

**FACTORS INFLUENCING THE IMPLEMENTATION OF LIFE SKILLS  
EDUCATION IN SECONDARY SCHOOLS IN KINANGO DISTRICT, KWALE  
COUNTY**

**BY**

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## DECLARATION

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



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This project has been submitted with our approval as University Supervisors.



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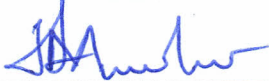
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## **DEDICATION**

This work is dedicated to all the youth in Kenya. May Life Skills Education empower you to develop into knowledgeable, skilled and positively focused citizens.

## **ACKNOWLEDGEMENT**

I wish to acknowledge with appreciation my supervisors, Dr. Njuguna and Dr. Ogola, all my lecturers in the school of Education, Dr. Onyango for Mentorship, my family members, my husband Fred and our sons Vincent and Kevin, my colleagues in school and all those who in one way or the other have contributed to making this piece of work a reality. May our good Lord bless you abundantly.

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## ABBREVIATIONS AND ACRONYMS

ACU	-	Aids Control Unit.
AIDS	-	Acquired Immune Deficiency Syndrome
EFA	-	Education for All
GOK	-	Government of Kenya.
HIV	-	Human Immunodeficiency Virus
ICAP	-	International Centre for Alcohol Policies
KESSP	-	Kenya Education Sector Support Programme
KICD	-	Kenya Institute of Curriculum Development
LSE	-	Life Skills Education
MDG	-	Millennium Development Goals
MoE	-	Ministry of Education
NACC	-	National AIDs Control Council
NASCOP	-	National Aids and Standards Control Programme
PLWH	-	People Learning With HIV
PSABH	-	Primary School Action for Better Health
SSABH	-	Secondary School Action for Better Health
SWAP	-	Sector Wide Approach Programme
TOT	-	Training of Trainers
UNESCO	-	United Nation educational Scientific and Cultural Organisation
UNGASS	-	United Nation General Assembly Special Session on HIV/AIDs
UNICEF	-	United Nations International Childrens Education Fund
QASOs	-	Quality Assurance and Standards Officers

## ABSTRACT

The Ministry of Education introduced Life skills Education program with the intention to empower children with appropriate information and skills to deal with social and health problems affecting the nation including the fight against HIV infections. The purpose of this study was to determine the problems and challenges that impede the effective implementation of Life Skills Education in Kinango District. The researcher draws on Cornbleth's (1990) notions of the structural and social contexts to study the contexts of the school organization, classroom environment and social-economic-political context in which the curriculum is implemented. Despite the Ministry of Education (MOE) mandating the implementation of LSE in all secondary schools, many students in Kinango are dropping out of school due to early pregnancies, sexually related illnesses, drug and substance abuse and the influence of joining unlicensed groups that take part in robberies, and other crimes. Those that remain in school often are the cause of student unrests and participate in destruction of school property. The study endeavored to determine the trends in the implementation of LSE, the challenges that principals and teachers face in the implementation of LSE and suggest possible solutions to these challenges. There are 16 secondary schools in Kinango District with an approximate population of 5000 students. Stratified sampling was used to select 10 out of 16 schools; each strata representing girls only schools, boys only schools, and mixed schools. All the principals of the 10 participating schools were purposively selected. Simple random sampling was used to select 40 teachers and 100 form four students giving a total of 150 participants. A questionnaire for teachers, one for students and an interview schedule for principals were used as the main data collection tools. Quantitative data collected was coded and entered into an SPSS programme for analysis. Descriptive statistics such as frequencies, means and percentages were used to analyze the quantitative data. Qualitative data was arranged into themes and analyzed in narrative form. Data was presented in frequency and percentage tables, bar graphs and pie charts. The study established that most schools in Kinango District offer LSE which is allocated one lesson per week. It was established that school heads ensured that LSE was clearly outlined in the class timetable, time allocated for LSE was not used for syllabus coverage and LSE teachers had adequate and relevant training in that field. The study revealed that the major factors which undermined implementation of LSE in schools as; lack of enough teaching/learning materials, non examinable status of LSE, heavy workloads caused by shortage of teachers and lack of trained teachers on LSE. The study recommends that: the head teachers should make sure their schools have enough teaching materials; the Ministry of education should ensure that Life skills education is made examinable. This would help to change the attitude developed by students and teachers towards LSE and hence give more attention to it.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter highlights background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study, assumptions of the study, theoretical framework and operation definition of terms

