teachers in public secondary schools in Kiambu County have appropriate and enough resources to implement the LSE curriculum? To what degree has lack of these

materials influenced teacher's choice of pedagogy in Kiambu county Mixed-day secondary schools? The present study aimed to address these questions.

2.6.2 Teacher Awareness and Competence

Life Skills Education needs an environment in which active learning can take place organized by the teacher in terms of experiential learning (MOE, 2004). To facilitate experiential mental learning activities in LSE, teachers require skills to critically analyze LSE competencies and can avail that knowledge to the learners using participatory instructional strategies. Siregar (2020) emphasized that a competent teacher should have vast knowledge about the subject matter and possess the skills to interact with varied resources during implementation. According to Sinclair (2004), interactive learning and organizing effective group activities in a class setting are easily achieved by a trained teacher. He pointed out teachers' limited ability to handle topics in LSE comfortably and, consequently, poor choice of pedagogy. Teachers are the core implementers and should have a deeper understanding of LSE to deliver it to learners. Teachers with limited knowledge of how to implement a given educational reform may lack the required skills knowledge and self-drive to enforce (Anagün, 2018).

However, studies from different parts of the globe suggest that many teachers do not have the knowledge and skills on LSE instructions. For example, Amosun (2015) did research on efficiency of instructional methods in Ibado, Nigeria and found out that effective pedagogy had been hindered by teachers' insufficient knowledge of the subject matter, poor skill competence and poorly incorporated ICT resources in LSE content delivery. Similarly, in India, Meyer (2016) noted that the nation had

failed in LSE pedagogical strategies in that, few teachers had knowledge about the program and failure to involve parents.

In Kenya, it was established that despite LSE contents being infused with other subjects, such as biology and religious studies, teacher's competency, creativity, and innovativeness determined the extent to which this content would be presented to the learners and that most cases the teachers would pay more attention to the core area within the subject evading LSE content (Njenga, 2017). Yet, many teachers in Kenya felt inadequately prepared to implement the LSE curriculum, partly because they do not have the knowledge and skills required to teach the subject (Kite, 2017; Waiganjo & Mwangi, 2018; Key et al., 2020). On that note, Kawira (2017) found that one of the greatest challenges in the country was that most teachers lacked knowledge and in-service on matters of LSE. Hence, poor LSE content delivery. Similarly, Kimbui (2011) revealed that teachers' preparedness was inadequate in terms of knowledge and resource. Hence, they failed to use varied instructional methods as recommended by the syllabus. The scholar ascertained that well-prepared teachers portray positive attitude and confidence during an implementation. The present study assessed whether teachers in public secondary schools in Kiambu County felt adequately competent to teach LSE.

2.6.3 Teacher Training

Teachers should be exposed to regular training to enable them to gain the competencies needed to implement the LSE curriculum effectively (Kawira, 2017). The level of exposure to refresher courses to teachers may have significant effects on the level of utilizing varied pedagogy during classroom teaching (Luvanga, 2003). Oketch and Asiachi (1986) established that teachers' preparedness in

instructional methods can be achieved through frequent in-service. According to the authors, regular in-servicing improved teachers' capacity to follow salient implementation stages: planning for content presentation (such as through scheming and lesson planning), actual teaching, which involves the choice of pedagogy, and assessment procedures that give effective feedback on the program.

Magoma (2011), in a study of teacher factors to successful instructional strategies towards LSE curriculum implementation, found out there was the need for teachers to be constant learners within their career profession to keep at par with changing socio-cultural dynamics in which they operate. Respondents from his study outlined the need for support from principals that, in turn, acted as motivational points for teachers in embracing various instructional strategies, hence, calling for the current study to assess input by the school principals in ensuring effective LSE implementation in classroom settings. Ornstein and Hunkins (2009) emphasized proper training before any new implementation so that teachers firmly steer the implementation process in terms of choice of strategic choices. In Vietnam, pedagogical improvements were evident after teachers were exposed to in-service and frequent workshops (Kawira, 2017).

Yet, a study done by the Network of Adolescence and Youth of Africa (2011) pointed out teachers were poorly trained on LSE and, hence, negatively affecting its implementation. In Kenya, Luvanga (2003), whose study focused on the implementation of the Christian Religious Education (CRE) syllabus, found that proper utilization of varied instructional strategies was not employed because three-quarters of the sampled population had not been in-serviced. Similar observations were echoed by King'ori (2013), whose study was to determine if salient measures

in teaching LSE in Ruiru District were put in place. From their findings, teachers in this region were not ready and equipped to implement the subject due to the lack of guidance on its implementation. Consequently, some schools did not have the resources to implement the subject, while others had not introduced the subject. Bearing the fact that the lesson was still being taught, the current study ought to find out why there still existed discrepancy in terms of learners acquisition of LS competencies and the actual application of the competencies to solve upcoming life challenges. Abobo and Orodho (2014) also established that most teachers in Trans-Nzoia had not been trained of LSE implementation. Similarly, Njenga (2017) recommended that the government, in conjunction with KICD and MoEST, should avail seminars, frequent training, workshops, and conferences to the implementer to enable improved HIV/AIDS curriculum pedagogy for learners with hearing impairments.

Limited teacher training on LSE was a significant obstacle to its successful implementation. As Chimobo (2001) pointed out, implementing a program in which teachers are not well trained becomes a challenge and creates more confusion among all stakeholders involved. Since teachers are the principal determinants of successful implementation, they should be trained and offered frequent in-service programs. In addition to the low availability of training sessions, there are concerns about the quality of training offered to teachers Mutlu and Güler (2017) pointed out the need of providing the implementer with better technology-based training rather than traditional in-service sessions to bring about change in their classrooms in terms of choice and utilization of varied instructional strategies. On this note, this study

evaluated whether teachers in public secondary schools in Kiambu County were exposed to regular quality training on LSE instructional strategies.

2.6.4 Life Skills Education as a Non-Examinable Subject

According to Mulama (2007) and Ithangi (2007), unsuccessful implementation of the LSE could arise from teachers' negative attitudes and non-committing behavior. From their research, imposed implementation plans to the teachers by the ministry through headteachers could have a great influence on rejection to willingly deliver a curriculum in the classroom setting. One of the reasons school principals and teachers were reluctant to implement LSE was because, in many nations, the subject is not tested in exams. As reported by Meyer (2016), lack of assessment in LSE had jeopardized teacher focus in effectively delivering the content knowing that there would be no tool to measure their accountability in the subject. According to Rodgers (2011) and Chimobo (2001) teacher's negative attitude may develop to the fact that the subject is not examinable. From the studies, teachers were seen to put much emphasis on subjects that were examinable and subjectively think that is appropriate to the learners.

According to research done in Malawi and Lesotho, school administrators faced challenges in having a smooth running of LSE program due to demotivated teachers who barely got in-serviced, overloaded curriculum, and focused on other examinable subjects excluding LSE (Kalanda, 2010). The study pointed out that lack of examination of the subject reduced commitment among teachers to implementing it. Notably, with repeated training, teachers developed a positive attitude towards LSE and, hence, the nation reported that secondary school learners had found the subject of much use (Kalanda, 2010). This was supported by Muhammand (2011), who

found out that LSE had a challenge at the implementation stage due to the lack of goodwill, inadequate monitoring and evaluating tools and systems, and the problem of adapting LSE content to the local context by teachers.

In Kenya, Njenga (2017) found that school principals had contributed largely to watering down the efforts towards availing resources required in LSE lesson planning and failing to organize refresher courses. Instead, they focused on examinable subjects. Similarly, Kawira (2017) expostulated the fact that examinable subjects had LSE infused; hence, learners could not have a clear distinction between when the teacher was addressing matters of LSE and that of the core/host subject. The scholar emphasized the need for learners to be well guided during such lessons to even be at a point of sharing their daily problems without fear and victimization. Time allocated for examinable lessons cannot allow learners to share their burning concerns, and privacy also becomes a hindering factor hence the presentation of LSE remains at the mercy of the teacher, who is likely to fail due to a lack of creativity (Kawira, 2017). Such observations made this study salient in establishing these underlying gaps and aid advise the relevant authorities on appropriate actions to be taken to boost teachers' positive attitudes.

2.7 Summary of Reviewed Literature

Having reviewed the related literature in depth, it has come out clearly that teacher related factors such as perception, teacher awareness of life skills and availability of supportive resources had influence on the learner's interest in actively participating of LSE lessons. In addition, lack of comprehensiveness in topics coverage, conservative social-cultural norms and lack of teacher training on the subject matter have come out clearly to have influence on successful implementation of LSE in a

classroom setting. Teacher's attitude towards LSE have been hindered by availability of assorted reference materials and hence making the current study significant in examining teachers attitudes towards instructional strategies utilized in class setting. Failure of LSE in different nations was associated to teachers' use of conventional methods. Innovative instructional strategies have capacity to enhance physical and emotional well-being of adolescents. Additionally, the lack of assessment and fewer LSE lessons have been outlined to jeopardize teacher focus on effectively delivery of LSE.

Infusing LSE in examinable subjects have been addressed to have challenge to the learners since they cannot have clear distinction on when the teacher is addressing matters of LSE and that of the core/host subject. Learners might end up developing negative attitude when teacher's pedagogy fail to learners' interest to learn new things. That makes the current study of need to find out the manner to which instructional strategies are being utilized in Kiambu mixed-day secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter details the methods and procedures utilized to conduct the research. The chapter covers research design, variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, procedures for establishing validity and reliability, data collection technique, data analysis, logistic and ethical considerations.

3.2 Research Design

The study utilized descriptive survey research design. According to Rahi (2017), descriptive surveys aid researchers to generate in-depth information on current status by examining preferences, practices, procedures, attitudes and opinions. The choice of the design was because of its attribute of aiding the researcher acquire pertinent and precise information in relation to current state of utilization of LSE instructional strategies by the teachers. The design enabled the researcher to fully study opinions, characteristics, and attitudes of respondents by gathering, presenting, and analyzing information for the purpose of clarification. The design was useful to the researcher by enabling collection of quantitative and qualitative data that later could be presented in tables and graphs (Bryman, 2001; Orodho, 2010; Creswell, 2012).

3.3 Research Variables

The study's independent variables were LSE teaching/learning resources, LSE instructional approaches, teacher perceptions and LSE instructional challenges. The dependent variable was LSE implementation.

LSE teaching/learning resources encompassed availability of course books, teacher's guides, computers while LSE instructional approaches covered the use of heuristic, expository and participatory. Another key independent variable was teacher perceptions in relation to how LSE was being implemented in classroom context. LSE instructional challenges covered included availability of resources, LSE in services, supervision and lack of examination. Successful LSE implementation is determined by afore listed independent variables. Teacher's ability to implement LSE and Learner morale acted as intervening variables.

3.4 Location of the Study

The study was carried out in Kiambu County that bounds the Northern border of Nairobi. The county is traced at Latitude: $-1^{\circ} 10' 0.01''$ S Longitude: $36^{\circ} 49' 59.99''$ E in the globe. Kiambu county has 12 sub counties: Thika Town, Ruiru, Kikuyu, Kabete, Limuru, Lari, Gatundu South, Gatundu North, Juja, Githunguri, Kiambu and Kiambaa, The choice of this location was attributed to the fact that statistics from Kiambu county criminal investigation office attributed the fact that this county had reported many cases of vices such as drug use, suicides, increased cases of homicide and escalated use of drugs among students in mixed-day secondary schools (Standard newspaper 17th February 2021). Additionally, among the 47 counties in Kenya, Kiambu county was 6th recorded with 13,128 cases of unplanned pregnancies among the teenagers a key factor that justified the choice of study locale.

3.5 Target Population

The study targeted 130 mixed day secondary schools, 130 principals, 1,170 teachers and 10,400 learners. (Kiambu County Education Office, 2022)

3.6 Sampling Technique and Sample Size

This section discusses sampling techniques that were utilized to come up with required study samples for schools, school principals, teachers and the learners.

3.6.1 Sampling Techniques

The study's respondents included principals of selected mixed day secondary schools in Kiambu County, class teachers, and their respective learners in form two and three. The study employed stratified sampling technique that ensures homogeneity and uniform selection of samples. This technique was key in selecting rural and urban located mixed day secondary schools. The choice of stratified random sampling was because the means of the stratified samples would likely to be closer to the mean of the overall population, (Fraenkel & Wallen, 2012). Purposive sampling is handpicking of respondents to be included in the sample. It relies on the researchers' expertise to select the samples such as selecting principals in this Study. Simple random sampling provides equal selection opportunity of each elements in a population as explained below.

3.6.2 Schools

Kiambu County has national, extra-county, sub-county, and private schools. Stratified sampling technique was used to select the schools. The mentioned categories of schools aided the researcher to group them into strata of either government or private and further to either national, extra-county, county, or sub-county categories. Since the study targeted mixed day secondary schools, the researcher further categorized the mixed schools as either urban or rural. From the 130 mixed day secondary schools in the county, 26 schools (20%) were sampled as shown in table 3.1

Table 3.1: Sampled Schools

Sub county	No. of mixed day secondary N	Rural situated	Urban situated	Sampled Rural	Sampled Urban	Total sample (n)	Sample size (n/N)%	Number of Principal
Kiambu	12	7	5	1	1	2	16.60	2
Lari	9	4	5	1	1	2	22.20	2
Thika	11	5	6	1	1	2	18.18	2
Ruiru	10	3	7	1	1	2	20.00	2
Kiambaa	9	4	5	1	1	2	22.20	2
Githunguri	11	6	5	1	1	2	18.18	2
Gatundu	13	7	6	1	1	2	15.38	2
Gatundu	14	8	5	2	1	3	21.40	3
Kikuyu	13	9	4	2	1	3	23.07	3
Limuru	11	4	7	1	1	2	18.18	2
Kabete	8	5	3	1	1	2	25.00	2
Juja	9	4	5	1	1	2	22.20	2
Total	130			26	Schools			26

3.6.3 Principals

School principals were sampled purposively. From the 130 mixed secondary schools in Kiambu County, 20% (26 schools) were sampled for the study as shown in table 3.1 above. Each school principal of the 26 schools was included in the study giving a total of 26 principals, (Gay 1996).

3.6.4 Teachers

For the twenty six visited schools (table 3.1), form two and three class teachers were purposively sampled for the study since the researcher was interested in getting specific respondents with certain specific attributes. In this case form two and three class teachers were directly responsible in establishing whether LSE lesson was implemented in the class they manned. LSE is mostly assigned to the class teachers to teach therefore making them most suitable for the study. Class teachers had accountability over all class activities that took place such as LSE implementation, (Orodho 2010). For cases of schools with more than one streams, the researcher used random sampling to get required sample of class teachers.

3.6.5 Learners

The study stratified the mixed day schools into two strata; rural and urban. Rural schools were situated more than five kilometers away from major town centers while those in the urban setting were either situated less than five kilometers away from the town or situated within the town. From each strata, the researcher took 10% of the total number of schools. The researcher then adopted simple random sampling to select the students from each of the strata. By doing so, learners from each category had equal chances of participating in the study. The strategy also made it possible to guard against biased samples from the large numbers and ensures

no omission of any sub-population (Orodho, 2010). Finally, in relation to population size from each category, students in each stratum were proportionately sampled.

3.7 Sample Size

This section addresses the sample size of the schools, principals, teachers and learners respectively.

3.7.1 Schools

From the 130 mixed-day secondary schools in Kiambu County, 20% were sampled for the study as shown in table 3.1. That contributed to 26 mixed day secondary schools for the study, (Gay 1996).

3.7.2 Principals

Each of the head teachers in the sampled 26 mixed day secondary schools took part in the study as shown in table 3.1. That contributed to 26 principals

3.7.3 Teachers

Ten percent of the targeted 1,170 teachers were utilized for the study. A sample of 117 teachers (4 to 5 teachers per school) was generated for this study. Otzen and Manterola (2017) affirm that purposive sampling aids the researcher pick/select subjects that would generate appropriate information as per study objectives. Form two and three class teachers of the selected schools were selected purposively to be involved in the study.

3.7.4 Learners

Students from the sampled 26 mixed secondary schools were categorized into strata of either urban or rural. From each category of the sampled schools, the researcher selected four learners randomly from each class of form two and form three totaling

to 208. Since a school is organized into streams, the researcher randomly selected a stream to participate in the study. To ensure balance in gender distribution the respondents were equal in number for each gender (2 boys and 2 girls)

Table 3.2: Sampled Size Grid

Sub-Sample	N	n	%
Mixed day Secondary	130	26	20.0
Principals	130	26	20.0
Teachers	1,170	117	10.0
Learners	2,080	208	10.0
Total	11,831	365	3.1

3.8 Research Instruments

The researcher utilized three tools namely: questionnaire for learners and teachers, interview guides for principals, and an observation checklist.

3.8.1 Questionnaires

According to Gay (1996), questionnaires enhance free airing of perceptions and recommendations from the selected respondents. By the virtue that respondents didn't indicate their personal details, they ended up developing a feeling of security driving them to produce honest responses in relation to the research. Kombo (2006) posits that questionnaire enhance confidentiality. Each questionnaire was divided into five sections. The first section obtained data on demographic information and the rest addressed study objectives.

3.8.1.1 Questionnaires for Teachers

The teacher's questionnaire was tailored to reflect the following areas in relation to the research objectives. Section one was on demographic information, section two focused on teacher perception on effectiveness of instructional strategies relation to

life skill implementation, section three on teacher attitude in relation to LSE implementation, section four on materials and resources for life skills implementation, and section five on syllabus coverage, strategies and evaluation, refresher courses, training and in service and maintenance of the LSE program.

3.8.1.2 Questionnaires for Learners

Learner's questionnaire was divided into demographic information, awareness of LSE, teacher instructional use during LSE lessons, principal's support towards LSE implementation, attitudes towards the subject, availability of resources evaluation and time allocation.

3.8.2 Interview Schedules

The effectiveness of interview schedules is achieved when the respondents are few (Kothari, 2010). This tool acted as a guide to the interviewer during an interview session. It contained two attributes, such as questions designed and asked exactly as worded and instructions to the interviewer on how to go through the questions. Kombo and Tromp (2006) emphasise the importance of having semi-structured interview bearing questions that aid in soliciting information from the respondents. The researcher was able to probe and harness in-depth information in relation LSE instructional strategies within the school via the principal. According to Kothari (2010), majority of the respondents are willing to give information orally as compared to written. No limit was exposed to the researcher in terms of getting information from all dimensions researcher intended to assess.

3.8.3 Observation Guide

According to Rahi (2017), a worth observation schedule is carried out more than once. The researcher observed the teachers attitude as they interact with the learners

during the study and noted salient points in relation to instructional strategies of LSE. Additionally, the researcher was keen to note regular attendance of LSE lessons by teachers and learners. Other aspects assessed through observation included availability of required resources such as the LSE course books, guide and learners note books if any. The marking of observation guide was done at intervals dictated by times the researcher visited a given class.

3.9 Validity and Reliability

The study adhered to the required validity and reliability standards. These aspects are expounded below.

3.9.1 Validity

To ensure the research instrument were valid, the researcher ensured construct and content validity of the research instruments had been adhered to. Face validity was achieved by determining the extent to which the respondents clearly understood the questions in the questionnaire. Restructuring to remove vague questions was promptly done. To increase face validity, feasibility study was conducted, along with close consultation with experts. Content validity was assessed by looking at factors such as sentence structure, grammar and vocabulary. The strategies utilized to achieve content validity included close consultation with the supervisor, experts, and pre-testing (Ishtiaq, 2019).

3.9.2 Reliability

To attain consistent results, internal consistencies of the questionnaires were determined using Cronbach's coefficient Alpha. This strategy of testing internal consistency of a test is based on the average inter-item correlation, (Bryman 2001).

A reliability coefficient of 0.741 was termed worth (Bryman, 2001; Co-oper and Schilder, 2001).

$$\text{Alpha} = \frac{nr}{1 + (n-1) r}$$

Where **n** is the number of items in the questionnaire, **r** is the average of all the inter-item correlations. The researcher achieved reliability of research instruments by pre-testing them in a pilot study. Editing of items in all the instruments was done to exclude unwanted ambiguities, repetitions and inconsistencies.

3.10 Pilot Study

The researcher piloted the study in Juja mixed secondary school, Juja constituency, Kiambu County, where all the respondents (One principal, form two (2) and three class teachers (2), and form two (62) and three students (43) were involved in the pilot study. By doing so, the researcher determined validity and reliability of research instruments, questionnaires, interview schedules, and observation guide. Adjustments made on the research instruments were based on the findings of the piloting process and hence preparing the instruments for the actual study (Creswell, 2014).

3.11 Data Collection and Analysis

This section summarizes data collection procedures and strategies employed to analyze the data. These aspects are discussed singly as outlined below.

3.11.1 Data Collection

Steps preceding actual data collection in the field included acquiring approval from the supervisors, then got permission from Kenyatta University graduate school (see appendix vii). That enabled the researcher to obtain a research permit from National

Commission for Science, technology and Innovation (NACOSTI) which was later presented to Kiambu County Director of Education for permission to carry research within Kiambu County. After getting permit from the County Director of education the researcher presented it to sampled schools as a formal communication that the research was authentic. Prior to the data collection day, the researcher conducted pre-visit to the sampled schools to familiarise with the school administration and create rapport. The actual data collection covered one month due to sparsely located schools. Questionnaires were administered and collected the same day to enhance credibility. The researcher set aside thirty minutes to administer interviews to each school principal.