#### **1.2 Background to the study**

One of the most challenging school management tasks that school administrators face is management of students' welfare and discipline. According to Lezotte (2010), effective schools are characterized by an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning. Lezotte (2010) also states the need for schools not only to eliminate undesirable behaviour but also teaching students the necessary behaviours to make the school safe and orderly. Desirable behaviours would include cooperative team learning, respect for human diversity, and an appreciation of democratic values.

The management of students' welfare and discipline in Kenyan schools presents a daunting challenge to school administrators. Indiscipline among students takes the form of strikes, vandalism, drug abuse, sexual immorality and truancy among others (Republic of Kenya, 2001). The consequences of indiscipline by secondary school students include loss of life, destruction of property worth millions of shillings and poor performance in

examinations (Republic of Kenya, 2001; Wachira, 2001; Abdullahi, 2006). Examples abound of serious cases of indiscipline in Kenyan schools, including the St. Kizito secondary school tragedy in Meru District in 1991, where nineteen girls died; the killing of a principal of Kibirigo Secondary School by six of his students; and the Kyanguli secondary school incident where 67 boys were burnt to death by two of their colleagues (Republic of Kenya, 2001). Such incidences of indiscipline led the government to commission the Taskforce on Students Discipline and Unrest in Secondary Schools in Kenya. The report of the taskforce on Students' Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001) recommended among others the introduction of Life Skills Education in Kenyan schools.

Life skills are psychosocial competences or abilities that help an individual to effectively deal with the demands and challenges of everyday life. They are techniques for positive behaviour and empowering skills that affect the capacity of an individual to pursue life goals. There are three categories of life skills which include; skills of knowing and living with oneself, skills of knowing and living with others and skills of effective decision making (Kenya Institute of Curriculum Development, 2008). The idea of teaching Life Skills to individuals has its roots in North American and European psychology. This is evident in the notion that it is possible to attempt to correct deficits that are associated with certain psychological disorders, and perhaps more prominently in occupational psychology, where efforts have been made to identify the qualities of successful leadership, and where the skills perceived as necessary to realize this archetype are sometimes packaged and sold under the guise of leadership or management training. Other uses have involved training for media work and interview skills (Kadyoma, 2003).

In most countries in Latin America and the Caribbean, schools are in a struggle to expand appropriate learning and life skills programmes (UNESCO, 2011). This, according to UNESCO (2011), is in the recognition that the skills developed are vital not just for the well-being of young people and adults, but also for employment and economic prosperity. Kadyoma (2003) also highlights the importance of life skills education, noting that emphasis on life skills is in recognition of the fact that a good worker must not only be competent in their area of work but must be able to communicate well with others, thus the need for soft skills like, communication skills and interpersonal skills such as empathy.

In Lesotho, as reported by Kolosoa (2008), LSE was introduced to address development problems such as poverty reduction, prevention of HIV/AIDS and alcohol and drug abuse. Life skills education in Lesotho was aimed at equipping learners with various Life Skills in an attempt to promote acceptable attitudes and behaviours. LSE was introduced in Lesotho Primary and high schools in 2008. The Lesotho government has supported LSE with the significant role education contributes to national development.

According to UNGASS (2003) report in Uganda, 100 percent of the schools were teaching LSE. In 2004 the Government of Kenya (GOK) and United Nations Education Scientific and Cultural Organization (UNESCO) launched the education sector policy on HIV and AIDs. Since then, the Ministry of Education (MoE) has based HIV Education and behaviour change interventions through Primary Schools Action for Better Health (PSABH), and Secondary School Action for Better Health (SSABH) (Maticka-Tyndale, 2008). According to Maticka-Tyndale (2008), as of December 2007 the PSABH Program

had fully been integrated into Ministry of Education infrastructure, and the program is now being delivered as an official MoE HIV/AIDS education program in all primary schools. Maticka-Tyndale however raises the question of whether the beneficial effects in the areas of knowledge, attitudes and sexual behaviours continue once students have moved on to secondary school.

Most governments of the world anticipate that exposure to LSE increases knowledge, develops skills, promotes positive and responsible attitudes, motivates adolescents and ultimately initiates change in their behaviour (Magnani, Karim, Macintyre, Brown & Hutchinson, 2004). In so doing, LSE reduces risks for HIV infection peer pressure, media influence, drug and substance abuse, crime and enhances peaceful coexistence. Kenya Institute of Curriculum Development (2008) defines LSE as abilities which enable an individual to develop adaptive and positive behaviour so as to effectively deal with challenges and demands of everyday life. Life skills comprise particular attitudes, knowledge and skills which enable the individual to deal effectively with the demands and challenges of everyday life (Kalanda, 2010).

The introduction of LSE in schools is a worthwhile investment considering that the potential gains are far reaching. Apart from helping to mould an individual child, there are benefits for the school as an institution because LSE improves teacher – learner relationship, classroom behaviour and academic performance. School attendance is also improved and fewer causes of student unrest are reported in schools where LSE is properly taught.

In Kenya, the Ministry of Education (MoE) has undertaken different strategies to enable learners manage the challenges they face. For instance, the report on the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, popularly known as the Kamunge report, (Republic of Kenya, 1988) emphasized training and provision guidance and counselling services in schools, colleges and development of peer education and counselling clubs. Initially, the MOE in conjunction with Kenya Institute of Curriculum Development (KICD) used the strategy to infuse and integrate Life Skills into the curriculum and orientating teachers on the mainstreaming of LSE into the curriculum (Rungu, 2008).

After an evaluation of Life Skills education by the MOE, it was realized that there still existed a gap between dissemination of knowledge and behaviour change among learners (Rungu, 2008). This has been blamed on overcrowded classes, inadequate manpower and emphasis on imparting academic knowledge hence teacher's tendencies to neglect provision of life skills. To curb this problem they have come up with the use of peer educators to facilitate LSE. In addition, Life Skills Promoters (LISP, 2007) recommended for further effort for recognition of personal risks coupled with the means to address the risks which may increase safer positive behaviour. Ministry of Education (2006), after officials tour to Zimbabwe and Malawi recommended that LSE be taught as a stand alone subject. In 2008, LSE was made a timetabled subject, assigned one lesson per week in all primary classes. The lessons are coordinated by the Guiding and Counselling (G&C) teachers and class teachers in conjunction with peer educators in each standard where they are supposed to provide a well informed LSE. Peer educators are peer counsellors

who guide and counsel their fellow pupils/students (Kenya Institute of Curriculum Development, 2008).

However, despite LSE being introduced and taught in schools, cases of indiscipline are still being reported. For instance, recently in October 2010, two students from Endarasha Secondary School in Nyeri were burnt to death when a dormitory was set ablaze by fellow students. Hardly does a month pass without reports of serious indiscipline cases being reported in the country's educational institutions. It can therefore be deduced that LSE has not realized its desired impact of promoting behaviour change among students. This is an indication that headteachers may be facing challenges in the implementation of LSE in schools. For this reason, this study sought to establish the factors influencing the implementation of LSE in Kinango District.

### **1.3 Statement of the Problem**

Life Skills Education was introduced in the Kenyan School Curriculum to foster the development of all round individuals upon graduating from secondary school. As noted in the background of the study, LSE aims at promoting behavior change by developing the attitudes, knowledge and skills which enable the individual to deal effectively with the demands and challenges of everyday life. However, even with LSE in place in schools risky behaviours continue being witnessed in Kinango district. For instance, in a report by Plan International (2012), it is noted that early marriages are prevalent in Kinango with the average age of brides in the district being 12 years. In another report on deprived children and education in Kenya, Roschanski (2007) decries the rising cases of child labour in Kinango district, noting that poverty often drives children out of school to

seek for wage labour in Mombasa City. This, according to Sharon (2010) has led to a proliferation of child prostitution in coastal districts such as Kinango. Reports from Kinango District Education office (2012) show that most schools in the district experience student unrests where buildings are burned, property destroyed and most of the students drop out of school before completing the four year course due to drug and substance related issues, early pregnancies and marriages and even recruitment into some unlicensed groups like Kaya Bombo which involve them with crime and violence. Both male and female students fall victims to the get-rich-quick practices like prostitution (Sharon, 2010). Based on the foregoing, it appears that implementation of LSE in secondary schools in Kinango district has not been effective in promoting behavior change, which means there are challenges affecting the implementation.