3.11.2 Data Analysis

Due to the fact that mixed methods approach was used, both qualitative and quantitative data were collected. The generated data from the research called for quantitative and qualitative analysis. The two questionnaires (for learners and teachers) and observation check list yielded quantitative data while interview sessions yielded qualitative data. Transcription and conversion of written texts collected via interview sessions was done and data generated organised into themes ready for analysis. To ensure relevance and completeness, the data was scrutinised carefully and checked before being organised into themes, coded and then entered to arrive at the descriptive analysis.

Quantitative data was tabulated into descriptive statistics such as frequencies, ratios, percentages, means and standard deviations and presented in tables, figures, charts and graphs as summarised in Table 3.3 The rationale of their selection is due to the fact that they disseminate the intended information with ease and to many

individuals at once, (Cooper and Schindler, 2001). Fisher’s exact test of independence was used to assess whether the association between these variables was significant. This test compares the proportions of a categorical outcome variable across the independent groups of another categorical variables. Unlike the Chi-square test that uses approximations assuming large samples, Fisher’s test runs exact comparison procedures, making it more accurate than the latter (Kim, 2017). This test is particularly valuable when many cells (above 20%) of a contingency table have expected frequencies than 5 (Kim, 2017). Analysis was aided using SPSS (v. 27).

Table 3.3: Data Analysis Grid

OBJECTIVE	TYPE OF		MODE OF
	DATA	STATISTICS	PRESENTATION
Availability and adequacy of teaching and learning resources	Qualitative	Descriptive	Frequency Tables, charts, graphs Verbatim, Quotations
	Quantitative	Inferential	
Types of LSE instructional strategies	Qualitative	Descriptive	Frequency Tables, charts, graphs Verbatim, Quotations
	Quantitative	Inferential	
Teachers’ perceptions on effectiveness of LSE instructional strategies	Qualitative	Descriptive	Frequency Tables, charts, graphs Verbatim, Quotations
	Quantitative	Inferential	
Challenges teachers face when implementing LSE instructional strategies	Qualitative	Descriptive	Frequency Tables, charts, graphs Verbatim, Quotations
	Quantitative	Inferential	

3.12 Logistic and Ethical Considerations

The researcher ensured smooth running of the research process by considering logistical and ethical considerations. These aspects are clearly outlined below.

3.12.1 Logistical Considerations

Before proceeding to fieldwork for data collection, the researcher got approval from the supervisors, then got permission from Kenyatta University graduate school (see appendix vii). That enabled the researcher to obtain a research permit from National Commission for Science, technology and Innovation (NACOSTI) which was later presented to Kiambu County Director of Education for permission to carry research within Kiambu County. After getting permit from the County Director of education the researcher presented it to sampled schools as a formal communication that the research was authentic. The researcher proceeded with data collection from sampled schools.

3.12.2 Ethical Considerations

The researcher explained the nature of research to the respondents, requested their participation, and assured them of their confidentiality by not indicating their identities on the forms. Schools involved in the research were also not be indicated in research tools. Informed consent was sought from teachers and principals to subject learners to participate in the research exercise. To echo that, Collins & Hussey (2003) elicited a practice where respondents should remain consulted time and again during research process and consent sought. It was the responsibility of the researcher to ensure that participants understand each of the aspects being sought using the tools and appropriately responded to.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

In this chapter the findings interpretations and discussion are presented according to the study objectives as presented in chapter one. The study investigated the instructional strategies used by teachers to implement LSE in mixed day public secondary schools in Kiambu County, Kenya. The objectives were:

- i. To determine the availability and adequacy of teaching and learning resources to aid LSE instructional strategies,
- ii. To examine instructional approaches utilized by teachers in teaching LSE,
- iii. To explore teachers' perceptions of the effectiveness of LSE instructional approaches, and,
- iv. To examine challenges teachers face when implementing LSE instructional strategies in mixed day secondary schools in the county
- v. The chapter has five sections. Section 4.2 presents general and demographic information, while the remaining four sections present findings, interpretation and discussion for each of above objectives.

4.2 Return Rate

During the period of data collection, the researcher distributed 208 learner's questionnaires to form II and form III, and 117 teacher questionnaires to the targeted teachers in the 26 mixed day secondary schools in Kiambu County. Due to consistent follow-ups, 198 students (response rate = 95%) and 105 teachers (response rate = 90%) completed and returned the questionnaires. The researcher

also conducted one-to-one interviews with all the 26 principals (response rate = 100%).

4.3 Demographic Information

The researcher sought to find out the distribution of all respondents in terms of gender. Table 4.1 summarizes their distribution by gender across the sample categories. The values in the brackets indicate the percentages of the total respondents in each group.

Table 4.1: Respondents' Distribution by Gender

Sample	Male, n (%)	Female, n (%)	Total
Teachers	35 (33.3)	70 (66.7)	105
Learners	92 (46.8)	106 (53.2)	198
Headteachers	17 (65.4)	9 (34.6)	26
Total	144(43.6)	185 (56.4)	329

Source: Researcher, 2023

Three hundred and twenty nine respondents, including 105 teachers, 198 learners, and 26 head teachers, indicated their gender. Among these, 144 (43.6) were males, while the other 185 (56.4%) were females. Gender distribution across specific respondent groups (teachers, learners, and head teachers) were as shown in Table 4.1. Overall, was a near-even representation of males and females in the sample for learners. For teachers and headteachers, the distributions were skewed toward females. The study also established teachers' distribution by age, education attainment, and teaching experiences. Only 96 (91%) of the 105 teachers in the sample indicated their age. Figure 4.1 shows the distribution of the respondents by their age distribution.

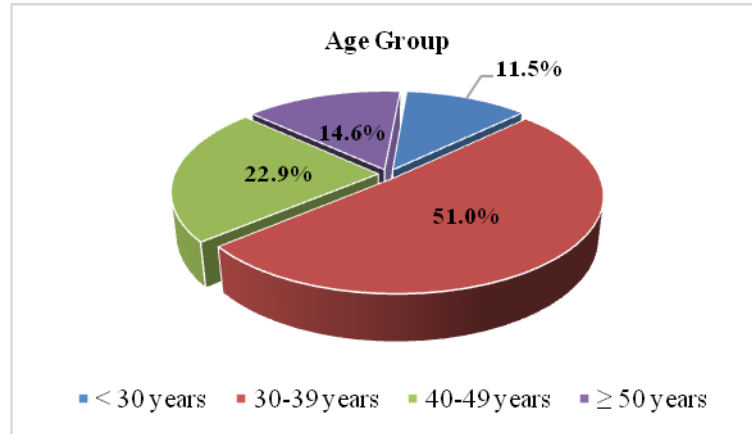


Figure 4.1: Teachers’ Distribution by Age Group (Researcher, 2023)

Among the 96 teachers, forty nine (51%) were between 30 to 39 years old, while 22 (22.9 %) were aged between 40 and 49 years. Only 11 of the 96 teachers (11.5 %) were below 30 years. Respondents’ distribution by education attainment is in Figure 4.2.

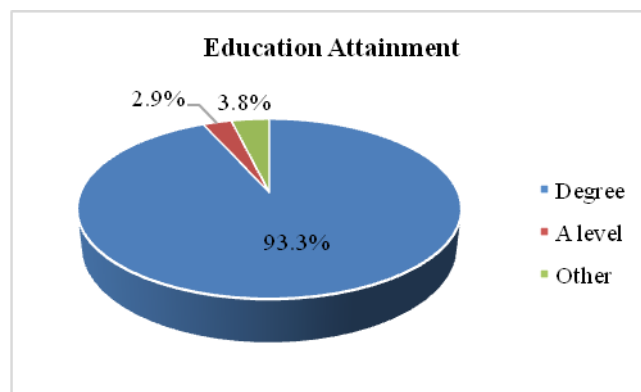


Figure 4.2: Teachers’ Distribution by Highest Education Attainment (Researcher, 2023)

In terms of education and work experience, 98 of the 105 teachers (93.3%) had attained a bachelor’s degree. Only 3 (2.9 %) had an A-level certificate, while the other 4 (3.8 %) had at least a master’s degree. Thus, most of the sampled teachers were well educated. Figure 4.3 shows respondents’ distribution by teaching experience.

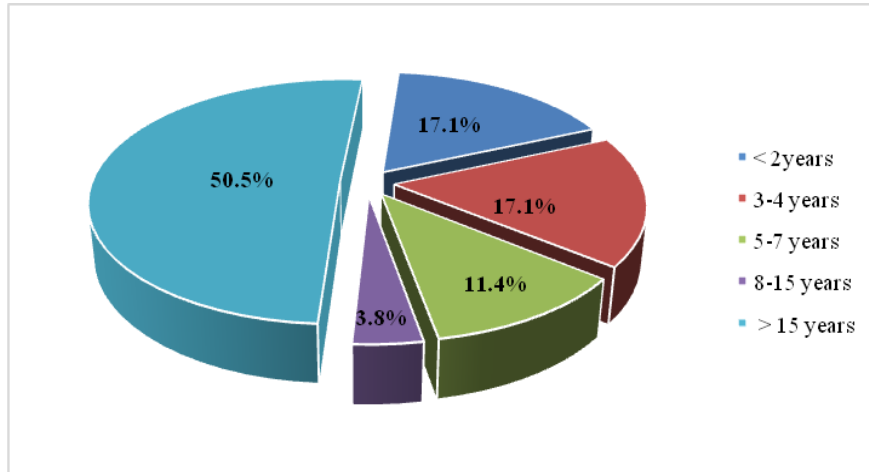


Figure 4.3: Teachers’ Distribution by Teaching Experience (Researcher, 2023)

Fifty-three of the 105 (50.5%) had been in the teaching service for at least 15 years, and only 19 of the 105 teachers (18%) had taught for less than two years. Thus, overall, most of the sampled teachers were highly experienced in the profession an indicator that they had the capacity to easily use recommended LSE instructional strategies.

For learners, the demographic data include class (form) and age. Their distribution by their class at the time of the survey were as shown in Figure 4.4

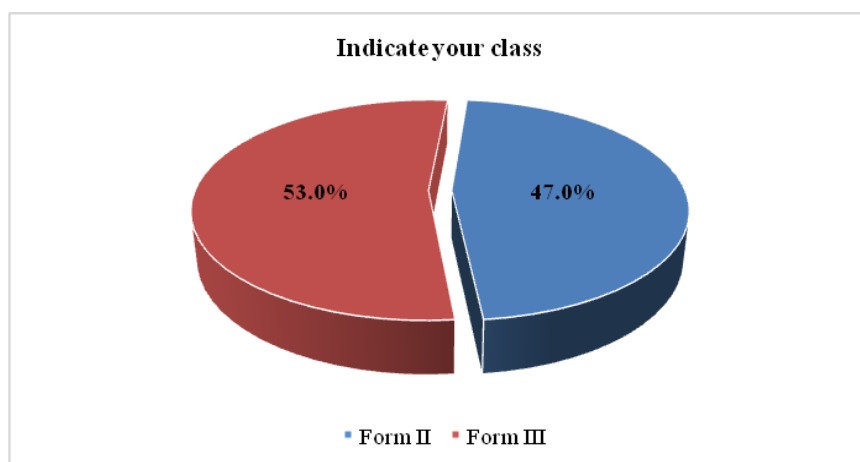


Figure 4.4: Learners’ Distribution by their Form (Researcher, 2023)

Among the learners, 105/198 (53.0%) were in form III, while the remaining 93/198 (47.0%) were in form II. Figure 4.5 shows their distribution by age.

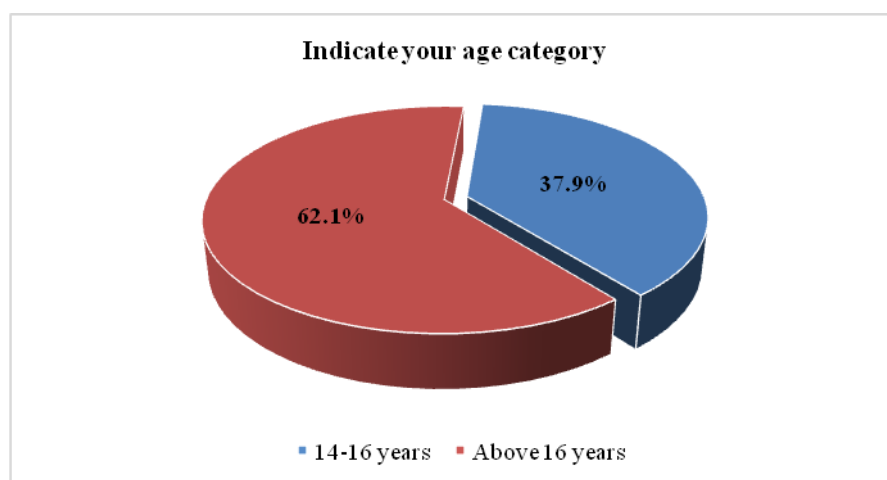


Figure 4.5: Learners' Distribution by their Age (Researcher, 2023)

One hundred and twenty-three of the 198 (62.1%) were aged above 16 years, while the remaining 75 (37.9%) were between 14 and 16 years. Thus, all the learners fell under age group prone to face upcoming life challenges as pointed out by Prajapati (2017). The researcher also sought to find out learners' (form II and form III) distribution according to their mean grades in the last exam to the research. The results are as shown in Figure 4.6 below.

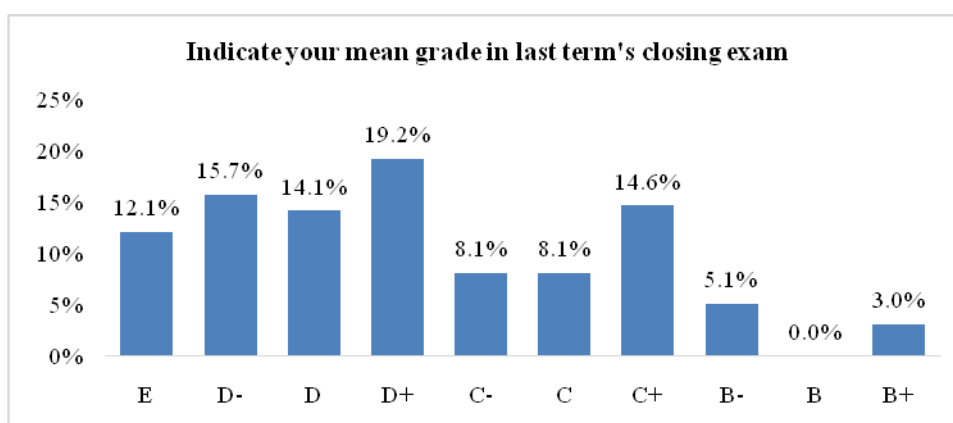


Figure 4.6: Form Two and Form Three Distribution by their Mean Grade in Latest Exam (Term II, 2022) (Researcher, 2023)

From the sampled 198 students, only 45/198 (22.7%) attained at least a C+. The remaining 153/198 (77.3%) had below-average grades, with 24/198 (12.1%) having a mean grade of E. Hence, the mean performances of most students were below expectation, indicating that learners likely had underlying challenges that could have spilled over to affect their academics.

4.4 Availability and Adequacy of Life Skills Education Implementation Resources

The first objective was to determine the availability and adequacy of teaching and learning resources to aid in implementing LSE instructional strategies. The study relied on two sources, questionnaires for teachers and direct observations, to generate data on resource availability and/or adequacy in the sampled schools. Three questionnaire items addressed to teachers assessed their perceived availability or adequacy of LSE resources (Appendix VI). The first question prompted them to rate the adequacy of teaching and learning resources to facilitate LSE implementation in their current schools. The rating was based on a five-point Likert scale ranging from “strongly disagree” to “strongly agree” (Appendix VI). The results were as shown in Figure 4.7.

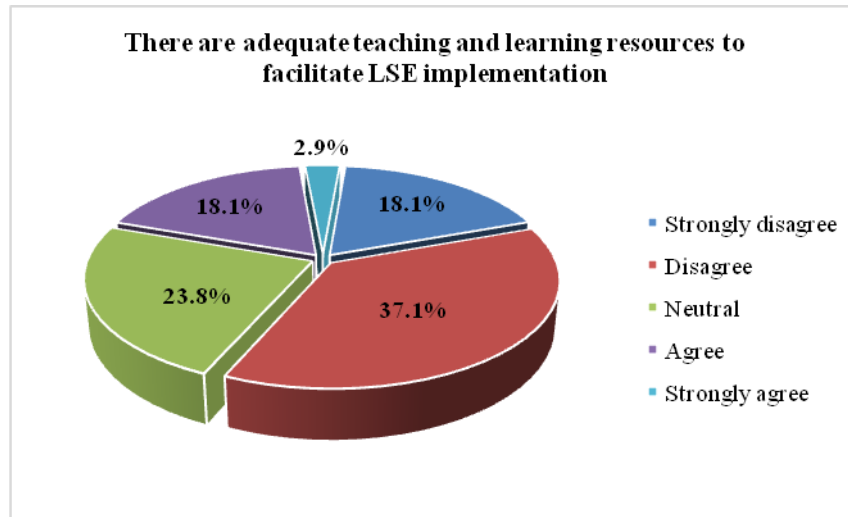


Figure 4.7: Teachers' Perception on Adequacy of Teaching and Learning Resources for LSE Implementation (Researcher, 2023)

Only 3/105 (2.9%) of the teachers strongly agreed, while 19/105 (18.1%) agreed that there were adequate resources to implement LSE in their schools. Nineteen (18.1%) strongly disagreed, while 39 of the 105 (37.1%) disagreed that the resources were adequate. Thus, for most schools, teachers felt that the LSE implementation resources were inadequate. These results imply that most public mixed day secondary schools in Kiambu County did not have adequate LSE instructional resources. Appropriate and adequate resources are essential to help teachers plan and deliver effective instructions, enhance their skills and competence, and provide them the flexibility to choose the most suitable instructional strategies (Siregar, 2020). Resource availability and adequacy have also been associated with an increased teacher and learner motivation, innovation, and ease of curriculum implementation (Mugambi, 2013; Mutegi, 2012; Njenga, 2017). Adequate resources are particularly vital for newly introduced programs or subjects, such as LSE in Kenya, where teachers' knowledge, experience, and competence may be limited (Keogh, 2018). Therefore, the low availability and adequacy reported in the current study should be

a concern for stakeholders in the county’s education sector as far as LSE implementation is concerned to fill the gap.

It should also be pointed out from Figure 4.5 that 25 (23.8 %) of the teachers neither agreed nor disagreed that the resources for LSE implementation were available in their schools. In other words, they seemed to be unsure whether the resources were available. The study did not explore the reasons for the “neutral” responses. Nonetheless, a possible implication is that these respondents had never taught LSE. In that case, it would be difficult for them to appraise the availability of various instructional resources or principals’ commitment to ensure the resources were available. To assess this hypothesis, teachers were asked whether they had taught LSE in their present school. The results are in Figure 4.8.

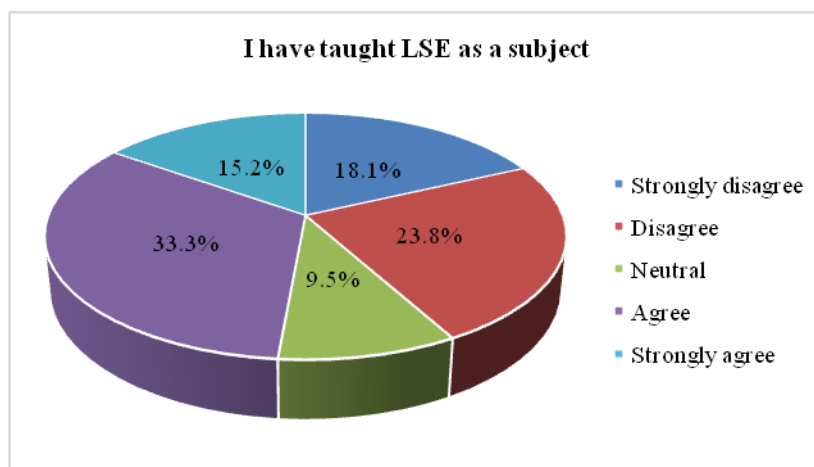


Figure 4.8 Teachers’ Distribution based on Whether they Had Taught LSE in their Present School (Researcher, 2023)

Only 16/105 (15.2%) strongly agreed, while 35/105 (33.3%) agreed that they had taught LSE in their present school. Nineteen of the 105 teachers (18.1%) strongly disagreed, while 25 of the 105 teachers (23.8%) disagreed that they had taught LSE in their present school. The 44/105 (41.9 %) who had never taught the subject would

likely be unaware of the availability of the resources. Teachers were then asked to rate the availability of specific resources (LSE syllabus, course books, teacher’s guides, Power Point, computers, and charts/models) using a 5-point scale from 1 (not available) to 5 (highly available). The results are in Figure 4.9.