#### **1.4 Purpose of the Study**

The purpose of the study was to find out the problems that impede the effective implementation of Life Skills Education in Kinango District with a view of coming up with suitable solutions for effective and active participation in LSE by learners in Kinango District.

#### **1.5 Objectives of the Study**

The study focused on the following objectives:-

- i. To establish the extent to which LSE is implemented in secondary schools in Kinango District
- ii. To examine the role played by head teachers in the management of LSE in secondary schools in Kinango

- iii. To identify the factors related to the implementation of LSE in Kinango District.
- iv. To determine the strategies for improving the teaching and learning of LSE in Kinango District.

### **1.6 Research Questions**

- i. To what extent is LSE implemented in secondary schools in Kinango District?
- ii. What role is played by head teachers in the management of LSE in secondary schools in Kinango?
- iii. What problems and challenges are faced in the management of LSE in schools, in Kinango District?
- iv. What strategies can be used to improve the teaching and learning of LSE in Kinango District?

### **1.7 Significance of the Study**

The study may help the Ministry of Education (M.O.E.) to better understand the current situation and accordingly make changes to improve life skills education in schools. The study may also help policy makers, administrators and teachers be aware of the factors hindering the effective implementation of life skills education in public secondary schools and, where possible, create opportunities to promote life skills education in schools. The study may also be useful to current and future scholars and researchers in the area of life skills education who may use the findings of the study for further research.

### **1.8 Limitation of the study**

The researcher was not in a position to control the attitudes of the respondents as they were responding to the research instruments, and this would have resulted to biasness. The study was only conducted in public secondary schools in Kinango District and therefore the findings of the study should be generalized to other areas with caution.

### **1.9 Delimitations of the study**

The study will only be conducted in public secondary schools in Kinango District and private secondary schools will not take part in the study because they have different management orientation. While there could be other ways of influencing the development of a whole individual and bringing about behavioural change, the study only focused on Life Skills Education.

### **1.10 Assumptions of the study**

The study was based on the following assumptions:

- i. That the secondary school students in Kinango District are undergoing Life skills education.
- ii. That all respondents would respond to the questionnaires and give accurate responses.

### **1.11 Theoretical framework**

This study was guided by the Social Learning theory by Bandura (1977). The theory emphasises modelling, observation and imitation as forms of learning. Bandura (1974) refers modelling and observation as learning processes since they are based on what the child learns in his or her environment as they interact and observe what others do. Social

cognitive theory assumes that people learn social behaviour mainly through imitating and modelling what they observe. Social cognitive learning guides the behaviour with norms, values, and beliefs of a society; thus enabling a person to adjust successfully in the society. He further states that behaviour, personal factors and other environmental influences operate interactively. The person's cognitive activities influence the environment and the environmental experience, change the person's thoughts. Consequently, this enables the individual to behave appropriately in different situations by evaluating the situation and the consequences of behaving in a certain way.

Bandura (1977) states that learning is an on going process and behaviour is acquired consciously or unconsciously. Therefore, children acquire most of their social behaviour by observing models in their environment which include parents, teachers, caregivers and peers. Learning through observation is time saving and can cater for large numbers. The theory is in line with my study since peer educators are expected to be role models who are well-disciplined, honest, respectable, willing to assist, assertive, self-driven and focused learners. With such qualities and apart from disseminating life skills information, learners admire and imitate them. Thus, may end up influencing many learners within a short period of time.

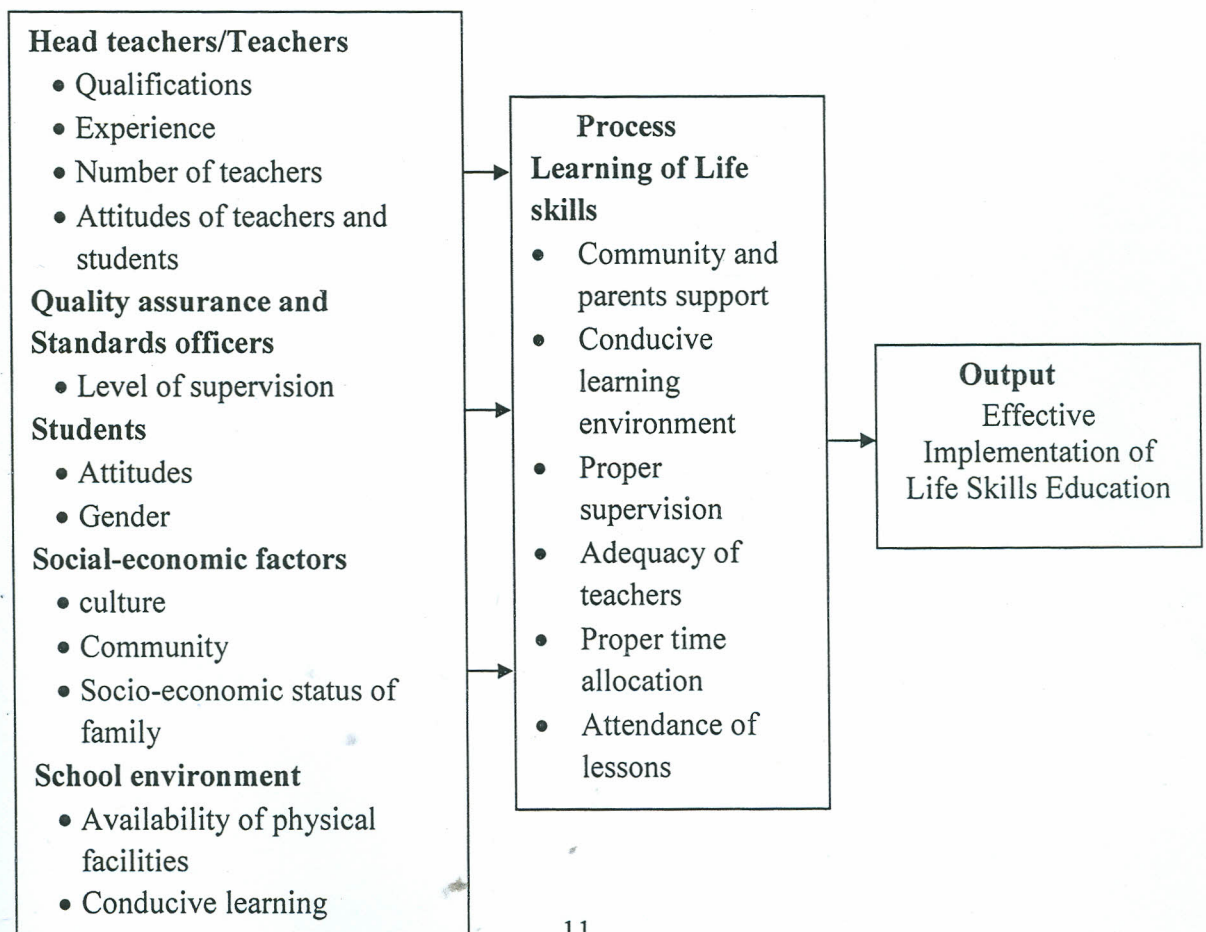
According to KICD (2008), life skills are abilities which enable an individual develop adaptive and positive behaviour so as to effectively deal with challenges and demands of every day life. LSE adopt a comprehensive behaviour change approach that focuses on the development of the whole individual. It is an interactive and educational methodology that not only focuses on transmitting knowledge but helps the youth to explore their

attitudes, feelings, opinions and values, through thereby developing psychosocial competences to face life challenges with ease.