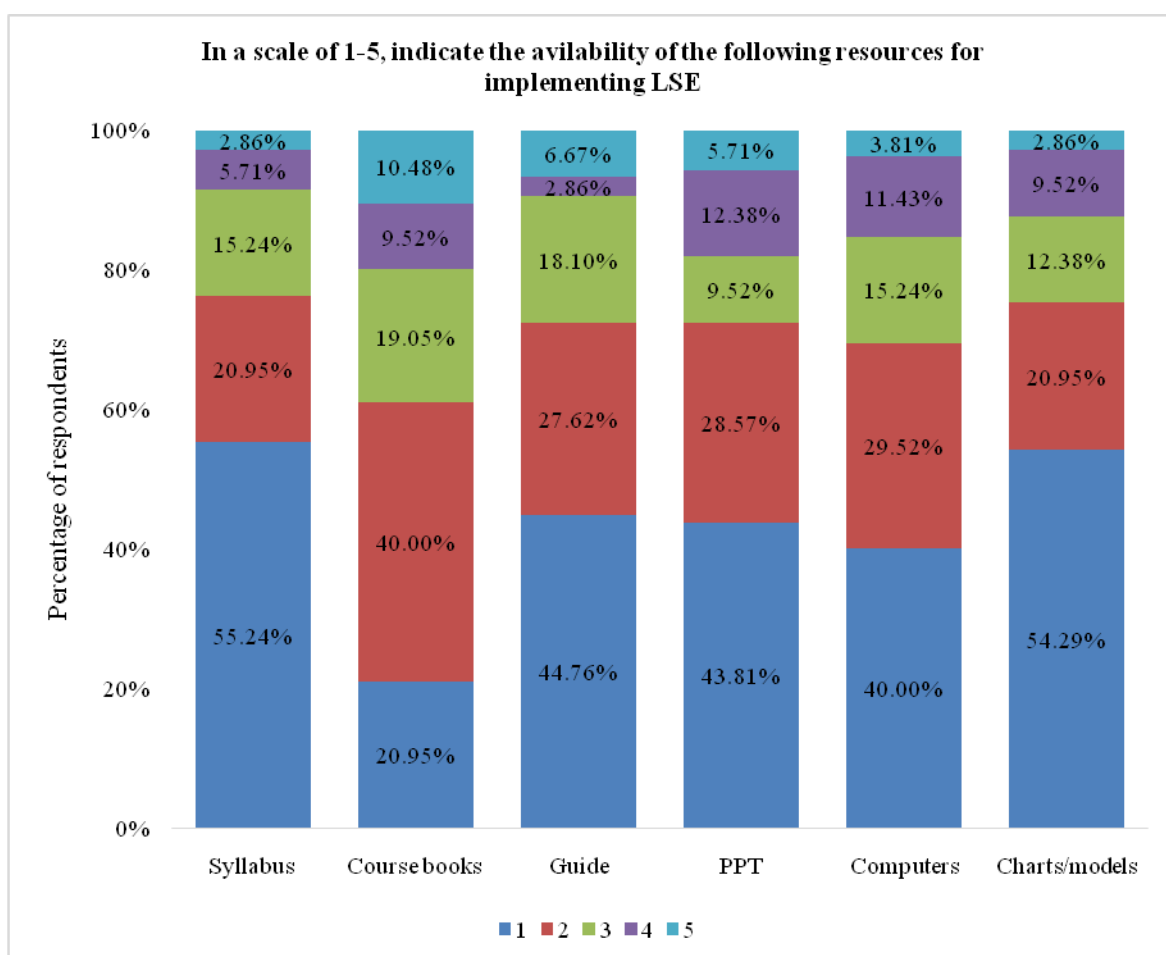


Figure 4.9: Teachers’ Perceived Availability of Specific Teaching and Learning Resources for LSE Implementation (Researcher, 2023)

Fifty-eight of the 105 teachers (55.24%) assigned a 1 rating, while 22/105 (20.95 %) assigned a 2 rating to the availability of LSE syllabus in their schools. Thus, the majority 80/105 (76.10%) indicated low availability of LSE syllabus. The corresponding proportions for course books, teacher’s guides, Power Point,

computers, and charts/models were 64/105 (61%), 76/105(72%), 76/105(72%), 73/105 (70%), and 79/105 (75%). Only 3 of the 105 (3%) assigned a 5 rating, while 6/105 (6%) assigned a 4 rating to the availability of LSE materials. The proportions corresponding with those who assigned a 4 or 5 rating to course books, teacher's guides, Power Point, computers, and charts/models were 21 (20%), 10 (10%), 19 (18%), 16 (15%), and 13 (12%). Overall, teachers assigned low availability ratings to all the resources. Apart from the questionnaires, direct observations allowed the researcher to obtain first-hand information on the availability of various resources. For instance, the researcher noted that only a few (three) schools from the 26 had both LSE syllabus and the teachers guides while, while 12 schools had either the teacher's guide or a syllabus. Nearly half (11/26) had neither teachers' guide nor the syllabus, an indicator of poorly implemented LSE.

The above results indicated that in many secondary schools in Kiambu county, LSE instructional resources was either unavailable or inadequate, a factor that may have limited successful LSE implementation. Notably, even the most basic resources, such as the LSE syllabus, learners' course books, and teachers' guides, were missing in the majority of the sampled schools (Figure 4.9). Consistent with these results, Mugambi (2013) documented the absence or low availability of LSE teachers' guide course books in Nyamira County. Keogh (2018) also identified the lack of adequate teaching and learning resources as a leading barrier to the successful implementation of the LSE pedagogy across Kenya. Such results confirm that the unavailability and inadequacy of LSE resources could be covering a great region not just Kiambu county alone.

For further insights into the issue, the study sought to establish principals' role in the current state of LSE resource availability and adequacy in their schools. Teachers were asked to state whether the school principals were committed to making LSE instructional and learning materials available and adequate. The results are in Figure 4.10.

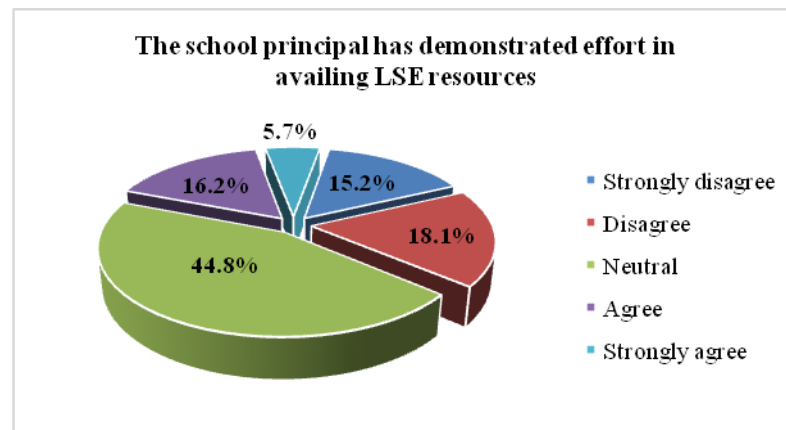


Figure 4.10: Teachers' Perception of Effort by Principals to Avail LSE Resources (Researcher, 2023)

Only 17 of the 105 (16.2%) agreed, while 6/105 (5.7%) strongly agreed that their principal was committed to availing the resources. On the contrary, 19/105 (18.1%) disagreed, while 16/105 (15.2%) strongly disagreed that their principal was committed to availing the resources. Thus, some teachers attributed the low availability or adequacy of LSE teaching and learning resources to low effort by the school principals. The other 47/105 (44.8%) were neutral on this issue, probably because they had never taught the lesson and, hence were unaware of the state of LSE resources in their schools. Another possibility is that the principal never emphasized, monitored, or created awareness about LSE implementation in their schools. In either case, these results suggest that in many public secondary schools

in Kiambu County, principals may not be committed to availing LSE instructional resources.

Consistent with the above results, other studies have reported that low school administration support is among the most salient obstacles to successful LSE implementation in Kenya (Kawira, 2017; Magutah et al., 2021; Njenga, 2017). Principals play a leading role in ensuring that teachers have appropriate and adequate teaching and learning materials. This is achieved through principals' emphasis to the parents in terms of ensuring course books are bought; constant follow-ups during classroom instructional process. Hence, the low commitment by school principals reported in this study suggested that they could be contributing to the low LSE resource availability and adequacy observed in the county because of their low commitment to the subject. Further, if teachers perceive low commitment by their principals toward a subject, they may have low motivation to teach the subject (Kawira, 2017; Magutah *et al.*, 2021; Njenga, 2017). Hence, there is an urgent need for principals in public secondary schools in the county to increase their commitment to LSE.

Another notable finding from figure 4.10 is that 47/105 (44.8 %) of the teachers neither agreed nor disagreed that school principals were committed to ensuring the resources were available or adequate. Not surprisingly, this percentage is close to the 54/105 teachers (51.4 %) who had not taught or being aware LSE in their present school (Figure 4.8). Such teachers would also likely be unaware of the availability of LSE resources or principals' commitment to avail them.

4.5 Instructional Strategies Utilized to Teach Life Skills Education

The second objective examined the instructional strategies utilized to teach LSE. Four sources (teachers, learners, principals, and direct observations) provided the data needed to address this objective. The questionnaire for teachers had four questions on instructional methods. The first question asked them if they always used learner-centered techniques to teach LSE. Figure 4.11 presents the responses

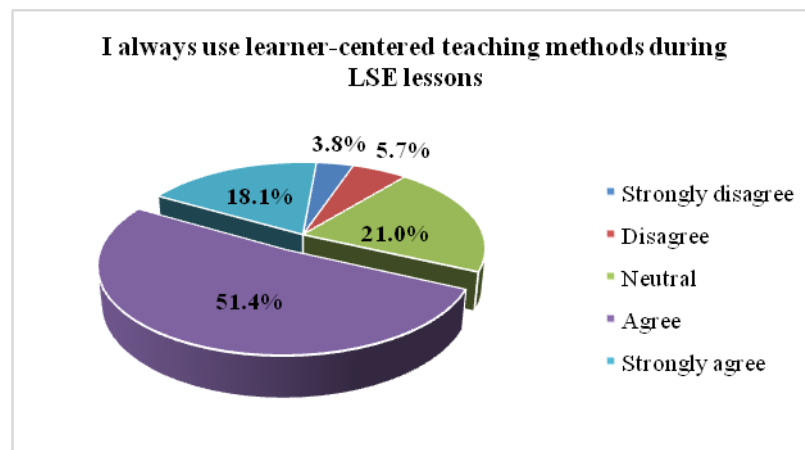


Figure 4.11: Teachers’ Reported Use of Learner-Centered Methods (Researcher, 2023)

Nineteen out of the 105 teachers (18.1%) strongly agreed, while 54/105 (51.4%) agreed that they used learner-centered methods during LSE lessons. This might be contrary to the expectations since Figure 4.7 clearly echoed inadequacy of resources by (55.2%) While the relatively high proportion 69.5% (18.1%+51.4%) of teachers using learner-centered techniques should be encouraging, this figure is hard to verify, considering that only 48.5% had taught LSE in their current school (Figure 4.8). The majority (41.9%) the teachers in the sample had not taught LSE in their present school (Figure 4.8). The relatively low proportion of teachers who had taught LSE appears inconsistent with the reported high percentage of those who had

used learner-centered strategies to teach the subject. The implication is that teachers' actual usage of learner-centered methods when teaching LSE in the sampled schools was likely lower than the self-reported 69.5%.

Only 4/105 (3.8 %) strongly disagreed, while 6/105 (5.7 %) disagreed that they utilized learner-centered methods when teaching LSE, which implied that they may not have been delivering LSE instructions as required LSE curriculum. The remaining 22/105 (21%) neither agreed nor disagreed that they utilized learner-centered techniques when teaching LSE, possibly because they had never taught the subject.

Past research has emphasized the need for the Kenyan government to equip teachers with appropriate knowledge and resources to enable them to use the most effective instructional strategies for LSE (Njenga & Shilabukha, 2017; Waiganjo & Mwangi, 2018). Studies from several parts of the world have also demonstrated that the sustained use of conventional teaching strategies has hindered the successful implementation of LSE (Kalanda, 2010; Santos, 2020). Consequently, there is growing advocacy for innovative and learner-centered approaches, such as brainstorming, role plays, demonstrations, and drama, to encourage student participation and engagement (Amosun, 2015; Njenga & Shilabukha, 2017). As shown in Figure 4.9, only 81/105 (69.5%) of the sampled teachers stated that they used learner-centered methods when delivering LSE instructions. The rest did not use these methods and, hence, may have not delivered LSE as recommended in the curriculum.

Further, 25/105 teachers (21%) neither agreed nor disagreed that they used learner-centered methods when delivering LSE instructions (Figure 4.11). A possible reason

was that they were not aware or less knowledgeable of these methods. In that case, they would be unsure whether they utilized them. This observation is consistent with the fact that teacher training in Kenya continues to be dominated by teacher-centered approaches (Nabwire *et al.*, 2017). In such environments, teachers may have few opportunities to learn about learner-centered techniques. In either the case, the present findings indicated the successful implementation of LSE in public mixed day secondary schools in Kiambu County may have been hindered by teachers' low use of learner-centered methods. Responses from learners confirmed this proposition. They were asked if their teachers used learner-centered strategies, such as role play, drama, and demonstration. Their responses were as shown in Figure 4.12.

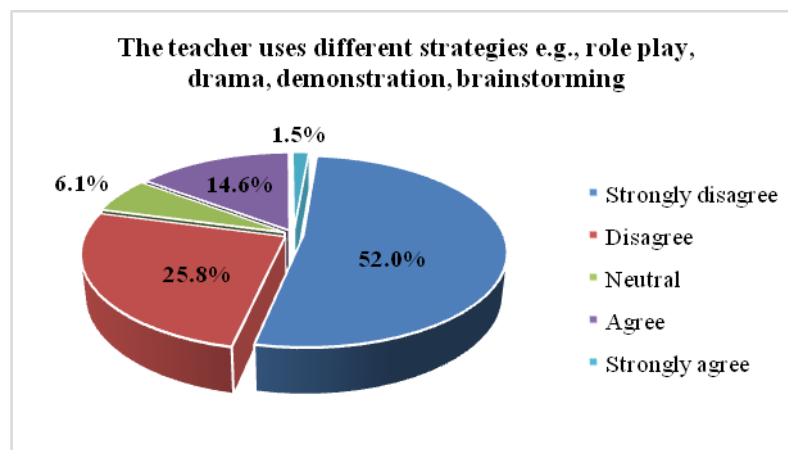


Figure 4.12: Learners' Perceptions on Teachers' Use of Learner-Centered Methods (Researcher, 2023)

There were notable discrepancies in teachers' and learners' responses on the use learner-centered strategies. Only 32 of the 198 learners (16.1%) were affirmative (either agreed 14.6% or strongly agreed 1.5%). The majority or 154/198 (77.8%) disagreed (28.5%) or strongly disagreed (50.2%) that the teachers used learner-

centered strategies when teaching LSE. Thus, learners failed to confirm most teachers' assertion that they utilized learner-centered strategies to deliver LSE instructions. The observed mismatch between teachers' and students' perceived use of learner-centered techniques could be due to the differences in sample sizes (there were 105 teachers compared to 198 students). The discrepancy could also imply that either some teachers or learners were dishonest or the actual usage of learner-centered techniques was lower than teachers' self-reported values. In other words, either the teachers might have overstated or the students might have understated the use of learner-centered techniques during LSE lessons. A comparison with the proportion of teachers who had taught LSE in their present school (Figure 4.8) suggested that the former case (teachers overstating their use of learner-centered methods) was the most likely scenario. In either case, there is a need for highly-controlled studies to establish the actual usage of learner-centered strategies when teaching LSE in public secondary schools in the county.

4.5.1 Teachers' Use of Technologies when Teaching Life Skills Education

The study also wanted to establish the utilization of specific learner-centered strategies, particularly the integration of ICT and related technologies into the teaching of LSE. Teachers were asked whether they used a technology-based medium (such as television, radio, or CCTV) when presenting LSE content to students. Figure 4.13 displays their responses to this item.

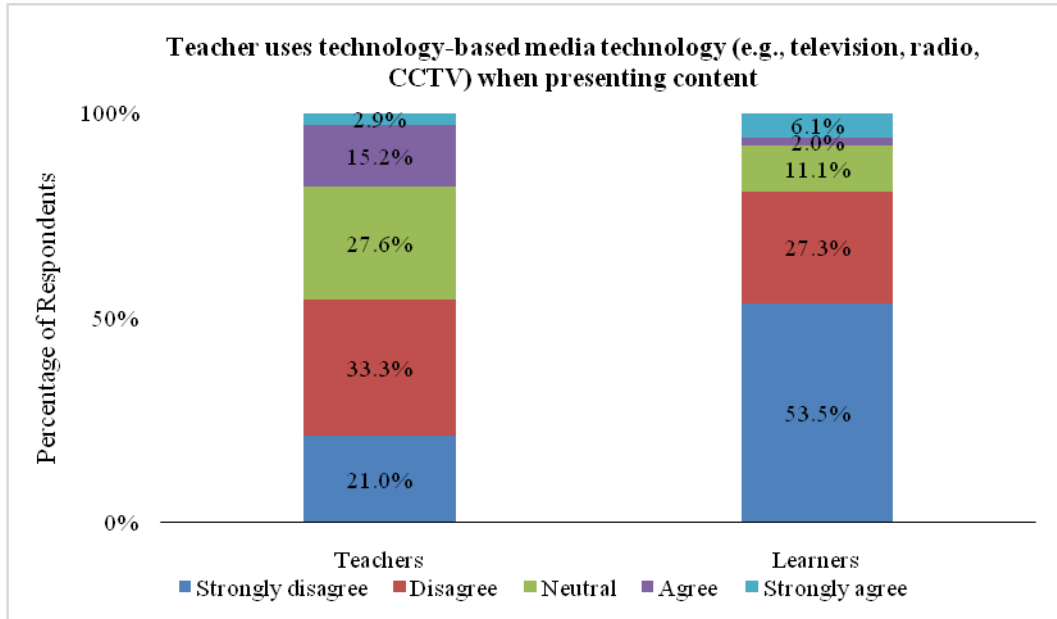


Figure 4.13: Teachers’ Use of Technology-based Media When Presenting LSE Content (Researcher, 2023)

From figure 4.13 twenty-two (53.5%) of the sampled 105 teachers strongly disagreed, while 35/105 (33.3%) disagreed that they use technology-based media when teaching LSE. Only 3 of 105 (2.9%) strongly agreed, while 16 of the 105 (15.2%) agreed that they utilized these resources during LSE lessons. The researcher sought to verify the above responses by asking the same question to learners. As shown in Figure 4.11, there were notable discrepancies between teachers’ and learners’ responses. Only 12/198 (6.1%) of the learners strongly agreed, while 4/198 (2.0%) agreed that their teachers used the mentioned materials. One hundred and sixty (80.8%) stated otherwise. Thus, there was a considerable mismatch in the use of technology-based media as reported by teachers and learners.

The mismatch between teachers and learners regarding the use of technology could be due to differences in sample sizes, teachers overstating, or learners understating the use of these resources. Still, the discrepancy could also indicate that technology-

based media is used only in some (not all) schools in Kiambu County. In that case, students from schools where these techniques are used would constitute only a small proportion of the total learner sample. This latter observation is consistent with the principals' responses that teachers rarely used ICT, even in schools where resources were available. The implication is that the integration of ICT-related instructional strategies during teaching LSE in public secondary schools in Kiambu was still wanting.

Figure 4.13 also reveals that 29/105 (27.6%) teachers and 22/198 (11.1%) learners neither agreed nor disagreed that teachers used ICT during LSE lessons. These neutral responses may imply that they were unaware of these methods. Given the benefits of incorporating ICT in the classroom, the reported low use implies that LSE implementation in public mixed day secondary schools in the county may be ineffective. To what degree are monitoring mechanisms set in place to facilitate ICT integration when teaching LSE, especially in schools where these resources are available.

Interviews with principals further revealed a relatively low use of computers (ICT) and related technologies. Many of them mentioned that teachers rarely used ICT when implementing LSE lessons. The low incorporation of ICT during LSE lessons was apparent even in schools where these resources were available. For example, on principle (Respondent A) mentioned that they had "observed that teachers are eager to use ICT when teaching other subjects. However, teachers do rarely use ICT when teaching LSE." Another respondent said,

'Despite [our school] being connected to electricity and the availability of internet (Wi-Fi), ICT pedagogy is poorly used in form II LSE lessons.'

Sometimes the teachers utilize time allocated for LSE to teach examinable subjects, probably because they feel LSE is less important' (Respondent B).

The researcher also had the opportunity to observe directly and record (in an observation schedule) how teachers utilized ICT resources in various schools. These observations were also analyzed thematically to compare with the findings from questionnaires and interviews. For example, the researcher observed that teachers could have other lessons conducted in computer labs and while they hardly used these resources when teaching LSE. This observation was consistent with the view of many interviewed principals that teachers rarely used ICT to implement LSE. Overall, the use of media technology and ICT when teaching LSE was relatively low in the sampled schools, even where the needed infrastructure (such as computers and the internet) was available.

There are increasing calls for educators to integrate current and emerging technologies into the classroom and exploit the benefits of these resources (Amosun, 2015; Hunkins & Salam, 2009). Effective adoption of technologies in the classroom setting enables teachers to create an interactive learning environment, which, in turn, facilitates learner engagement, enjoyment, and understanding (Amosun, 2015; Hunkins & Salam, 2009). Sarah and Koegh (2021) note that learners should embrace ICT and related technologies to enhance their capacity to handle the ever-increasing societal challenges. Besides, the use of ICT may boost learners' interest in the subject (Amosun, 2015). Therefore, the inclusion of ICT in LSE instruction delivery should be a priority for school administrators and teachers. On a similar note, the apparent reluctance to use technologies when teaching LSE, even in schools with these resources, should concern all stakeholders in the education sector. In contrast,

the low utilization of learner-centered techniques reported in this study implies that teachers may be missing many opportunities to deliver LSE instructions effectively.

4.5.2 Factors Influencing the Use of Learner-Centered Methods in Life Skills Education

The study also examined the possible influence of individual factors on teachers' use of learner-centered methods when teaching LSE. Three variables were assessed in this regard: age, sex, and teaching experience. These factors have been shown to predict teachers' choices of instructional strategies (Cheruiyot, 2018). Education attainment, which may also influence the choice of a strategy, was not assessed because nearly all the teachers had similar educational experience (bachelor's degree). Figure 4.14 shows the cross-tabulation between teachers' age and self-reported use of learner-centered methods.

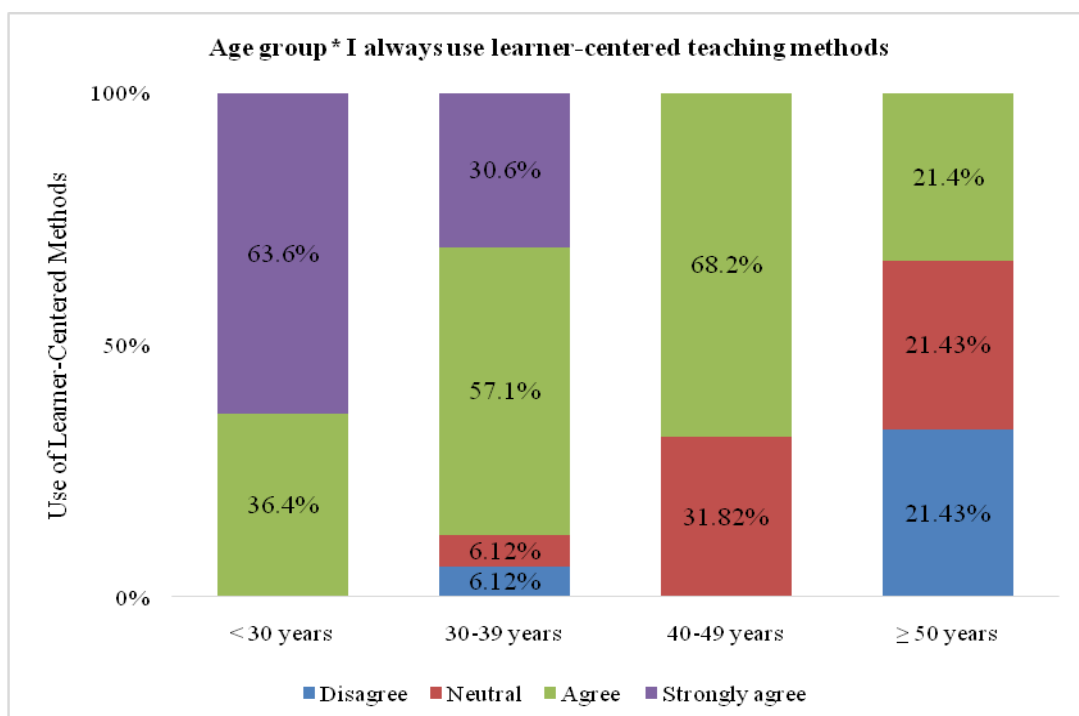


Figure 4.14: Teachers' Use of Learner-Centered Methods by Age (Researcher, 2023)

Out of the 11 teachers below 30 years, 7 (63.60%) strongly agreed, while 4 (36.40%) agreed that they utilized learner-centered strategies when teaching LSE. Only 3 (21.40%) of 14 teachers above 50 years mentioned they used these strategies. Among those aged 30-39 years, 28/49(57.10%) agreed, while 15 (31.82%) strongly agreed that they utilized learner-centered strategies when delivering LSE instructions. Fifteen (68.10%) among those aged 40-49 years used learner-centered strategies. Hence, the use of learner-centered strategies seemed to reduce with increasing age.

Fisher's exact test of independence was used to assess whether the association between these variables was significant. This test compares the proportions of a categorical outcome variable across the independent groups of another categorical variables. Unlike the Chi-square test that uses approximations assuming large samples, Fisher's test runs exact comparison procedures, making it more accurate than the latter (Kim, 2017). This test is particularly valuable when many cells (above 20%) of a contingency table have expected frequencies less than 5 (Kim, 2017). The test was most suitable because 10 (63%) cells had expected frequencies less than 5 (Kim, 2017). The test revealed no significant association between age and the use of learner-centered methods (Fisher's = 11.16; $p = 0.147$). Thus, although the use of learner-centered methods seemed to reduce with increasing age, the relationship was non-significant. The second assessed factor was gender. Cross-tabulations between teachers' gender and use of learner-centered methods are in Figure 4.15.

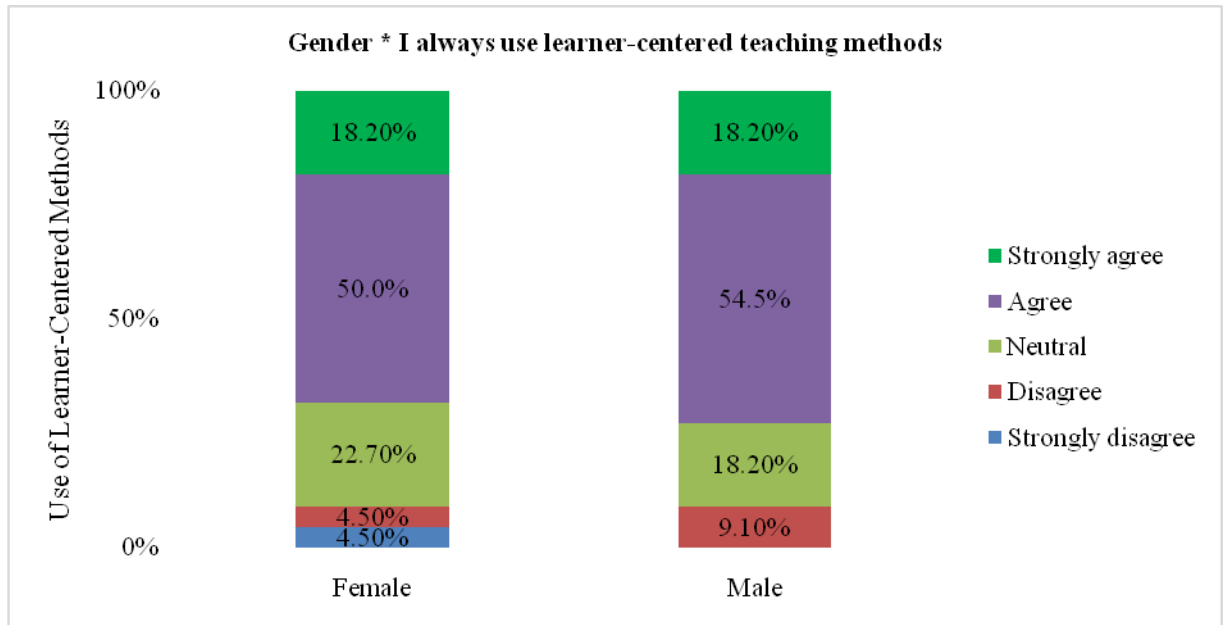


Figure 4.15: Teachers’ Use of Learner-Centered Methods by Gender (Researcher, 2023)

The male and female teachers who agreed or strongly agreed that they used learner-centered methods were 45/62 (72.7% (54.5%+18.2%)) and 24/35 (68% (50.0%+18.0%)), respectively. Among males, 6 (18.2%) strongly agreed, while 18 (54.5%) agreed that they used learner-centered strategies. The corresponding proportions for females were 12 (18%) and 33 (50%). Thus, there seemed to be no some difference in the use of learner-centered methods between male and female teachers. Four (40%) of the expected counts had values less than 5. Hence, Fisher’s exact was used to assess the relationship between gender and the use of learner-centered methods. There was no significant association between the two variables (Fishers = 1.31; $p = 0.932$). Hence, gender appeared not to influence teachers’ use of learner-centered methods to deliver LSE instructions. Lastly, the study assessed the association between teaching experience and the use of learner-centered techniques. The results are in Figure 4.16.

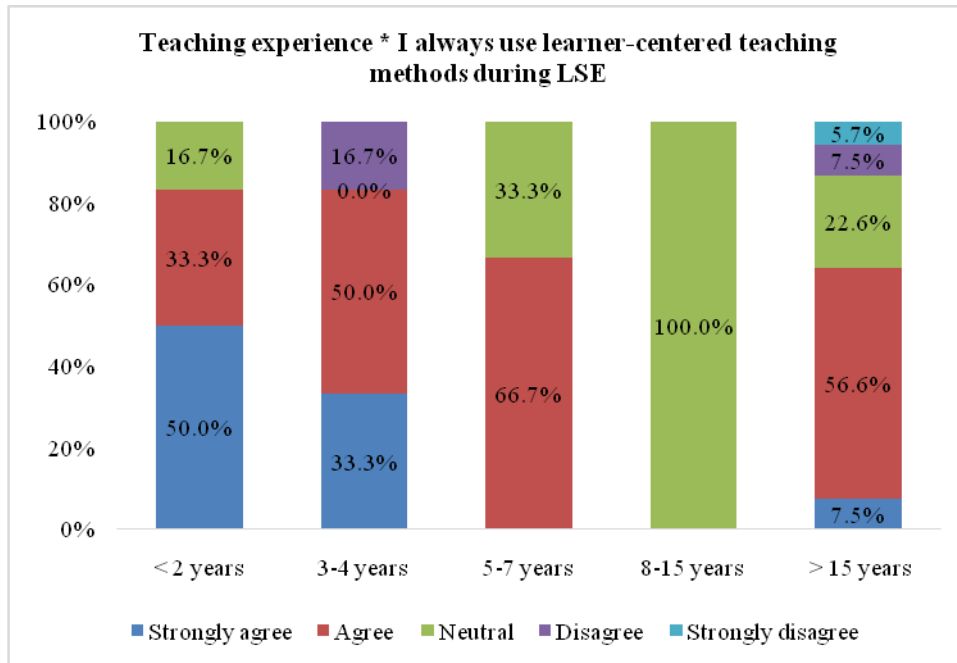


Figure 4.16: Teachers’ Use of Learner-Centered Methods by Teaching Experience (Researcher, 2023)

From Figure 4.16, the highest utilization of learner-centered approaches was among those who had been in the teaching service for less than five years. Among the 18 respondents who had taught for less than two years, 9/18 (50%) strongly agreed, while 6/18 (33.3%) agreed that they used learner-centered strategies. The corresponding proportions among those 3-4 years were 6/18 (33.3%) and 9/18 (50%). The lowest use of learner-centered strategies appeared to be among those who had taught for above seven years. The number of teachers aged above 5-7 years, 8-5 years, and above 15 years who agreed or strongly agreed that they used these strategies were 8 (67%), 0 (0%), and 34 (64%). These values suggest that the use of learner centered strategies declined with teaching experience. However, Fisher’s exact test showed no significant association between teaching experience and the use of learner-centered strategies (Fisher’s = 17.35; $p = 0.442$). Thus, neither age, sex, nor teaching experience seemed to influence the use of learner-centered

techniques significantly. Past research suggests that teachers' gender, age, and teaching experience, may influence their utilization of specific instructional strategies (Cheruiyot, 2018; Ndirangu et al., 2013).

However, as shown from the above results, this study could not establish a significant association between any of these variables and the use of learner-centered methods in the sampled schools. Although the use of learner-centered techniques was disproportionately high among young respondents (Figure 4.14) and those with low teaching experience (Figure 4.16), neither the effect of age nor teaching experience was not significant. These results implied that teachers' choice to use learner-centered techniques when teaching LSE in mixed day secondary schools in Kiambu County was independent of personal factors, such as age, gender, or experience. Still, as noted previously, the results on the utilization of learner-centered approaches were inconsistent when compared across teachers' and students' responses (Figure 4.15). Besides, other variables that may influence the use of instructional strategies were not controlled. These factors may have affected the accuracy of the above results. There is a need for additional studies to verify these results.

4.6 Teachers' Perceptions of the Effectiveness of Life Skill Education Instructions

The third objective explored teachers' perceptions of the effectiveness of LSE instructions. Two items in the questionnaire for teachers were used for this objective. Teachers were first asked if they felt LSE is beneficial to learners and relevant to solve their day-to-day challenges. This item prompted teachers to choose between three options, "no", "maybe", and "yes". Ninety-seven of the 105 (92.3%) were

affirmative. Only 4/105 (3.8%) answered in the negative, while the other 4/105 (3.8%) gave a “maybe” response. Thus, overall, teachers were convinced of LSE’s benefits to learners, implying that they were likely to be willing to teach LSE if provided with a facilitating teaching environment. Next, teachers were asked if the actual LSE implementation in their school had a positive influence on students’ acquisition of life skills. The responses to this question would provide additional insights into the state of LSE implementation in the sampled schools. Figure 4.17 displays the responses.

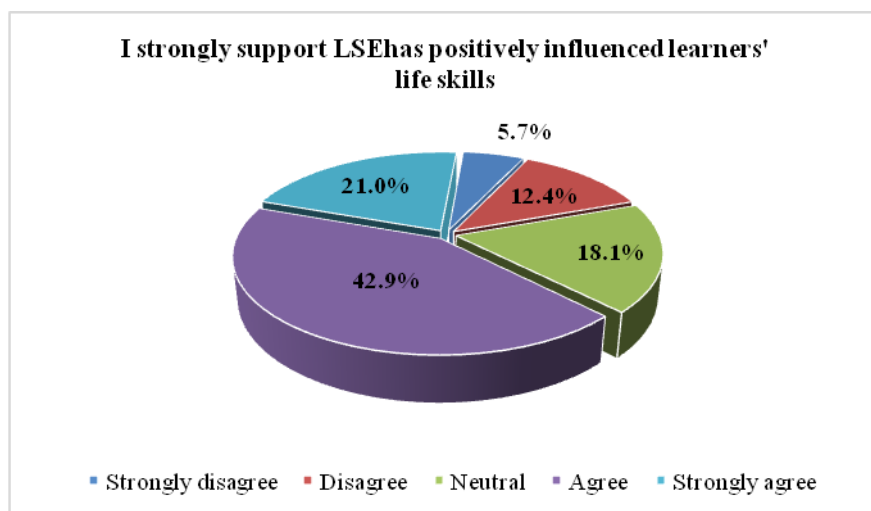


Figure 4.17: Teachers’ Perception of the Impact of LSE Instructions on Life Skills (Researcher, 2023)

Twenty-two of the 105 (21%) strongly agreed, while 45/105 (42.9%) agreed that LSE as implemented in their schools impacted learners positively. On the contrary, 6/105 (5.7%) strongly disagreed, while 13/105 (12.4%) disagreed that LSE influenced students’ life skills positively. Hence, it was evident that some teachers who were convinced LSE is beneficial did not feel that its actual implementation in their schools improved students’ life skills. This observation further confirms that

LSE implementation in public day secondary schools in Kiambu County may be ineffective.

Teachers assume a leading role in curriculum implementation, and their perceptions are critical. Wanjama (2010) acknowledges this fact when they say that teachers' attitudes toward new curriculum implementation influence how they utilize recommended pedagogical strategies. The LSE curriculum is designed to equip learners with essential skills and competencies they need to interact with themselves and their environment (KICD, 2014). Consequently, the researcher expected all teachers to acknowledge the importance of LSE in enhancing learners' life skills. In contrast to this expectation, although 97/105 (92.3%) were confident that LSE is relevant and should be beneficial to learners, only 65/105 (61.9%) believed that LSE, as implemented in their school, influenced learners positively (Figure 4.15). The relatively high proportion of teachers who were not convinced of the value of LSE, as implemented in their schools, should be a concern to policymakers because it suggests that LSE implementation in Kiambu County is ineffective.

It was beyond the study's scope to assess the factors contributing to the gap between the perceived benefits of LSE and its perceived effectiveness. Still, in a comparable study in Nairobi, Nyaberi (2010) noted that although teachers perceived LSE to be relevant to learners, especially in combating HIV spread, the implementation of the curriculum was haphazard and lacked organization. The author attributed the situation primarily to low teacher training, resource shortages, time constraints, and limited emphasis (LSE was taught as a co-curricular activity). Such factors may have played a role in the disparities observed in the presented study. In other words, teachers felt the implementation of LSE instruction was ineffective, possibly

because they were inadequately prepared to handle the subject. The results presented in the next section seem to corroborate this hypothesis. Nineteen of the 105 (18%) of teachers neither agreed nor disagreed that LSE implementation in their school was beneficial to learners. Their neutral stand could be because they had never taught LSE and, hence, could not appraise its benefits to learners.

Fifty-one of the 105 teachers (48.6%) had taught LSE in their present school (Figure 4.8). The researcher postulated that this variable (having taught LSE) would influence teachers' perception on LSE instructional strategies. Figure 4.18 shows the cross-tabulation between teachers' views on whether LSE is beneficial to learners and whether they had taught LSE.

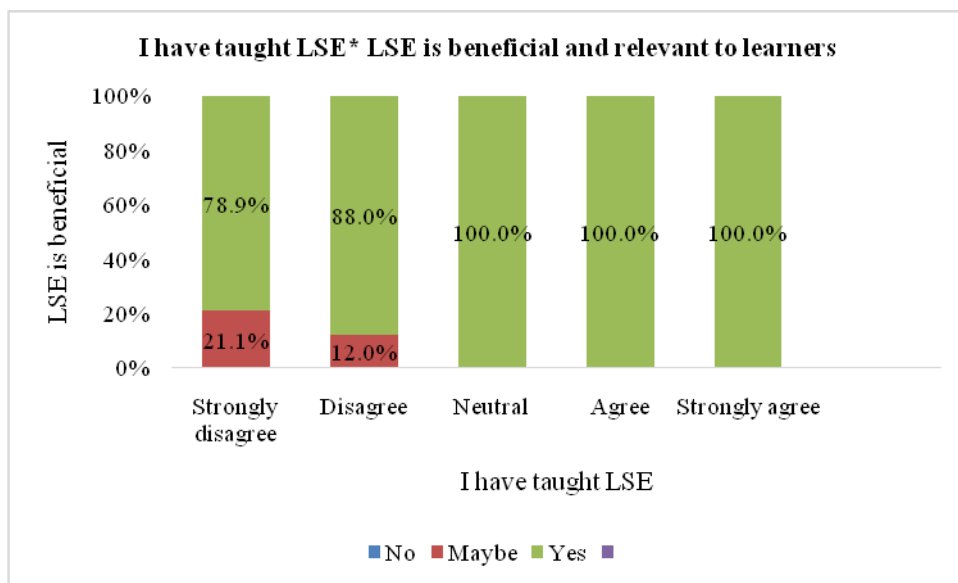


Figure 4.18: Whether LSE Instructions are Relevant by Teacher Having Taught LSE (Researcher, 2023)

All the 51 (100%) of those who had taught LSE felt that the subject was relevant and beneficial to learners (Figure 4.16). Among those who strongly disagreed that they had taught LSE, 15 (78.9%) mentioned that LSE is beneficial. The corresponding proportion among those disagreed was 22 (88.0%). Therefore, the perceived LSE

relevance was slightly higher among those who had taught than those who had not taught the subject. However, Fisher's exact test revealed that the association between having taught LSE and its perceived relevance to learners was non-significant (Fisher's = 8.28, $p = 0.591$). Comparable findings were evident for the cross-tabulation between having taught LSE and the perceived effectiveness of actual LSE implementation, as shown in Figure 4.19.

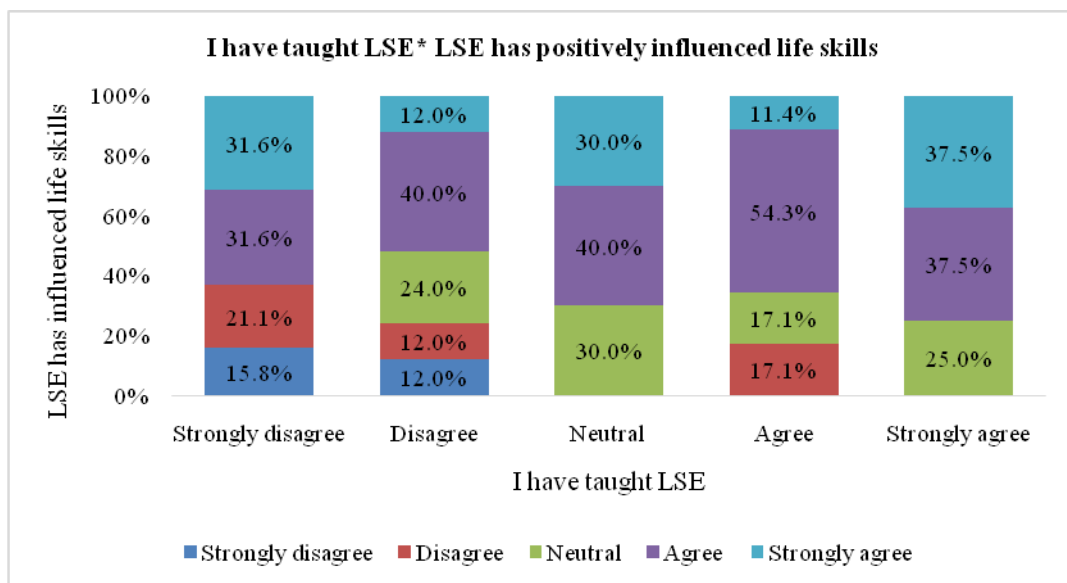


Figure 4.19: Teachers' Perception on acquisition of Life Skills (Researcher, 2023)

Among the 16 who strongly agreed that they had taught LSE, 6/16 (37.5%) strongly agreed, while 6/16 (37.5%) agreed that LSE, as implemented in their schools, impacted learners' life skills positively. Among the 35 who agreed that they had taught LSE, 4/35 (11.4%) strongly agreed, while 19/35 (54.3%) agreed that LSE, as implemented in their schools, impacted learners' life skills positively. On the other extreme, 6 (31.6%) of the 19 who strongly disagreed that they had taught LSE strongly agreed, while 6 (31.6%) agreed that LSE implementation in their school influenced learners positively. Three (12%) of those who strongly disagreed and 10

(40%) who disagreed that they had taught LSE strongly agreed and agreed, respectively, that LSE as implemented in their school helped learners.