Children differ from one another and need exposure to different experiences which may reduce their personal weaknesses. LSE is carried out through learner centred and participatory methodology which involve the use of experiential learning to create conditions for social learning in diverse contexts. Pupils learn by trying out new skills through the process of observation, modelling and reinforcement and not necessarily through knowledge acquisition.

### 1.12 Conceptual framework

Figure 1.1: School-based factors influencing implementation of Life Skills



In a school organization, the most important inputs that affect the implementation of life skills education include students, teachers, parents, the school environment, socio-economic factors and Quality Assurance and Standards Officers (QASOs). They form the initial requirements necessary for a school to implement and run an education programme smoothly. The inputs are then involved in an organizational process of learning. This involves management of teachers, students, physical facilities, curriculum and instruction. For quality assurance and maintenance of standards in a school, there is need for supervision and inspection by QASOs as part of curriculum implementation process. The output is effective implementation of life skills education.

### **1.13 Operation Definition of Terms**

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

**Drop outs:** Refers to students who leave school before completion of a course they were enrolled in.

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

**Peer educators:** Refer to learners equipped with life skills and charged with the responsibility of guiding and counselling their fellow learners.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of literature related to the study. The literature is reviewed on the following: the concept of Life Skills Education, Life Skills Education in schools, role of headteachers in implementation of LSE, problems and challenges related to management of LSE, and strategies of improving teaching and learning of LSE. Thereafter a summary of the literature review is given, highlighting the research gaps that the study seeks to fill.

#### **2.2 The Concept of Life Skills Education**

The Life Skills program is a comprehensive behavior change approach that concentrates on the development of the skills needed for life such as communication, decision making, critical thinking, managing emotions, assertiveness, self-esteem building, resisting peer pressure, and relationship skills. Additionally, it addresses the important related issues of empowering and guiding boys and girls towards new values. The program moves beyond providing information (Peace Corps, 2001).

Life Skills Education addresses the development of the whole individual so that a person will have the skills to make use of all types of information, whether it be related to HIV/AIDS, STDs, reproductive health, safe motherhood, other health issues, and other communication and decision-making situations. The Life Skills approach is completely interactive, using role plays, games, puzzles, group discussions, and a variety of other innovative teaching techniques to keep the participant wholly involved in the sessions.

For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people (Ornstein & Hunkins, 1993).

The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behaviour. This is described in the Social Learning Theory developed by Bandura (1974). In Social Learning Theory, learning is considered to be an active acquisition, processing and structuring of experiences.

In life skills education, students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge are about a particular situation in which a life skill can be used. The children may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations actual practice of skills is a vital component of life skills education. Finally, the teachers assign homework to encourage the students to further discuss and practice the skills with their families and friends.

Life skills have already been taught in many schools around the world. Some initiatives are in use in just a few schools, whilst in other countries, life skills programmes have been introduced in a large proportion of schools, and for different age groups. In some countries, there are several important life skills initiatives, originating in different groups in the country, for example Non governmental organizations, education authorities, and religious groups (Kadyoma, 2003). In view of this, this study intended to contribute to a clearer understanding of the importance of LSE in the general development of young people.

In Zimbabwe and Thailand the impetus for initiating life skills education was the prevention of HIV/AIDS. In Mexico, it was the prevention of adolescent pregnancy. In the United Kingdom, an important life skills initiative was set up to contribute to child abuse prevention, and in the USA there are numerous life skills programmes for the prevention of substance abuse and violence. In South Africa and Colombia an important stimulus for life skills education has been the desire to create a curriculum for education for life, called “Life Orientation” education in South Africa and “Integral Education” in Colombia. There are many initiatives of this nature in which, in addition to primary prevention objectives, life skills education has been developed to promote the positive socialization of children.

### **2.3 Life Skills Education in Schools**

In the African traditional societies various mechanisms had been put in place to help children and the youth develop and grow as responsible members of the society. Traditional education addressed the holistic view of human personality through the

informal education system. However, due to historical reasons, traditional family ties have largely been broken down thereby leaving the youth vulnerable to psychosocial challenges. These challenges include negative peer pressure, gender bias, violence, early marriages, teenage pregnancies indiscipline, career choices, early sexual onset drug abuse, rape and HIV and AIDS pandemic. Today, these psychosocial challenges can be overcome by providing the youth with Life skills Education (LSE) (Ministry of Education, 2006).