Looking at the above values, the perceived effectiveness of LSE implementation was marginally higher among those who had than those who had not taught LSE. Still, there was no significant association between having taught LSE and the perceived effectiveness of its implementation (Fisher's $\chi^2 = 10.47$, $p = 0.940$). Thus, teachers' perceived value of LSE was independent of whether they had taught LSE as a subject. Overall, these results imply that although the majority of teachers in mixed day secondary schools Kiambu County perceive LSE as beneficial and relevant to learners, many did not believe its actual implementation was helping students. Thus, LSE implementation in public secondary schools in the region seemed ineffective.

4.7 Challenges Teachers Face Applying LSE Instructional Strategies

The final objective focused on the challenges teachers face when implementing LSE. Data on this objective came from teachers, principals, and learners. Teachers were asked whether they had encountered an obstacle hindering their ability to teach LSE effectively. Figure 4.20 summarizes their responses to this item.

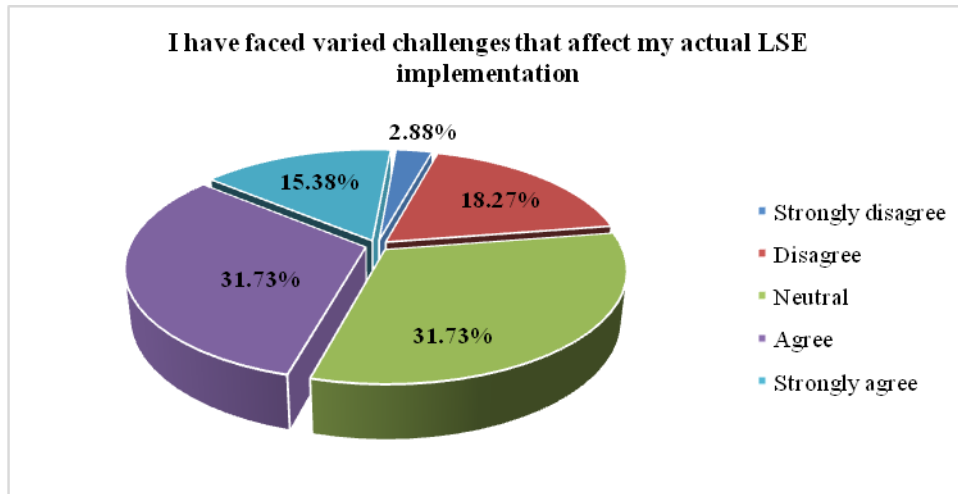


Figure 4.20: I have Faced Varied Challenges that Affect My LSE Implementation (Researcher, 2023)

One hundred and five teachers responded to this question. Among the 105 teachers, 16 (15.38%) strongly agreed, while 33 (31.72%) agreed that they encountered challenges when implementing LSE. Only 3/105 (2.88%) strongly disagreed, while 19/105 (18.27%) disagreed that they encountered challenges. Hence, many teachers in the sampled schools admitted having difficulties teaching the subject. An implication was that LSE implementation in many public secondary schools in Kiambu County may not be effective due to teachers' perceived challenges. Still, 33 (31.73%) neither agreed nor disagreed that they encountered challenges, possibly because they had not taught LSE in their present schools. However, further analysis revealed that the perceived obstacles were shared by those who had taught and those who had not taught the subject. Figure 4.21 displays the cross-tabulation between a teacher having taught LSE in their present school and whether they faced challenges when implementing LSE.

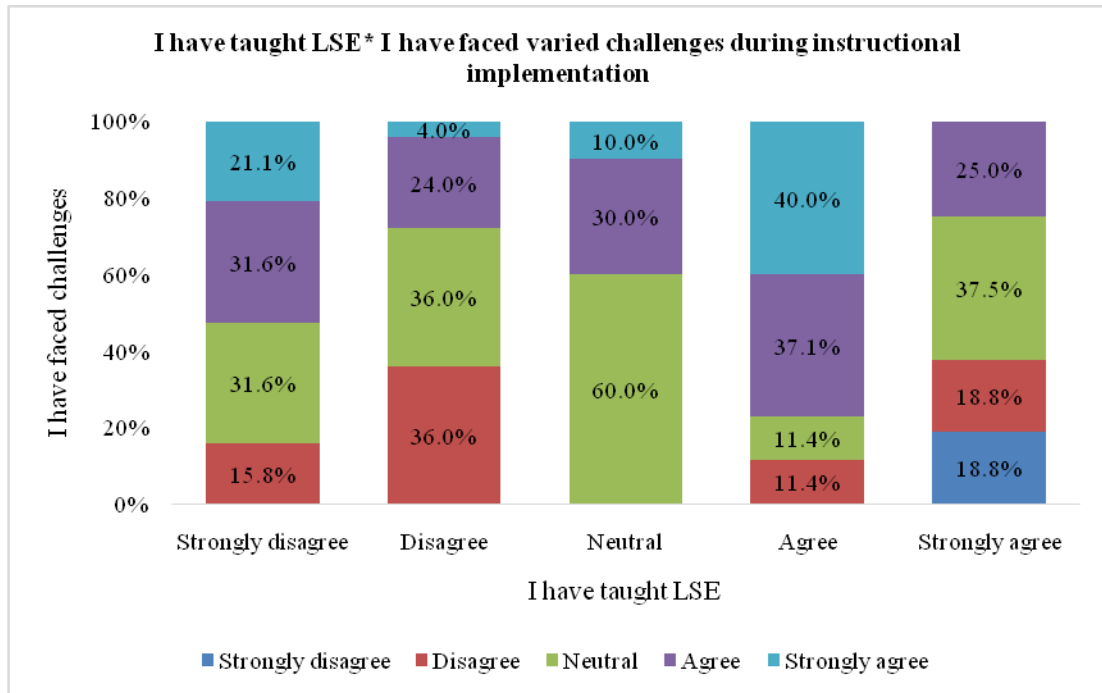


Figure 4.21: Perception of Implementation Challenges by Having Taught LSE (Researcher, 2023)

Among the 16 who strongly agreed that they had taught LSE in their present school 4/16 (25%) agreed, while none strongly agreed that they encountered various challenges. Fourteen (40%) and 13/35 (37.1%) of the 35 respondents who agreed that they had taught LSE strongly agreed and agreed, respectively, that they encountered obstacles when teaching LSE. On the other extreme, 4 (21%) of the total 19 who strongly disagreed that they had taught LSE strongly agreed, while 6/19 (31.6%) agreed that they faced challenges when teaching the subject. One of the 25 respondents (4%) and 6/25 (24%) of those who agreed that they had taught LSE strongly agreed and agreed, respectively, that they encountered obstacles when teaching LSE.

From the above results (Figure 4.21), it appeared that those who had taught LSE were more likely to mention that they encountered obstacles than those who had

never taught the subject. However, Fisher's exact test showed that the association between a teaching having taught LSE and their mentioning that they had faced challenges teaching the subject was non-significant (Fisher's = 15.26, $p = 0.519$). The implication of this latter observation is that averagely, the perceived obstacles to teaching LSE were common among all teachers, irrespective of whether they had or not taught the subject. Another possible implication was that the perceived obstacles made teachers reluctant to teach LSE, while among those who actually taught the subject, the perceived challenges likely made it difficult to deliver their instructions effectively. In either way, the obstacles hindered

The researcher wanted to know the specific challenges encountered by teachers. Responses from teachers, learners, and the school principals offered valuable insights into the obstacles. The results are discussed around five themes: resource availability and adequacy, teachers' awareness and competence, training, life skill as a non-examined subject, learners' attitudes, and teacher motivation.

4.7.1 Availability and Adequacy of Resources

As analyzed in section 4.3, 58/105 (55.2%) teachers indicated low resource availability and adequacy in their schools (Figure 4.7), while 35/105 (33.3%) felt that their administration made little effort to avail the resources (Figure 4.10). The study sought to establish if perceived availability or adequacy of teaching and learning materials influenced their choice of instructional strategies for implementing LSE. Figure 4.22 shows the cross-tabulation between teachers' perceived adequacy of teaching/learning materials and their use of learner-centered methods.

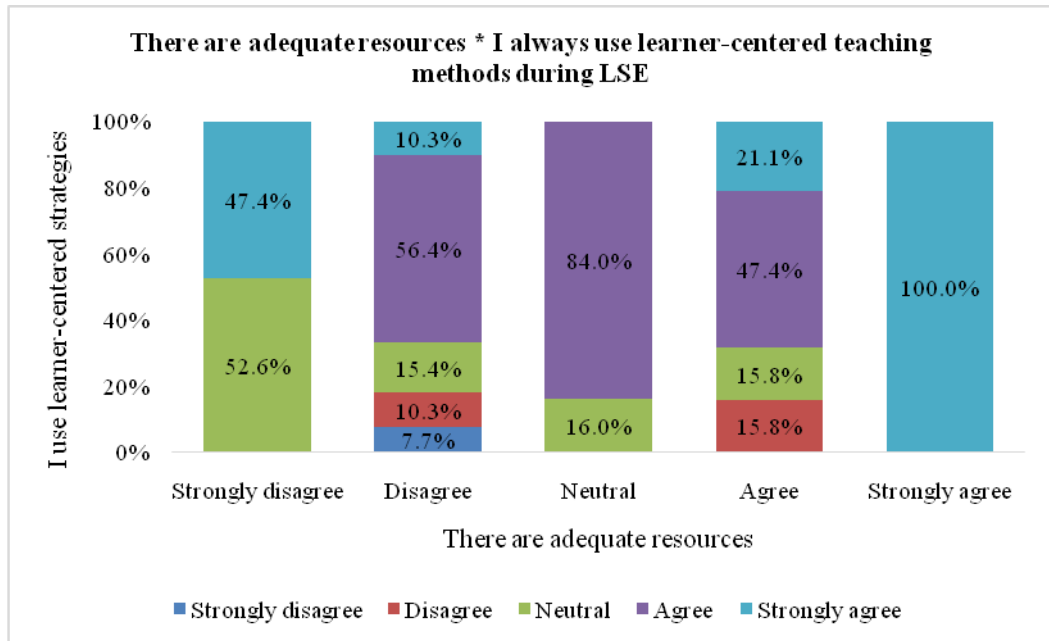


Figure 4.22: Teachers’ Use of Learner-Centered Methods by Perceived Resource Adequacy (Researcher, 2023)

All the 3 (100%) teachers who strongly agreed and 4 (21%) of the 19 who agreed that there were adequate resources in their schools also strongly agreed that they used learner-centered method when delivering LSE instructions. In contrast, none of the teachers who strongly disagreed and only 3/38 (8%) of the 38 who disagreed that there were adequate resources strongly agreed that they used learner-centered techniques. Overall, the results presented in Figure 4.20 suggest that teachers’ use of learner-centered methods seemed to improve with perceived resource adequacy. Fisher’s test confirmed that the association between perceived resource adequacy and the use of learner-centered methods was significant at the 95% confidence level (Fisher’s = 23.10; $p = 0.031$). Hence, for this sample, the use of learner-centered techniques increased with perceived adequacy of teaching or learning materials. This implied that teachers who perceived low LSE instructional resource adequacy were unlikely to teach the subject. Thus, resource inadequacy seemed to be a

significant obstacle to LSE implementation in public day secondary schools in Kiambu County.

Interviews with principals also provided additional insights into the issue of resource availability and adequacy. All the 26 (100%) principals affirmed that many schools in the county contend against inadequate teaching and learning materials to implement LSE. It was also evident from the interviews that resource shortages were a leading obstacle to LSE implementation. For example, when asked about the obstacles to LSE implementation in their school,

“Our school has inadequate resources to support the implementation of LSE. We have no books (teachers’ course books/students’) at all.” Respondent E said.

“The administration is incapable of being strict on teachers who don’t have relevant resources, such as books.” Respondent F observed.

These two responses highlight resource inadequacy or shortage as a principal obstacle to LSE implementation in public secondary schools in Kiambu County.

The above results highlight the need for the government to ensure public secondary schools in Kiambu County are equipped with appropriate and adequate resources for LSE implementation. Teachers require adequate resources to deliver their instructions effectively. Research shows that the quantity and quality of teaching or learning resources available in schools have influential impacts on instructional delivery (Abobo et al., 2014; Ofodu, 2012). According to Oswake (2014), teachers need sufficient resources to conceptualize abstract ideas, enhance their delivery skills, and minimize rote teaching. On this note, King’ori (2013), whose study was based in Ruiru, Kiambu, documented that LSE was not taught in some schools at the time. Teachers were reluctant to implement the lessons primarily because in the

absence of critical resources, particularly books, many felt unprepared (King'ori, 2013). Similar sentiments were echoed by most of the principals interviewed in this study. For example, when asked to identify leading obstacles to successful LSE implementation, one respondent lamented,

“There is a scarcity of teaching and learning resources. This situation hinders teachers’ ability to prepare for the lessons or use appropriate instructional strategies.” Reflecting on this issue, one principal stated, “I remember one teacher specifically telling me, ‘I don’t know what to teach’” (Respondent A said).

Such observations emphasize the dire state of SLE implementation in Kiambu County and elsewhere in the country. The subject is not implemented as it should be because teachers in the region contend against low resource availability and adequacy.

4.7.2 Awareness, Competence and Training

The study assessed the possible influence of teachers’ awareness of recommended instructional strategies for LSE and their training on the use of these techniques. The questionnaire for teachers had various items on awareness, competence, and training. Firstly, they were asked to state whether they were aware of the strategies recommended for LSE instructions and results tabulated in figure 4.23.

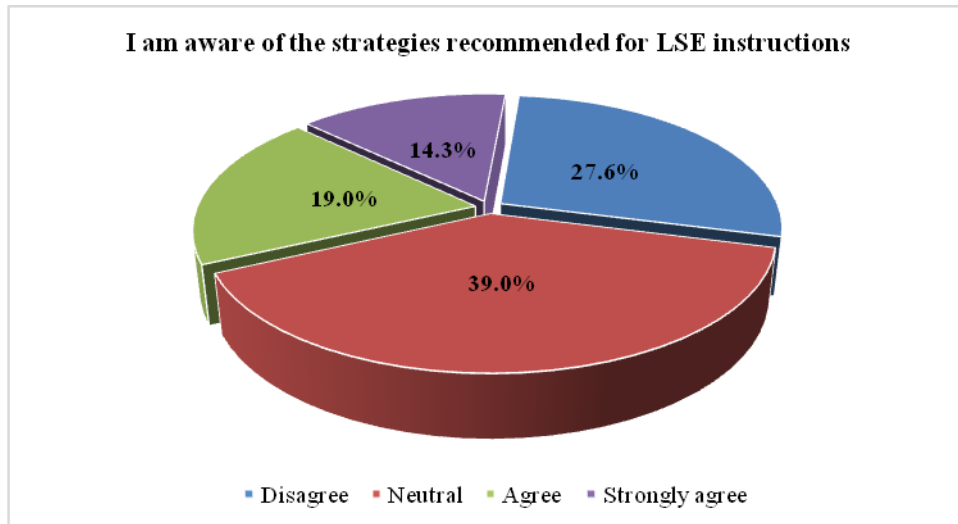


Figure 4.23: Teachers’ Awareness of Learner-Centered Methods (Researcher, 2023)

Only 15/105 (14.3%) strongly agreed, while 20/105 (19.0%) agreed that they were aware of varied strategies for delivering LSE instructions. None of them strongly disagreed, while 29 (27.6%) disagreed that they were aware of varied recommended instructional strategies. Thus, only 35/105 (33.3%) teachers in the sample were aware of the recommended strategies for LSE instructions. These results confirm that LSE implementation in many public secondary schools in Kiambu is ineffective; a teacher who is unaware of varied strategies may not deliver effective instructions. The other 41/105 (39.0%) neither agreed nor disagreed that they were aware of recommended LSE instructional strategies, possibly because they had never taught the subject. For additional information on the role of awareness, a cross-tabulation was performed between teachers’ self-reported awareness and their utilization of learner-centered methods. Figure 4.24 displays the results.

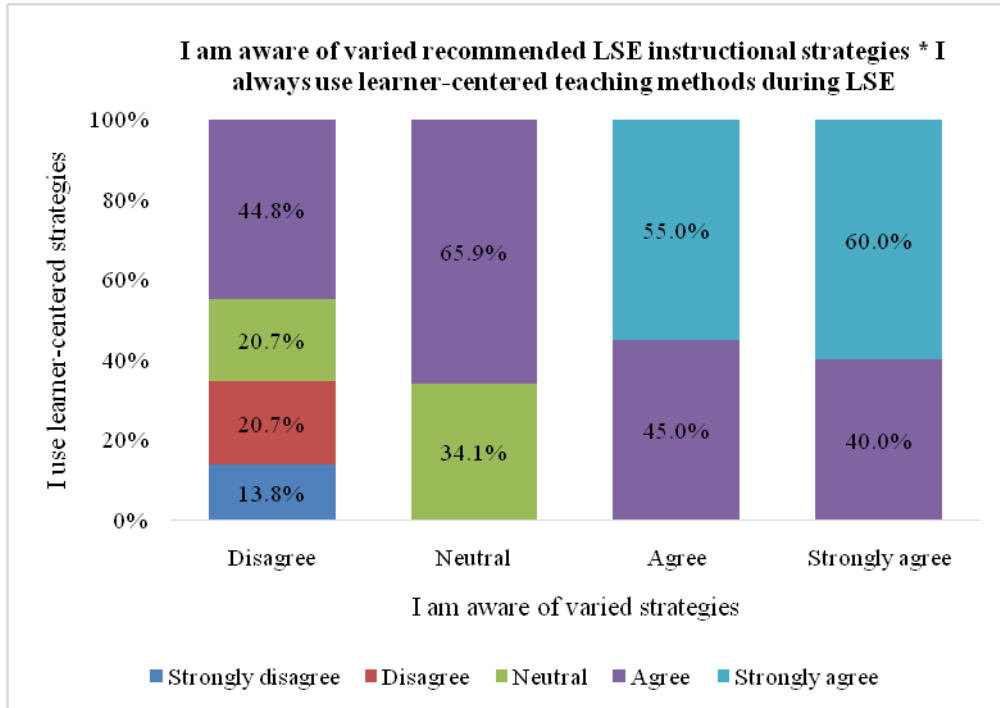


Figure 4.24: Teachers’ Use of Learner-Centered Methods by Awareness of Strategies (Researcher, 2023)

From Figure 4.24, all the 35 (100%) teachers who either agreed or strongly agreed that they were aware of varied instructional strategies also agreed or strongly agreed that they used learner-centered methods. In contrast, only 13/29 (45%) of the 29 who disagreed they were aware of varied strategies stated that they used learner-centered methods. These results suggested that teachers who were aware of multiple strategies were more likely to use learner-centered techniques than those with low awareness. Fisher’s exact test confirmed a significant association between teachers’ perceived awareness and their use of learner-centered strategies (Fisher’s = 20.63; $p = 0.006$). Therefore, for this sample, the use of learner-centered techniques increased with teachers’ awareness of instructional strategies, further confirming that effective LSE implementation in many of the sampled schools was hindered by low teacher awareness.

Secondly, teachers were asked to rate their perceived competence in relation to utilizing participatory methods during LSE lessons. The results were as shown in Figure 4.25.

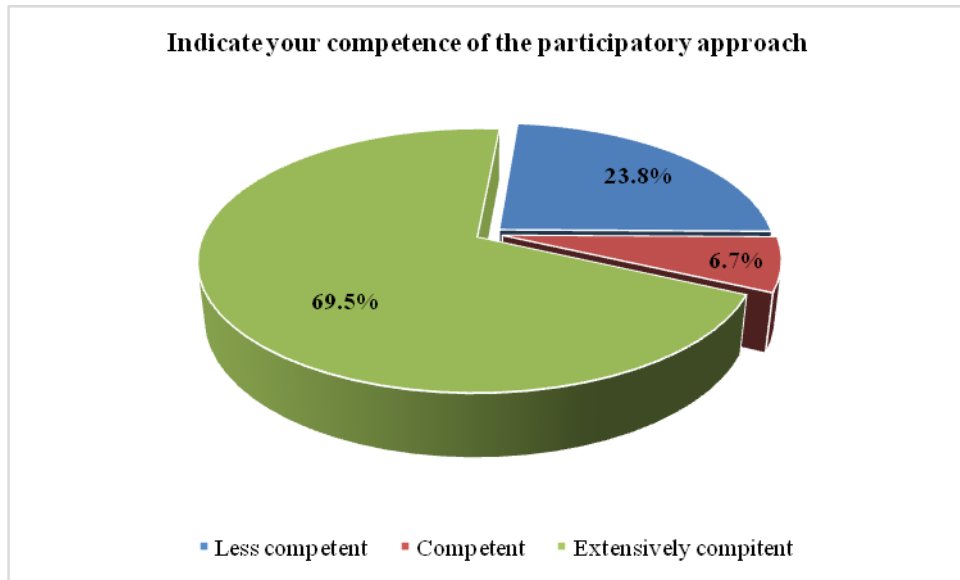


Figure 4.25: Teachers’ Perceived Competence of the Participatory Approach (Researcher, 2023)

Seven (6.7 %) of the 105 respondents believed they were competent, while 73 (69.52%) felt extensively competent. Only 25 (23.8%) considered themselves less competent to use participatory methods in LSE lessons. Cross-tabulations were then performed for the association between perceived competence and the use of learner-centered techniques. The findings are in Figure 4.26.

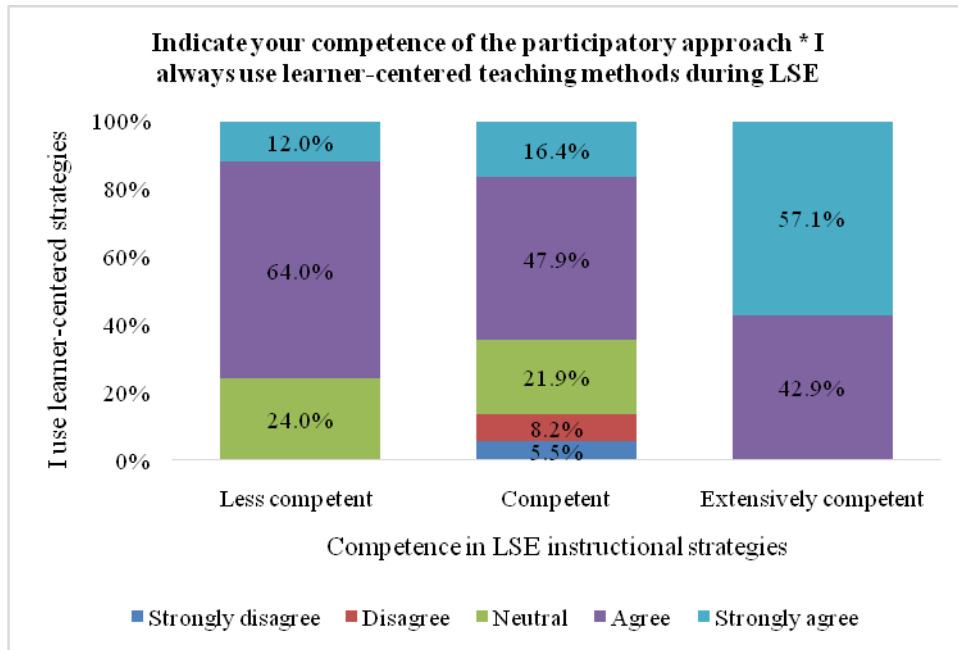


Figure 4.26: Teachers’ Use of the Participatory Approach by Perceived Competence (Researcher, 2023)

Among the seven teachers who believed to be extensively competent, 3 (42.9) agreed while 4 (57.1%) strongly agreed that they used learner-centered methods. Thus, all teachers who perceived themselves to be extensively competent in LSE instructional strategies mentioned that the utilized learner-centered strategies to deliver LSE instructions. Still, even among the 25 who felt less competent, 16/25 (64.0%) agreed, while 3/25 (12%) strongly agreed that they used learner-centered methods. In other words, the utilization of learner-centered strategies seemed to be high among competent and less-competent teachers. This finding suggests that teachers’ perceived competence had minimal influence on their use of learner-centered methods. Fisher’s exact test confirmed that the association between perceived competence and the use of learner-centered strategies was non-significant (Fisher’s = 5.07; $p = 0.962$). Hence, perceived competence seemed not to influence teachers’ use of learner-centered techniques. Teachers were also asked if they

received regular training on new instructional strategies for LSE. The results were as shown in Figure 4.27.

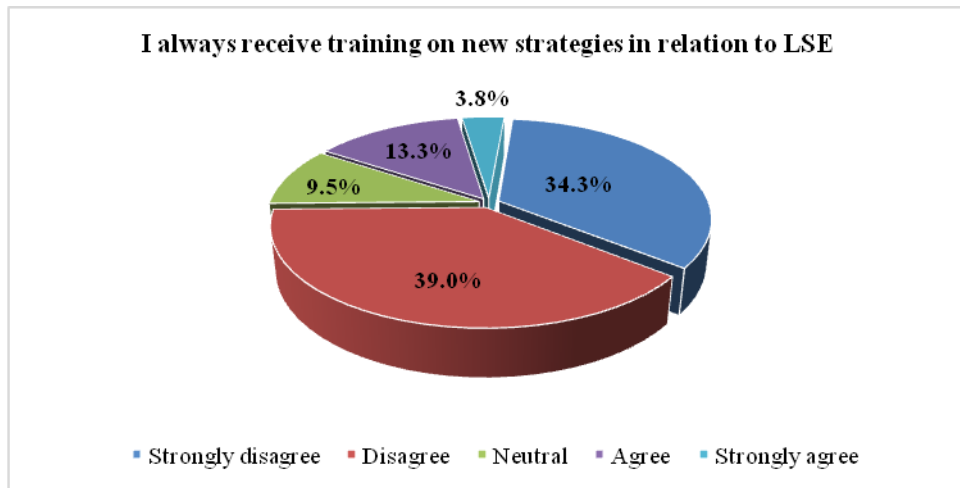


Figure 4.27: Teachers’ Perception on their Receiving Regular Training on LSE Instructions (Researcher, 2023)

Only 18/105 (17.1%) agreed or strongly agreed that they always received training. Seventy-seven (73.3%) of the 105 stated otherwise, while 10/105 (9.5%) neither agreed nor disagreed. They were also asked to state the frequency at which they received in-service training. The responses were as shown in Figure 4.28.

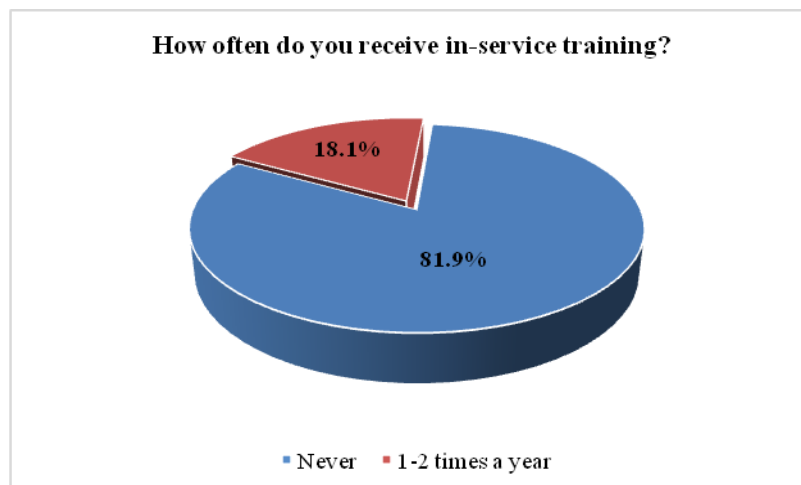


Figure 4.28: Teachers’ Reported Frequency of In-Service Training (Researcher, 2023)

Eighty-six (82%) of the 105 mentioned that they had not received in-service training on LSE, while the remaining 19/105 (18%) attended in-service training at most twice a year. Finally, they were asked if their school organized for an LSE resource person. Figure 4.29 displays their responses.

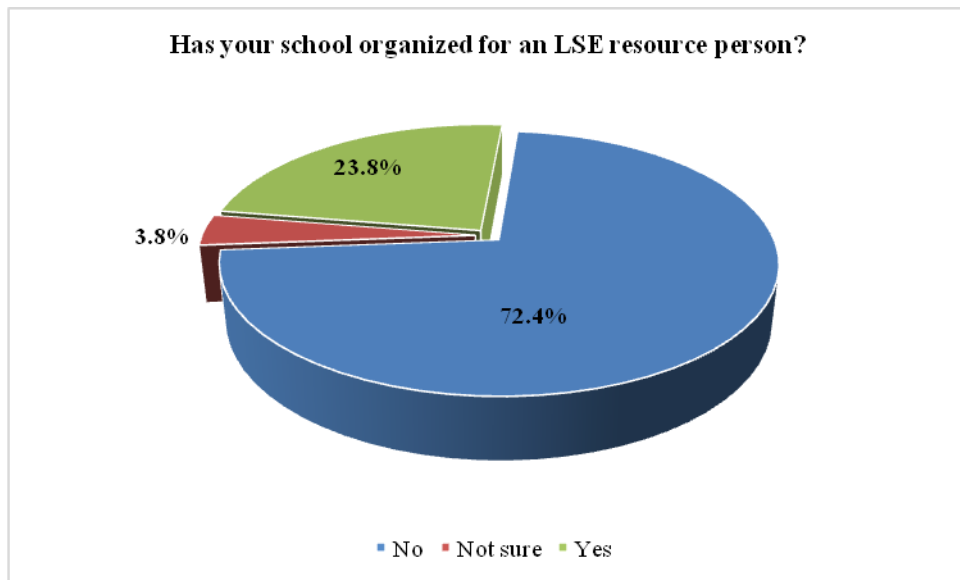


Figure 4.29: Teachers' Responses on Whether the School Has Organized for a Resource Person (Researcher, 2023)

Seventy-six (72.4%) of the 105 mentioned that their school had not organized an LSE resource person. Only 25/105 (23.8%) had had an LSE resource person in their school, while the remaining 4/105 (3.8%) were unsure. Cross-tabulations were performed for the association between training and the use of learner-centered techniques. The results are in Figure 4.30.

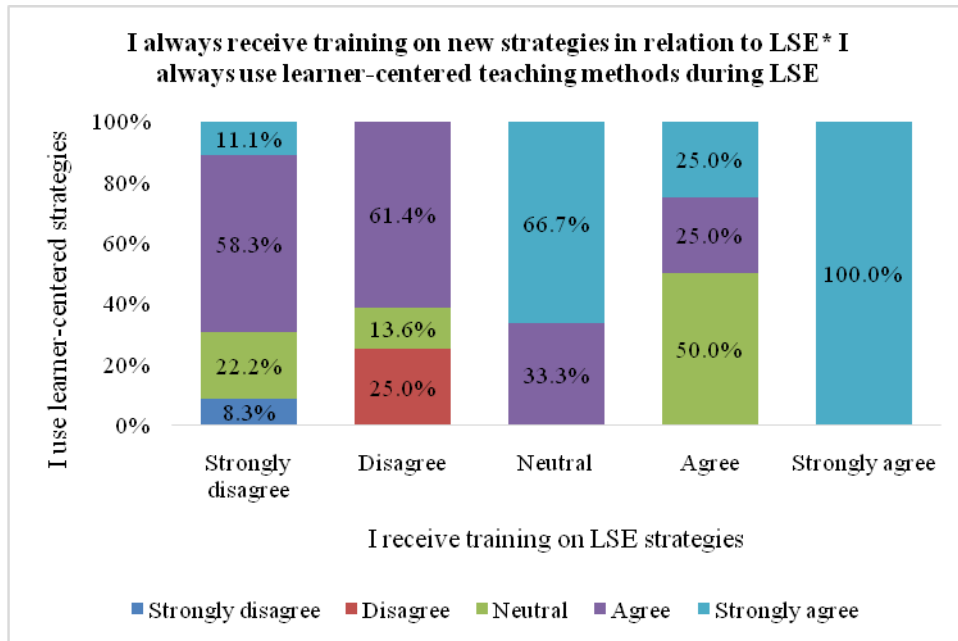


Figure 4.30: Teachers' Use of Learner-Centered Methods by Training on LSE Instructions (Researcher, 2023)

All teachers the 4/4 (100%) teachers who strongly agreed that they received regular training also strongly agreed that they always used learner-centered methods (Figure 4.21). In contrast, 4/36 (11.1%) of the 36 who strongly disagreed and none who disagreed that they received training strongly agreed that they used learner-centered methods. Thus, the use of learner-centered methods seemed to increase with training. Fisher's exact test confirmed that the association between training and the use of learner-centered methods was significant at the 95% confidence level (Fisher's = 20.89; $p = 0.022$). Taken together, the above results imply that the successful LSE implementation in public secondary schools in Kiambu county is hampered by teachers' limited awareness and inadequate training on LSE instructional strategies. This finding is consistent with those reported by Abobo (2015) that the majority teachers in secondary schools in Kenya may not be adequately trained in LSE instructions. Notably, over 8 years have elapsed since

Abobo's (2015) research, indicating that the progress in this area is slow. Cumulatively, the present results suggested that limited teacher awareness and training hindered the implementation of LSE instructions.

It should also be noted that although 80/105 (76.2%) teachers indicated that they were competent or extensively competent in LSE implementation, this high proportion appears to contradict the finding that only 35 (33.3%) were aware of varied LSE instruction strategies (Figure 4.23) and only 18 (17.1%) were trained in the subject (Figure 4.27). The observed discrepancy may be due to bias, but may also indicate that the respondents did not interpret the question correctly. For instance, some teachers may have substituted guidance and counselling (G&C) for LSE. From direct observations, in some schools, the administration referred the researcher to specific teachers in the staffroom. The reason for this trend was that not all teachers were conversant with LSE, and some had no idea of what the subject entails. The researcher noted further (from direct observations) that even among those selected to fill the questionnaire, some appeared to be more oriented with G&C than they were with LSE. An implication is that G&C had replaced the role of LSE in various public secondary schools in the region. These results highlight significant training gaps to facilitated LSE implementation.

Interviews with principals also revealed that limited awareness and training were leading obstacles to implementing LSE. The principals acknowledged the existence of awareness and training gaps, which made LSE implementation difficult. Commenting on the obstacles to successful LSE implementation,

Respondent F stated, *"Many teachers have the will to teach LSE, but they are demoralized by lack of adequate training."*

Another one (Respondent K) said, *“Teachers complain of many things, including workload and inadequate materials. However, I have realized that the low morale among teachers is partly due to lack of training.”*

Still, another (Respondent L) noted, *“[Teachers] don’t know what teach, and you can’t blame them. They have not been trained on LSE and they have no materials.”*

Thus, it was apparent that limited teacher training was perceived as a significant hindrance to successful LSE implementation. The low training also demoralized teachers from implementing LSE instructions and preventing from teaching the subject. Consistent with this observation, Bedir (2019) noted that teachers’ utilization of innovative methods is an indication of adequate training. Contrary to this, teachers with inadequate training are unlikely to use innovative learner-centered approaches.

Teachers’ ability to implement appropriate instructional strategies is dependent on their awareness of the specific methods (Bedir, 2019). Consequently, effective teacher training is core to the successful implementation of LSE in Kenya. Teachers should be trained and competent in appropriate instructional methods to allow them align their delivery to individual learner needs (Bedir, 2019; Prajapati, 2017). Regular training enables and empowers them to manage, teach, and connect efficiently with their learners in ways that ensure effective learning. Past research also emphasizes the importance of various training-related factors, such as awareness, competence, professional qualification, teaching experience, in-service training, workshops, and conferences (Prajapati, 2017). Other studies have also established significant relationships between training, awareness, and competence with effective utilization of varied instructional approaches (Muhammad, 2011;

Ng'asike, 2004). The present study confirmed the above observations, while also revealing that many teachers in Kiambu County were not trained or regularly in serviced on LSE instructions.

4.7.3 Life Skills Education as a Non-Examined Subject

Currently, LSE is a not tested in national examinations. The study sought to establish if the subject's non-examinable status is an obstacle to its implementation. Data on this theme came from teachers, learners, interviews with principals, and direct observations. Teachers were asked if teaching LSE was compulsory in their school and whether their principal emphasized the importance of LSE. Figure 4.31 summarizes their responses to these items.

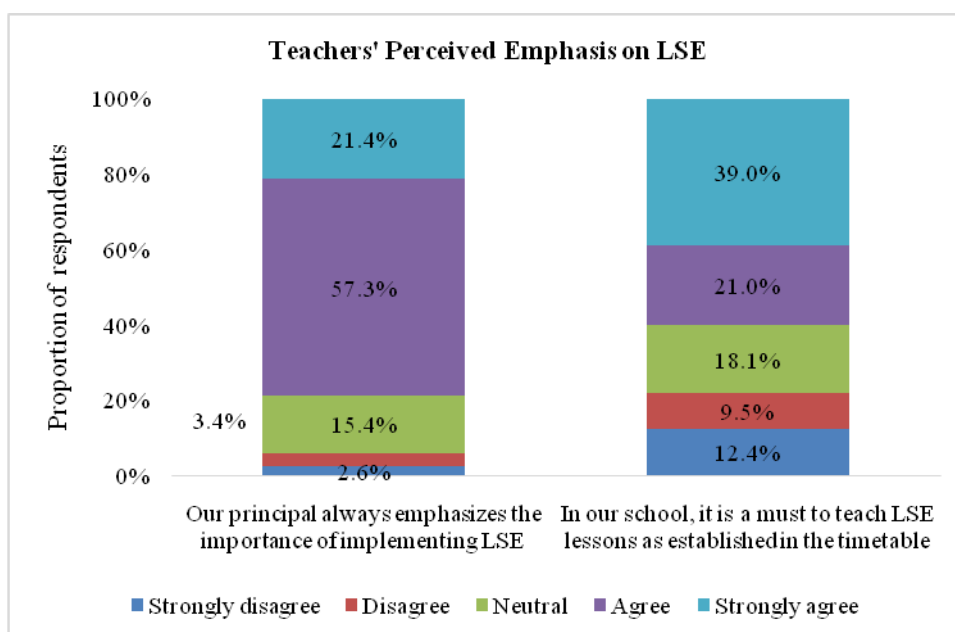


Figure 4.31: Teachers' Perceived Emphasis on LSE by Principal (Researcher, 2023)

Out of the 105 teachers, Sixty (57.3%) teachers strongly agreed, while 22/105 (21.4%) agreed that their principal emphasized the importance of teaching LSE. Only 3/105 (2.6%) strongly disagreed, while and 4/105 (3.4%) disagreed that their

principal emphasized the importance of teaching LSE. The other 16/105 (15%) neither agreed nor disagreed. The number of those who mentioned that teaching LSE was compulsory in their schools was comparatively low. Forty-one of the 105 teachers (39%) strongly agreed, while 22 (21%) agreed that it was a must teach LSE lessons as they appear in the timetable. In the other extreme, 13 (12.4%) strongly disagreed, while 10 (9.5%) disagreed that it was compulsory to teach LSE in their school. Hence, there were some discrepancies between the perceived importance of LSE and its actual implementation. In other words, some principals who acknowledged the importance LSE did see into it that the subject was included in the timetable. An implication is that teachers would likely perceive the subject as inferior to others because the principal did not stress its inclusion in the timetable. In that case, they would not implement it as recommended.

Responses from learners revealed other mismatches, which were likely related to LSE's non-examinable status. They were asked to state whether LSE was in their class timetable and whether teachers taught LSE as indicated in the timetable. Their responses are in Figure 4.32.

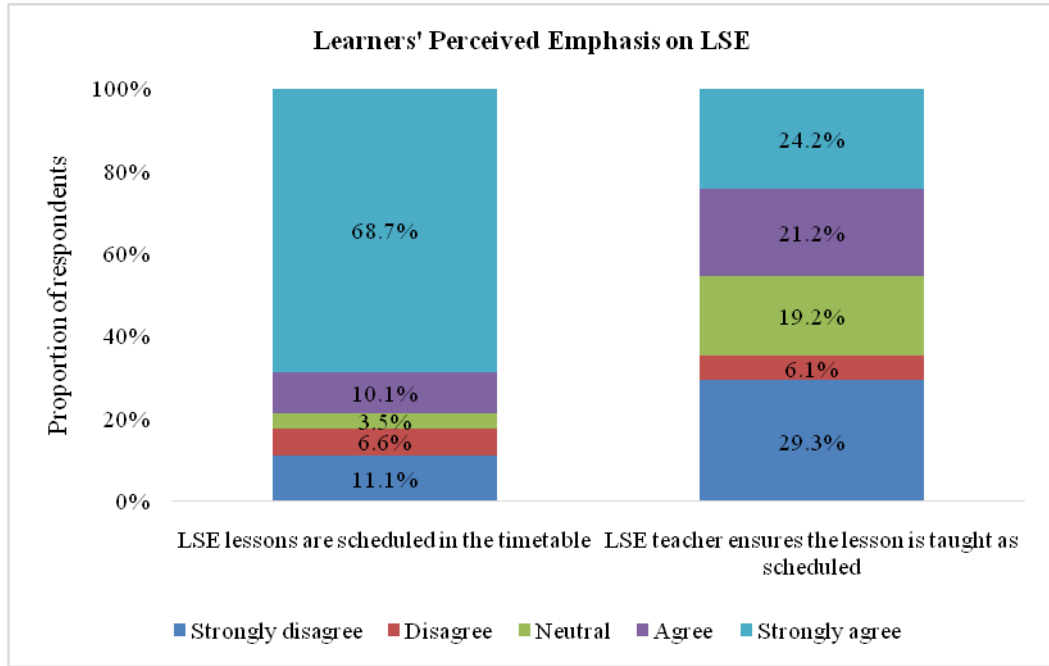


Figure 4.32: Teachers' Perceptions on LSE Timetabling and Actual Implementation (Researcher, 2023)

One hundred and thirty-six of the 198 learners (68.7%) strongly agreed while 20 (10.1%) agreed that LSE was scheduled in the class timetable. However, when asked if teachers used the LSE lesson as scheduled, only 48/198 (24.2%) strongly agreed, while 42/198 (21.2%) agreed with the statement. Seventy (35.4% (29.3+6.1)) disagreed or strongly disagreed that the LSE teacher ensured the lesson was taught as scheduled. Thus, even in schools where the principal ensured that LSE was included it in the timetable, this emphasis did not translate into actual implementation. This gap may suggest that in many public day secondary schools in Kiambu County, either teachers, principals, or both do not assign LSE the same priority as other subjects. Of interest is that in some schools, LSE was omitted from the timetable completely. Thirty-five (17.7% (11.1+6.6)) learners disagreed or strongly disagreed that LSE was not in the class timetable. This result further

confirms that in some cases, teachers, principals, or both did not assign LSE the same priority as other subjects.