Life skills are psycho-social competences or abilities that help an individual to effectively deal with the demands and challenges of everyday life. They are techniques for positive behaviour and empowering skills that affect the capacity of an individual to pursue life goals. There are three categories of life skills which include; skills of knowing and living with oneself, skills of knowing and living with others and skills of effective decision making (Kenya Institute of Curriculum Development, 2008).

Throughout the Eastern and Southern Africa Region (ESAR), life skills education for children and adolescents has been for a long time been largely neglected in education programmes in favour of academic knowledge. However, it has become increasingly clear that emphasis on academic knowledge without acquisition of psychosocial skills is an inadequate way of preparing young people for the complex challenges that exist in our world today. Therefore there is need for the learners in our schools to be enabled to develop positive values, skills and healthy behaviour in order to help them effectively deal with the challenges of every day life. The psychosocial challenges cited above can be overcome through life skills education (Aggleton, Chase & Rivers, 2009).

The need to focus on life skills as a critical response to the challenges facing young people today is highlighted in a number of international Conventions among them the United Nations General Session Declaration which states that by 2010 ensure that at least 95% of the young men and women have access to information and education including peer education. Specifically the emphasis was made on HIV/AIDS education and services necessary to develop Life Skills required to reduce their vulnerability to HIV infection in full partnership with young persons, parents, educators and health care providers (Aggleton, Chase & Rivers, 2009).

To address this, the Ministry of Education (MoE) has undertaken different strategies to enable learners manage the challenges. For instance, the report on the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, popularly known as the Kamunge report, (Republic of Kenya, 1988) emphasized training and provision guidance and counselling services in schools, colleges and development of peer education and counselling clubs. Initially, the MOE in conjunction with Kenya Institute of Curriculum Development (KICD) used the strategy to infuse and integrate Life Skills into the curriculum and orientating teachers on the mainstreaming of LSE into the curriculum (Rungu, 2008).

After evaluation the MOE realized there still exists a gap between dissemination of knowledge and behaviour change among learners. This has been blamed on overcrowded classes, inadequate manpower and emphasis on imparting academic knowledge hence teacher's tendencies to neglect provision of life skills. To curb this problem they have come up with the use of peer educators to facilitate LSE. In addition, Life Skills

Promoters (LISP, 2007) recommended for further effort for recognition of personal risks coupled with the means to address the risks which may increase safer positive behaviour. Ministry of Education (2006), after officials tour to Zimbabwe and Malawi recommended that LSE be taught as a stand alone subject. In 2008, LSE was made a timetabled subject, assigned one lesson per week in all primary classes. The lessons are coordinated by the Guiding and Counselling (G&C) teachers and class teachers in conjunction with peer educators in each standard where they are supposed to provide a well informed LSE. Peer educators are peer counsellors who guide and counsel their fellow pupils/students (MOE, 2008).

In Langata District, many learners are from the slum and reports from the chief's office, children's office and the guiding and counselling teachers indicate that there are many children who are abused and affected and infected by HIV and AIDS. Thus, there is urgency in emphasizing life skills so that learners are equipped with psychosocial skills to enable them face life challenges with ease. Despite the government and other stake holders effort in training and equipping peer educators, there are still constraints which hinder their effectiveness.

#### **2.4 Role of Headteachers in Implementation of Life Skills Education**

School administrators play a significant role in determining the success of various programmes in their schools. Successful implementation of LSE largely depends on the support given by the headteachers. A prime task of school heads is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the

vision. Life skills are indispensable to the process of empowering individuals to engage in and cope successfully with life and its challenges (KICD, 2008). For successful implementation of new policies or programs in schools, Sullivan and Glanz (2000) state that the school administration should adopt school improvement as the centre of gravity. This means that the headteacher, in making school-related decisions, should always have school improvement in mind. Improving life skills education is a part of this improvement.