Interviews with principals revealed that the apparent reluctance to include LSE in the timetable and teach it as scheduled was because it is not an examinable subject. Hence, it is not considered a “main” subject in many schools. This theme emerged repeatedly from principals’ responses. Many of them felt that LSE attracted little interests or seriousness because it is not examined. The interviews further revealed several issues related to LSE being a non-examined subject: For example, in most schools, LSE was scheduled in a way that the lesson could be used by learners (for personal studies when teachers are not available) or teachers (to teach other subjects). For many schools, the lesson was placed immediately after lunch, a time that is usually scheduled for preps. The implication is that teachers had the choice not to attend the lesson. It was also apparent that in many schools, LSE scheduling was used mostly to achieve workload balance. Hence, it was likely that in a single class, the subject would be assigned to a new teacher each term, which would likely hinder effective implementation. Besides, high workload due to examinable subjects was, in itself, seen as an obstacle to LSE implementation. The following responses from principals, when asked the obstacles to LSE implementation, illustrate these issues:

If you look at the timetable, you’ll find that [teachers] placed [LSE] as the tenth lesson...when learners are done with other examinable subjects. The reason is that it could be utilized as a lesson for revision (Respondent A)

Normally, the LSE lesson is scheduled to new teachers frequently, and you find that almost each term, a different teacher handles the subject in the same class. The reason for this reshuffling is because LSE lesson is used

mostly as a lesson to achieve workload balance for teachers, and not as a main subject (Respondent E).

Some [teachers] do not take the lesson seriously since there is no follow up by the ministry (Respondent G).

LSE is not an examinable subject and we focus on academics. So, you find that in most cases, teachers use the lesson to teach other subjects (Respondent I).

Many teachers, and I believe not in this school only, already have high workloads and limited time to cover the syllabus. The implication is that in often cases, they use the LSE lesson to teach examinable subjects (Respondent I).

Because LSE is not examined, many teachers take it as an additional workload, hence, they avoid it (Respondent J).

From the above responses, it is evident that teachers in public secondary schools in Kiambu County contend against negative perceptions toward LSE because it is not tested in national examinations. The dire state of this situation is emphasized by the fact that in some schools, LSE is omitted completely from the timetable. Even in schools where LSE is in the timetable, it is not taught regularly. An implication is that LSE implementation in the county is haphazard, a situation that likely make it to meet learners' needs. This observation may further explain why (5.7%)+(12.4%) of the teachers 19 (18.1%) in the sample did not feel that LSE, as implemented in their schools, was effective (Figure 4.15).

Comparable results have been reported elsewhere. For instance, Bwayo (2014) noted that teachers have negative attitudes or misconceptions about the subject because it is not examined – some felt it was less important compared to other subjects. Similarly, in Trans-Nzoia, Abobo (2015) observed that teachers' negative attitudes

toward LSE prompted them to use allocated lessons for other examined subjects. In other studies, Kawira (2017) and Njenga (2017) established that in many schools, principals put less emphasis on LSE than on other subjects hence bringing the concern of why eliminate same emphasis in LSE. The subject may likely to continue attracting limited emphasis as long as it retains its non-examinable status. On this note, Waiganjo and Mwangi (2018), pointed out the need for the government to equip teachers with appropriate resources and skills to help generate interest in the subject. Overall, the fact that LSE is a not included in national exams is a significant obstacle to its successful implementation because of its effects on other factors, such as principals and teachers' commitments, scheduling, and teachers' motivation.

Direct observations offered additional insights into the issue. For example, the researcher noted that although nearly half of the schools had a teacher's guide, the books were so new to make the researcher conclude that either they had only been brought recently or were not used. Besides, no learner in any of the schools could provide consistent notes on the subject, suggesting that the lessons were not taught regularly. In some schools, there were disparities in teachers' timetables and the block timetable in the staffroom; the teachers' timetable lacked LSE in some instances even though it was in the block timetable. In one of the schools, the LSE lesson was combined with physical education (PE) in the block timetable, a situation that created conflict for teachers. In other schools, LSE was eliminated completely from the block timetable. Interviews with principals further indicated that the subject was taught in some classes and not all. For example, when asked the obstacles to successful LSE implementation, one principal replied,

At our school, LSE is only taught in form 3 and 4 ...this being a disparity in the way the lesson is implemented within the county. Some teach it in form 4 and 3, while others teach it in 1 and 2 excluding others (Respondent E).

In sum, it was evident that LSE did not attract a high priority in many schools because it is non-examinable. The traditional approach to LSE entailed fusing life skills into examinable subjects, such as biology. For many years, scholars have advocated for LSE to be recognized as a stand-alone subject to enhance its usefulness to learners (Bwayo, 2014; Luvunga, 2003). Although Kenya has embraced LSE as a stand-alone subject, some teachers continue to call for LSE to be fused into other subjects (Mugambi, 2013). This view may have contributed to its omission from national examinations. In either case, the fact that LSE is non-examinable has made schools and individual teachers reluctant to implement it, as was evident in the present findings.

4.7.4 Learners' Attitudes Toward Life Skills Education

The study sought to establish students' perception of LSE as a potential obstacle to teaching the subject. Learners were presented with two contrasting questionnaire items, as depicted in Figure 4.33. Both questions were designed to assess their attitude toward LSE.

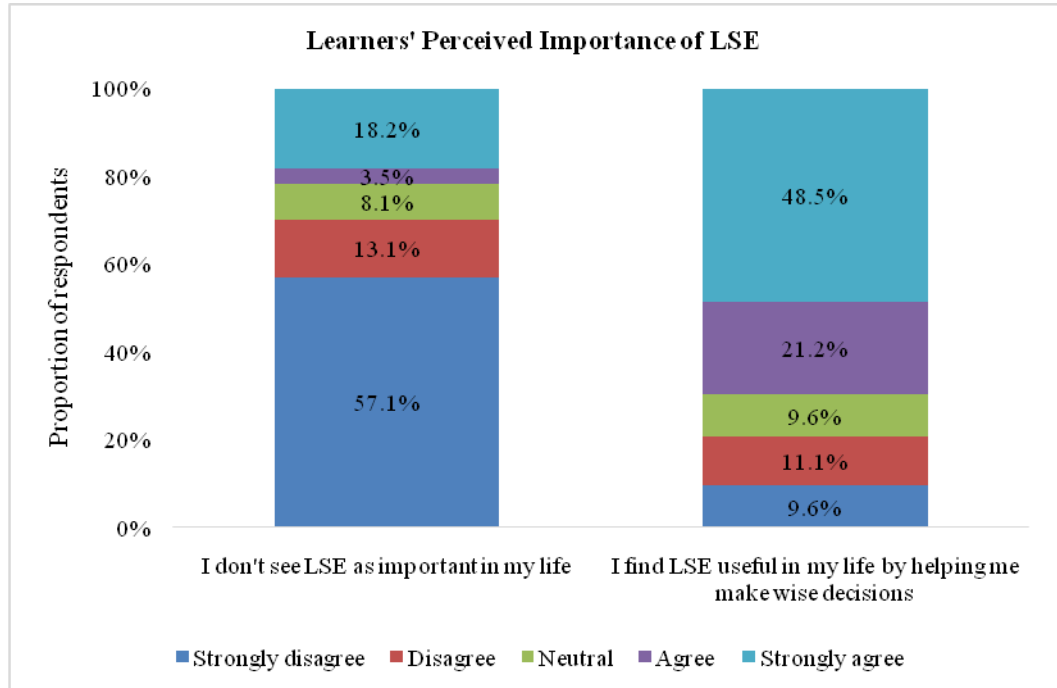


Figure 4.33: Learners' Perceptions of the Value of LSE (Researcher, 2023)

One hundred and thirteen of the total 198 students (57.1%) strongly disagreed, while 26/198 (13.1%) disagreed that they did not see LSE as important in their life. In other words, 70% (57.1%+13.1%) of the sampled learners felt LSE is important in their life. Thirty-six of the 198 learners (18.2%) strongly agreed, while 7/198 (3.5%) agreed that they did not see LSE as important in their life. Still 16/198 (8.1%) were unsure, probably because they had never been taught the subject. When asked if LSE made them make wise decisions, 96 (48.5%) strongly agreed, while 42 (21.2%) agreed. In other words, about 70% felt that LSE helped them make wise choices. This proportion is close to those who mentioned that LSE is important in their life. Thus, it appears that the students who perceived LSE as important in their life did so because it helped them make wise choices. Still, 41 (21.2%) disagreed or strongly disagreed that LSE helped them make wise choices, while 19 (9.6%) were undecided. From these results, most learners seemed to have favorable views toward the subject. Thus, learners' attitudes seemed not to be a major obstacle to LSE

implementation. Cross-tabulations were performed between the two items and are displayed in Figure 4.34.

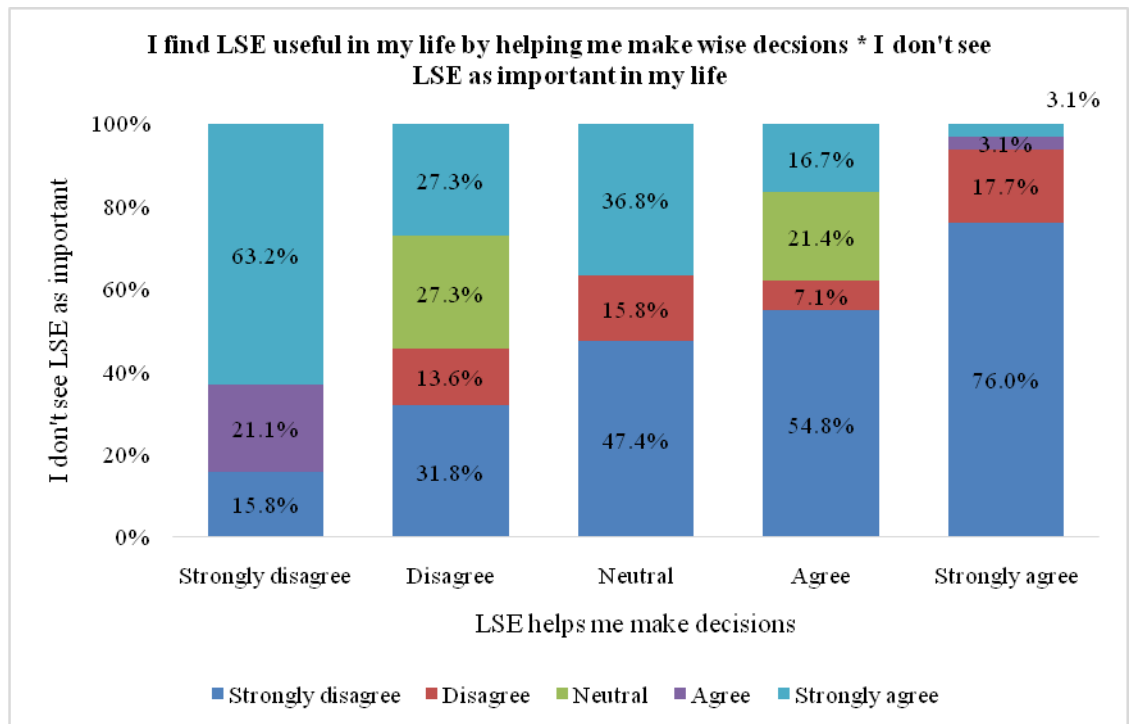


Figure 4.34: Learners’ Perceived Importance of LSE by Perceived Value in Making Life’s Choices (Researcher, 2023)

Seventy-three (76.0%) of the 96 students who strongly agreed that LSE helps them make wise choices strongly disagreed, while 17/96 (17.7%) disagreed that they did not see LSE as important. Similarly, 23/42 (54.8%) of those who agreed that LSE helps them make good decisions strongly disagreed that they did not see LSE as important. Only 13/138 (9.4%) who agreed or strongly agreed that LSE help them make good decisions agreed or strongly agreed that LSE is not important. The interpretation was respondents who viewed LSE as important were also likely to agree that LSE helped them make wise choices. Fisher’s exact test confirmed the responses to the two items matched (Fisher’s = 29.13; $p = 0.002$). Thus, many students perceived LSE as important because it helped them make wise choices. A

possible implication is that ineffective LSE implication denies many secondary school students the opportunity to make good decisions in life. For further insights into the issue, teachers were asked about students' attitudes toward LSE. Figure 4.35 shows their responses.

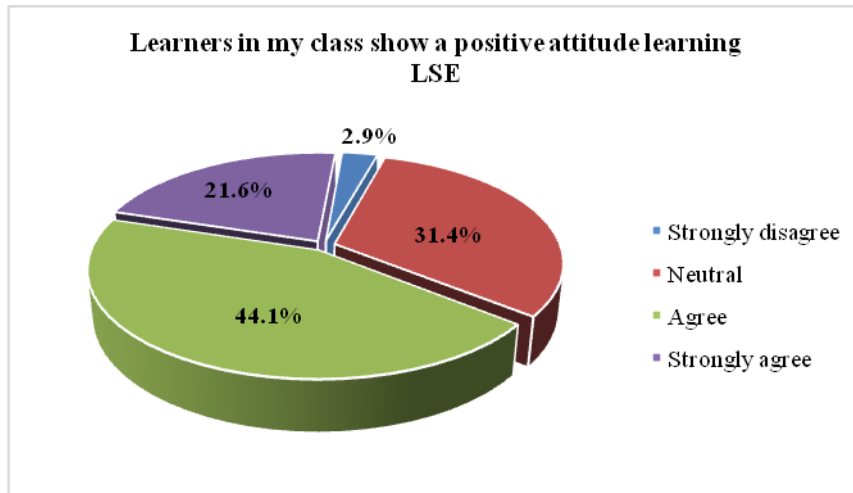


Figure 4.35: Teachers' Views on Learners' Attitudes toward LSE (Researcher, 2023)

One hundred and five teachers responded to this item. Of the 105, 23 (21.6%) strongly agreed, while 46 (44.1%) agreed that learners in their class viewed LSE positively. Only 3/105 (2.9%) disagreed, none strongly disagreed, while 33/105 (31.4%) were undecided. Generally, teachers should be responsible for nurturing a positive attitude toward a subject among learners. The influential role teachers play in shaping learners' attitudes is documented in the literature (Díez-Palomar et al., 2020). On this note, Bedir (2019) highlighted teacher-related factors, such as perceived awareness and competence, as critical variables in shaping learner perceptions. Similar sentiments are echoed by Ndirangu et al. (2013) and Oloyede (2017), who pointed out that many learners had low interest in LSE because teachers did not utilize effective instructional strategies when teaching the subject.

The current study revealed that a sizable proportion (65.7 %) of teachers in Kiambu County believe their students have favorable attitudes toward LSE. This finding is crucial because perceived negative learner attitudes may make it challenging for teachers to implement their lessons effectively (Anghelache, 2013; KICD, 2016). The observed positive attitude seems largely due to the perceived importance of LSE in influencing learners' life skills. Comparable results were reported in other studies from different parts of the country showing that the majority of learners have favorable views toward LSE due to its perceived benefits (Abobo & Orodho, 2014; Birgen & Murungi, 2018; Kite, 2017). School principals, teachers, and other relevant stakeholders should exploit the positive perceptions among learners to their advantage.

4.7.5 Teachers' Motivation to Teach Life Skill Education

The study also assessed the role of teacher motivation in the implementation of LSE. Teachers were asked to state whether they were always motivated to implement LSE in their schools. The results are in Figure 4.36.

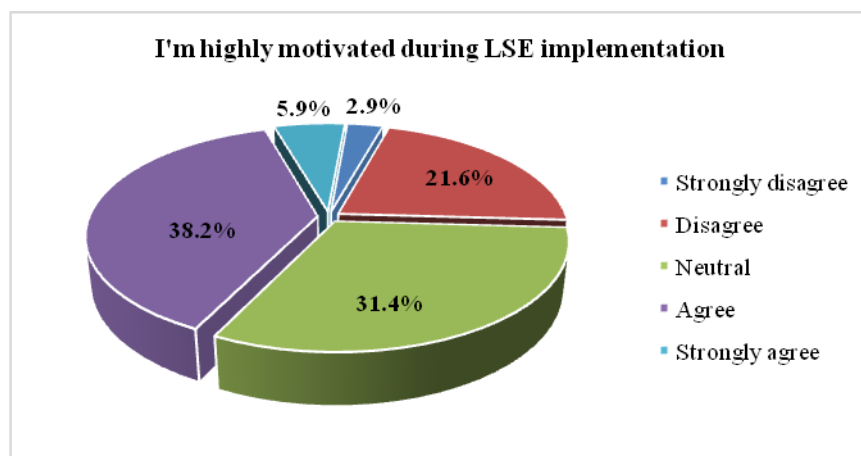


Figure 4.36: Teachers' Motivation to Implement LSE (Researcher, 2023)

Of the 102 teachers who responded to this item, 6 (5.9%) strongly agreed, while 39 (38.2%) agreed that they were motivated to teach LSE. In the other end, 3/102 (2.9%) strongly disagreed, while 22/102 (22.6%) disagreed that they were motivated. Thus, a substantial proportion of teachers in the sample were not motivated. An implication is that in many public mixed day secondary schools in Kiambu County, effective LSE implementation may be hindered by low teacher motivation. To verify this postulation, cross-tabulations were then performed for the association between teachers' self-reported motivation and use of learner-centered methods. The results are in Figure 4.37.

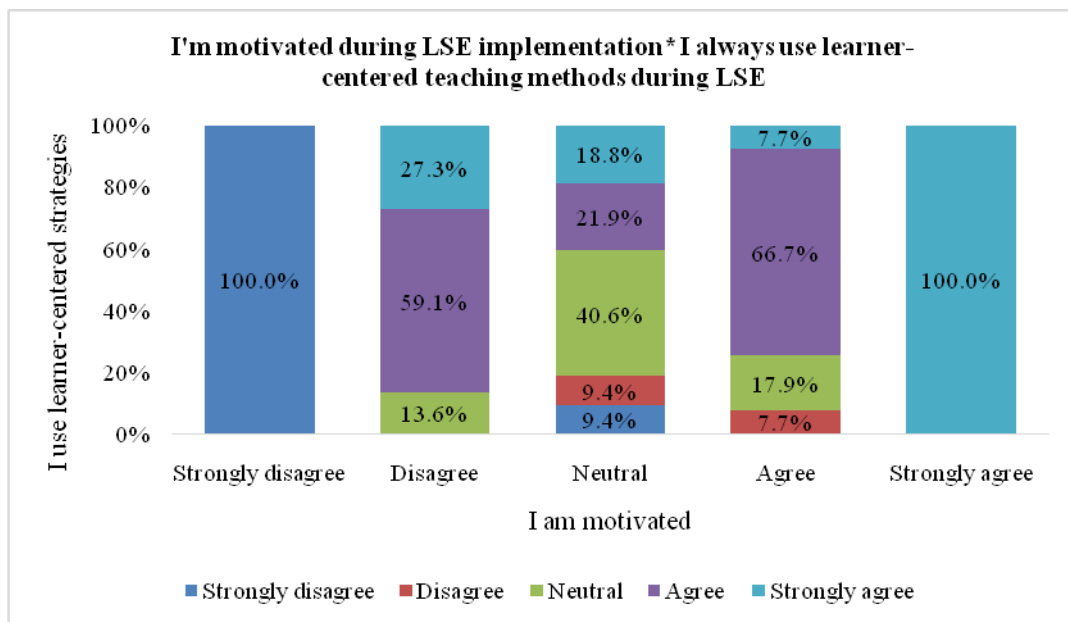


Figure 4.37: Teachers' Use of Learner-Centered Methods by their Motivation (Researcher, 2023)

All the 6 (100%) teachers who strongly agreed that they were motivated to implement LSE also strongly agreed that they used learner-centered methods. Among those who agreed that they were motivated, 3/39 (7.7%) strongly agreed, while 26/39 (66.7%) agreed that they utilized these strategies. Conversely, all the

3/3 (100%) who strongly disagreed that they were motivated strongly disagreed that they used learner-centered methods. Thus, teachers' use of learner-centered methods seemed to increase with their motivation levels. Fisher's exact test confirmed that the association between motivation and the use of learner-centered techniques was significant at the 95% confidence level (Fisher's = 21.07; $p = 0.035$). These results confirmed that successful LSE implementation in Kiambu County may be hindered by low teacher motivation, which, in turn, lowered their propensity to use recommended instructional strategies. Teachers were also asked the reasons for their motivation status. Figure 4.38 summarizes their responses.

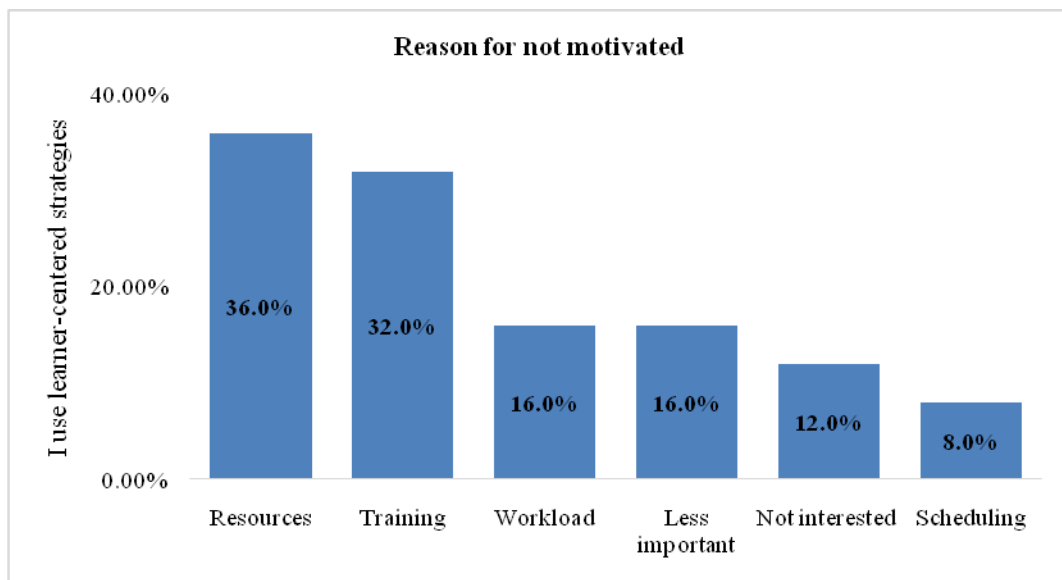


Figure 4.38: Reasons for Low Teacher Motivation (Researcher, 2023)

The most isolated factors were resource availability/adequacy and training. Of the 25 who strongly disagreed or disagreed that they were motivated, 9/25 (36.0%) identified resource inadequacy or unavailability as a primary factor. The number of those who identified limited training as a leading factor was 8/25 (32%). Conversely, 43/45 (96%) teachers who strongly agreed or agreed that they were motivated mentioned either the availability of resources or adequate training

(competence) as the main reason for their high motivation. Other factors for low motivation were high workload due to examinable subjects, LSE perceived as less important, low interest, and issues with scheduling (timetabling).

Teacher motivation is a leading factor in the implementation of LSE. Teacher motivation may affect multiple facets of the learning environment, including the choice of instructional strategies. Highly motivated teachers are likely to implement the recommend instructional strategies successfully (Han & Yin, 2016). Santos (2020) and Sarah and Keogh (2021) suggest that even highly competent teachers may opt for less effective instructional methods if they have low motivation to teach. Consequently, school administrators and other relevant stakeholders should endeavor to create an environment that facilitates teacher motivation. This study identified Issues with resource availability and training as the leading obstacles to teacher motivation. Consistent with these results, Kalanda (2010) reported that limited teacher training and resource inadequacy demotivate teachers from implementing LSE.

The study further revealed that problems with training and resources are complicated by high workloads among many teachers. Some teachers also perceived LSE as less important, while others had no interest in the subject. The fact that LSE is not examined in the national examination seems to prompt some teachers to view it as less important than other subjects (Abobo, 2015; Kawira, 2017; Njenga, 2017). Low interest in the subject may also interact with various variables, such as resource adequacy and limited training, to create low motivation among teachers. In either case, the present results highlight the need for appropriate mechanisms to motivate teachers and increase their interest in LSE.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study's general purpose was to assess instructional strategies used in implementing the LSE curriculum in mixed-day public secondary schools in Kiambu County. Four research objectives guided the study. The objectives were to: (i) determine the availability and adequacy of teaching and learning resources to aid LSE instructional strategies, (ii) examine instructional approaches utilized by teachers in teaching LSE, (iii) explore teachers' perceptions on effectiveness of LSE instructional approaches, and (iv) examine challenges teachers face applying LSE instructional strategies in mixed-day secondary schools in Kiambu County. This chapter summarizes the key findings. The implications of the results and recommendations for research and practice are also provided.

5.2 Summary of Research Findings

5.2.1 Availability and Adequacy of Teaching and Learning Resources to Aid in Implementing Life Skills Education

The analysis revealed a relatively low availability and adequacy of the resource needed to implement LSE in mixed day public secondary schools in Kiambu County. Only less than a quarter of the teachers were confident that there were adequate teaching and learning resources to implement LSE in their schools. The remaining majority disagreed or were unsure if the resources were adequate. Besides, the majority of the teachers assigned low availability ratings to specific resources, including LSE syllabus, course books, teacher's guides, indicating that they were either not present or were available in insufficient quantities. Even the

most basic materials, such as course books and teachers' guides, were unavailable in many schools in the study sample. Most principals also confirmed that LSE instructional resources were either unavailable or inadequate in their schools. Further, most teachers felt that their school principals made little or no effort to avail the resources.

5.2.2 Instructional Approaches Utilized by Teachers to Implement Life Skills Education

Over half of the teachers mentioned that they utilized learner-centered methods during LSE lessons. However, responses from learners and principals suggested that the actual usage of learner-centered methods was likely lower than that reported by teachers. Further, only a few teachers (less than a fifth of the respondents) confirmed they used ICT-related technologies when delivering LSE lessons. Once again, responses from learners and principals indicated that the actual ICT usage could be lower than that reported by teachers. Notably, the use of ICT-related technologies during LSE lessons was low, even in schools with adequate ICT infrastructure. In such schools, teachers readily used these resources when teaching other subjects. Yet, the same readiness was not apparent when it came to the teaching of LSE.

5.2.3 Teachers' Perceptions of the Effectiveness of Life Skills Education Instructions

Nearly all teachers were confident that LSE is beneficial to learners and can improve their life skills. However, when asked whether the LSE instructions implemented in their schools were relevant to learners, only a slight majority were affirmative. The perceptions seemed to be the same among those who had taught LSE and those who had never taught the subject. Overall, while teachers in public secondary schools in

Kiambu County appreciated the role of LSE in equipping learners with practical life skills, most did not believe that LSE, as implemented in their schools, helped students.

5.2.4 Challenges Teachers Face When Implementing Life Skills Education Instructions

Some of the challenges the study revealed touched on resource availability and adequacy, training, awareness, or competency. Many teachers felt unprepared to handle the LSE lesson, either because they had limited training/ awareness in the subject or because the schools did not provide enough resources. Other challenges included LSE as a non-examinable subject that could have had direct influence on teacher motivation. Even those who apparently felt competent in LSE were actually more conversant with G&C than they were with LSE, highlighting a notable training gap.

In some schools, despite being scheduled on the block timetable, the lesson was used to teach other examinable subjects. Besides, many teachers complained of high workloads due to examined subjects. A substantial proportion of teachers were not motivated to teach LSE due to issues related to resource availability or adequacy, training, high workload, scheduling (timetabling), interest in LSE, and the subject perceived as less important than others. Due to its non-examinable status, some schools did not schedule LSE in the timetable. Issues related to learner attitudes seemed not to be significant factors when evaluating obstacles to LSE implementation because the majority of learners fostered favorable attitudes toward the subject.

5.3 Conclusions

In the first objective, majority mixed day secondary schools in Kiambu county needed resources to implement LSE curriculum as required. The resources were either unavailable or inadequate.

Secondly, for those schools who taught LSE, in mixed day secondary did not use the recommended instructional strategies when implementing LSE. There was a relatively low use of learner-centered strategies, including ICT-related technologies, in the sampled schools, even where the required resources were available.

Thirdly, although majority of teachers in mixed day public secondary schools in Kiambu County were convinced that LSE was beneficial to learners, many felt that LSE implementation in their schools was ineffective hence not being of importance to nurture learners and equip them with LS competencies necessary in solving day to day challenges. There was a substantial gap between teachers who felt that LSE was beneficial to learners and those who felt LSE implementation in their schools was effective.

Finally, resource unavailability or inadequacy, laxity of principals, limited teacher training and the fact that LSE is not examined were key obstacles to successful LSE implementation in mixed day public secondary schools in Kiambu County.

Recommendations

5.4.1 Recommendation for Policy Implementations

- i The study established that most mixed day secondary schools in Kiambu county had either no or inadequate learning and teaching resources for LSE. The relevant stakeholders should ensure that secondary schools in Kiambu are

equipped with the resources needed to implement LSE. Salient inadequate resources include LSE syllabus, teachers guides, LSE course books and ICT based support materials such as projectors, computers among others.

- ii Teachers should embrace learner-centered approaches, especially the use of ICT and technology-based media when implementing LSE to create more interest to learners. Proper supervisory mechanism should be put in place to monitor effective use of the different approaches since the choice of teaching LSE or not to teach it was left on the hands of the teachers whom at most times opted not to implement it. Increased use of learner-centered methods would improve a more interactive LSE instructional process and hence boosting learner's interest in the subject.
- iii The ministry of education and school principals in Kiambu County should organize regular teacher training programs on LSE. Trainings would make LSE significant to teachers and learners hence create a positive perception on its value to them. The analysis revealed that most teachers in public secondary schools in Kiambu County felt unprepared and incompetent to handle LSE lessons, partly because they had no or limited training on the subject. Regular in-service training programs will equip teachers with required skills and competencies needed to implement the LSE curriculum effectively. The training should emphasize the use of learner-centered instructional strategies including use of ICT.
- iv Ministry of education should consider making LSE an examinable subject. The study revealed that nearly all the obstacles to LSE implementation in public

mixed day secondary schools in Kiambu County were linked, in some way, to the fact that the subject was not included in national examinations.

5.4.2 Recommendations for Further Research

- i Future studies could expand the target population to include other school categories other than public mixed day secondary schools in Kiambu County. Private schools are particularly an ideal population, given that many of these institutions contend against funding shortages and high teacher turnover rates, which may hinder successful LSE implementation.
- ii Future studies could utilize highly controlled designs to establish the use of learner-centered among teachers in Kiambu County when implementing LSE. There were notable discrepancies in consisted use of learner-centered instructional methods. There is a need to replicate the present findings using highly controlled techniques.
- iii Future studies could explore the relationships and interactions between resource unavailability or inadequacy, teacher training and the fact that LSE is not an examinable subject on successful LSE implementation.
- iv There is need to find out the extent to which LSE as a subject is worth being slotted on the school timetable bearing in mind that the subject has not been uniformly implemented in all schools. Future studies can find out its importance to learners in terms of utilizing its knowledge to deal with day-to-day challenges.

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APPENDICES

APPENDIX I: INFORMED CONSCENT FORM

My name is John Y. Musila, a postgraduate student at Kenyatta University, Reg No: E55/37454/2016, Cell: 0705882663. I'm doing a study on assessment of instructional strategies used in implementing life skills curriculum in mixed-day-public secondary schools in Kiambu County, Kenya. You have been randomly selected to participate in the study. Your honest responses during this study will provide valuable inputs in assessment of instructional strategies as far as LSE is concerned.

**Mark in the
Box**

- 1. Having read and understood the information given to me, I will be ready to participate in this current study and willingly ask questions where need be.

- 2. I agree to take part in the above study and fully contribute towards any questions posed to me

Name of Participant	Date	
Signature		

Name of Researcher	Date	
Signature		

John Yombo Musila. _____

APPENDIX II: INTERVIEW GUIDE FOR PRINCIPAL

Part A Demographic Information

School.....

Age Gender

Part B

1. Do your school conduct life skills education lessons?
2. What are the main instructional strategies used in implementing LSE within your school.
3. Does your school embrace ICT in LSE instructional strategies?
4. What is the level of preparedness in implementing life skills education?
5. Are there incidences where teachers fail to teach LSE and use that lesson for other lessons
6. Please indicate what can be the cause of teachers not adequately implementing LSE
7. How often have you organized internal seminar for your teachers in relation to upgrading teaching strategies on LSE. Are there sufficient LSE course books, syllabus and teachers guides for LSE?
8. How often have support team from the nearby educational offices visited you in monitoring manner to which LSE was being implemented in the actual classroom setup?

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Dear teacher

This questionnaire is made to derive information in relation to your perception in relation to LS instructional strategies.

INSTRUCTIONS: DO NOT INDICATE YOUR NAME ON THE QUESTIONNAIRE

This questioner will take you through few questions to bring into light your perception of life skill education instructional use. The questionnaire has three parts (A-C). For each question, there is a scale provided so as to ease selection of your opinion.

Tick the number in each given item that corresponds to your best choice. Your accuracy and transparency is highly appreciated. Remember there is no “wrong” or “right” answer and therefore provide responses to the questions on how you feel about the statements given.

PART A Demographic Information.

1. Gender (F) (M).....

2. Age

Educational Background

3. Professional qualification.

Degree [] Diploma [] Certificate []

Others: please specify.....

4. The highest level of education attained

University [] A Level [] O level []

Others: please specify.....

5. Teachers teaching experience

2 years and below [] 3 to 4 years [] 6 to 7 years []

8-15 years [] others: please specify

PART B Teachers opinions towards life skill education

Below are ten statements please tick the extent you agree with those statements using the ensuing categories

1=Strongly Disagree, 2=Disagree 3= Neutral 4= Agree 5 = Strongly Agree

	Statement	1	2	3	4	5
1	There are adequate teaching and learning resources to facilitate implementation of LSE					
2	I always use learner centered teaching methods during LSE					
3	I'm highly motivated during LSE implementing LSE is high					
4	There is sufficient in-service on LSE in my school					
5	LSE lesson is used to teach other examinable subjects					
6	I'm aware of varied recommended instructional strategies for LSE and I use varied recommended instructional strategies when teaching LSE.					
7	I'm occasionally trained on new strategies in relation to implementing LSE					
8	Learners in my class show a positive attitude learning LSE					
9	I have faced varied challenges during instructional implementation that affect my actual LSE implementation.					
10	Our school principal always emphasize the importance of implementing LSE in our school					

PART C Availability of LSE instructional resources

In a scale of 1 to 5, indicate the availability of the following resources in implementing LSE where 1 indicate less available and 5 indicate high availability

	Item	Scale 1	Scale 2	Scale 3	Scale 4	Scale 5
1	LSE Syllabus					
2	LSE Course books					
3	LSE Teachers guide					
4	Power points					
5	Diagrams					
6	Computers					
7	Charts and models					

PART D Teachers’ opinions towards life skills instructional strategies.

This section will enable you give the information you know about in relation to classroom instructional strategies in life skill lesson implementation. Once again you are reminded that this information is treated confidential and therefore be honest with your responses since no one will victimize you.

Below are ten statements please tick the extent to which you agree with those statements using the ensuing categories

1=Strongly Disagree, 2=Disagree 3= Neutral 4= Agree 5 = Strongly Agree

	Statement	1	2	3	4	5
1	I have taught LSE as subject					
2	During instructional strategies, I use technology based media such as radio, television, CCTV in presenting the content					
3	The school principal has shown effort in availing LSE syllabus and teachers books for every class					
4	In our school, it’s a must to teach LSE lesson as scheduled in the school time table					
5	Our school encourage varied participatory approaches in teaching life skills					
6	I strongly support LSE has positively influenced learners discipline					
7	I get awarded with a certificate for any LSE training I attend					

8. Estimate your competence in relation to utilizing varied LSE participatory methods during life skill implementation
 Extensive competent [] Competent [] Less competent []
9. Estimate the number of in-service training/ workshops related to life skills education training done yearly
 More than five [] 3- 4 []
 1- 2 [] Less than 1 []
10. What range can you classify the motivation factor teachers have from the school administration in implementing LSE?
 Highly motivated []
 Somewhat motivated []
 Low motivated []
11. Give a reason for your choice in question 13 above.....

12. Do you think learners are finding LSE beneficial and relevant to their day to day challenges since the introduction of the program in 2008?
 Yes [] No []
13. Has your school organized for a LSE resource person to any of the classes on Life Skill Education in the past two terms?

APPENDIX IV: OBSERVATION SCHEDULE ON LSE INSTRUCTIONAL STRATEGIES

SCHOOL.....DATE

STATEMENT	Very often	Often	Sometimes	Rarely	Never.
The school head has recording of the frequency of teacher LSE implementation					
There is adequate use of resources such as LSE text books, teachers guide during instructional strategies					
There is lesson planning, scheming and record of work covered of LSE					
Teachers attending LS lessons					
Learners showing participation during LSE lessons					
A positive attitude during LSE lessons by the learners					
Evident of collaboration between teachers in implementation of LSE					
Evident of teachers utilizing varied teaching strategies during LSE lessons					

APPENDIX V: OBSERVATION SCHEDULE ON LSE INSTRUCTIONAL STRATEGIES

SCHOOL.....FORM

Date

Teacher.....

Lesson stages	
i. Introduction Lesson introduction in terms of motivation and stimulation of learners linkage to previous learnt concepts	
ii. Lesson development Development of concepts and skills from known to unknown or from easy to complex through practical activities. Use of appropriate teaching approaches. Pupil's involvement in achievement of stated objectives. Assessment technique applied by the teacher.	
iii. Conclusion Emphasis on major points	

APPENDIX VI: QUESTIONNAIRE FOR LEARNERS

Dear Student,

This questionnaire is made to derive information in relation to your perception in relation to how you see life skill education has been presented to you in the class setting.

Instructions: DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE

I will take you through few questions to bring into light your perception of life skill education instructional strategies and the importance of this lesson to your individual life. The questionnaire has three parts (A-C). For each question, there is a scale provided so as to ease selection of your opinion.

Tick the number in each given item that corresponds to your best choice. Your accuracy and transparency is highly appreciated. Remember there is no “wrong” or “right” answer and therefore provide responses to the questions on how you feel about the statements given.

PART A

- 1) Kindly indicate your: Gender _____ Form _____
- 2) Indicate your mean grade in last terms closing exam
- 3) Which best describe your age
 10 to 12 [] 12 to 14 [] 14 to 16 [] Above 16[]

PART B Students’ opinions towards life skill education

In the next page are ten statements please tick the extent you agree with those statements using the ensuing categories

1=Strongly Disagree, 2=Disagree 3= Neutral 4= Agree 5 = Strongly Agree

	Statement	1	2	3	4	5
1	I learned life skills lesson in primary school I was.					
2	I also learn life skills lesson every week here secondary school					
3	Life skills lesson is in class timetable					
4	I find life skills education useful in my life by making wise decisions about my life					
6	Our teachers follow the timetable and always use life skills lesson as planned and not for other lessons					
7	From the way we are taught life skills education, my teacher portrays a positive attitude towards the lesson					
8	Our teachers use life skills education to talk about how we can avoid vices such as drug abuse, indiscipline among others					
10	My parents know about this lesson (life skills) and often discuss it with me on what it entails					

PART C Students’ opinions towards instructional strategies used on LSE.

Please tick the extent you agree with the statements below.

1=Strongly Disagree, 2=Disagree 3= Neutral 4= Agree 5 = Strongly Agree

	Statement	1	2	3	4	5
1	I know life skills education since I have been taught on it					
2	Our LSE teacher ensures the lesson is taught as scheduled on the time table					
3	During a life skill lesson, the teacher uses different strategies such as role play, drama, demonstration, brainstorming					
4	Our life skill lessons are always motivating since the teacher uses media such as the radio, television, computer to teach us on LS competencies					
5	I have a positive attitude towards the lesson and during class I always participate					
6	I don’t see life skills lesson important to my life					
7	When I have a problem, I prefer consulting my LSE teacher more than guiding and counseling teacher					
8	During the last two terms, we have been brought a resource person from other schools to address us on Life skills					
9	I have a life skill textbook and use it to refer on different skills I need to use when in problems					
10	I don’t know anything about life skills.					

Fill in the following part.

Name any two skills you have been taught in life skills.....

State one importance of life skills to you.....

State one challenge you have been involved in your life for the past six months.....

Who did you share the problem with, parent, teacher, friends or who.....

Do you know any life skill competencies?.....

APPENDIX VII: GRADUATE SCHOOL APPROVAL LETTER



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

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

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School **DATE:** 18th August, 2022

TO: Mr. John Y. Musila **REF:** E55/37454/2016
C/o Department of Educ. Management,
Policy & Curriculum Studies

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

=====
This is to inform you that Graduate School Board, at its meeting on 17th August, 2022, approved your Research Proposal for the M.Ed. Degree entitled, "Assessment of Instructional Strategies Used in Implementing Life Skills Curriculum in Mixed-Day-Public Secondary Schools in Kiambu County, Kenya."

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your thesis before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.


DR. HARRIET ISABOKE
FOR: DEAN, GRADUATE SCHOOL





CC. Chairman, Educational Management, Policy & Curriculum Studies Department Supervisors:

1. Dr. Elizabeth Katam
C/o Educ. Management, Policy & Curriculum Studies Dept.
Kenyatta University
2. Dr. Ephantus Kaugi
C/o Educ. Management, Policy & Curriculum Studies Dept.
Kenyatta University

HM/cwv


APPENDIX VIII: APPROVAL FROM NACOSTI


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION.

Ref No: **810499** Date of Issue: **31/August/2022**


RESEARCH LICENSE




This is to Certify that Mr.. John Yombo Musila of Kenyatta University, has been licensed to conduct research in Kiambu on the topic: Assessment of Instructional Strategies used in Implementing Life Skills Curriculum in Mixed-Day-Public secondary Schools in Kiambu County, Kenya for the period ending : 31/August/2023.

License No: **NACOSTI/P/22/20017**

810499
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

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APPENDIX IX: KIAMBU MAP