Placing school improvement at the centre of the profession ensures that the job of the head is pedagogically and educationally grounded, and tied directly to the core business of schooling. It requires heads who have a solid knowledge of the learning process and of the conditions under which students learn in the school setting (Sullivan & Glanz, 2000). It also places a premium on knowledge about educational change and school improvement. On the knowledge dimension of life skills, Nelson-Jones (1992) argues that any life skill involves knowing how to make the right choices. People who have been exposed to good models may have this kind of knowledge, albeit implicitly rather than explicitly. Though they may not be able to say why, they know which choices are correct. In short, it emphasizes the role of the head as a knowledge manager with respect to the core business of the school, namely teaching and learning, in a context of change and the ongoing imperative for improvement (Sullivan & Glanz, 2000). This implies that headteachers are at the centre of school improvement, and if they fail in this task then the entire school fails.

A key role of the headteacher is to ensure that each of the elements that contribute to improved student learning outcomes is present, working effectively and in alignment with all other elements (Hill, 2006). This means that the headteacher is thus, as it were, the chief architect of the school, the one who has the overview of systems, processes and resources and how they combine to produce intended student learning outcomes. Life skills education enhances leaders' coping resources by promoting personal and interpersonal (social) competence and confidence (Donald, Lazarus & Lolwana, 1999:96).

This implies that the head is able to articulate the significance of all key elements, to justify their design and configuration, and to be in a position to make judgments regarding the operational effectiveness of each element and of the total impact of all of the elements as they function in combination with one another. When outcomes are not being realized, or when evidence accumulates that particular elements are not working effectively, the head is responsible for ensuring that the redesign work is carried out (Hill, 2006). This could mean minor readjustments but, in cases of endemic failure to reach required standards, is more likely to involve transforming the whole ecology of the school in order to obtain the desired result.

In 2004, UNESCO hosted a meeting of the Inter-Agency Working Group on Life Skills in EFA, which discussed the links between life skills, life long learning and sustainable human development, and identified the need for a life skills-based education conceptual framework (including monitoring). It was hoped that such a framework would help to integrate a range of divergent perspectives. As an approach, it was agreed that life skills-

based education should be cyclic and sustained (i.e. repeated over time), and employ participatory methods. It was also agreed, as a matter of practicality, that manual skills (i.e. first aid, using a condom) should not be considered life skills.

Visser (2005) carried out a study to determine the factors influencing implementation of Life skills training as HIV/AIDS preventive strategy in secondary schools in South Africa. The study evaluated implementation of LSE in 24 schools in two educational districts in Gauteng province using an action research approach. Data about the implementation were gathered through interviews and focus group discussions with school principals, teachers and learners. A repeated measurement research design was used to assess the impact of the intervention in terms of knowledge, attitudes and reported risk behaviour in a sample of 667 learners representing learners from grades 8 to 12 from different population groups. Results showed that the programme was not implemented as planned in schools due to organizational problems in the schools, lack of commitment of the teachers and the principal and non-trusting relationships between teachers and learners. The study found that teachers did not have the status in the school to impact on the organization of the school by suggesting changes in the timetable and work allocation. The teachers needed much support from the project teams to facilitate change in their schools. This study will find out, the extent to which school principals support implementation of LSE.

## **2.5 Problems and Challenges related to Management of LSE**

Previous studies have looked into the challenges faced in the implementation of life skills education in schools around the world. A case study by Chirwa (2009) into the factors

affecting the implementation of the Life skills programme in four schools in the Zomba District, Malawi established that the implementation of Life skills is constrained by a variety of social and structural contextual factors. Some of the crucial factors hampering the teaching and learning of Life skills are the poor conditions under which teachers are working. Teachers are paid very little salaries and this affects their motivation to teaching making some of these teachers giving most attention to what they perceive as priority subjects only such as Maths and Languages at the expense of Life skills.

The cascade model of training leaves the responsibility of training Life skills teachers to school principals who are not subject specialists. This adds to their already highly pressured roles in terms of managing their schools, resources and learners. The training of teachers in life skills curriculum involves two days of training. This short duration of the training is not sufficient to develop understanding of content and empower teachers to mediate sensitive topics with confidence. This model of training also undermines professional responsibility of each teacher to empower themselves to become subject experts in the subjects they teach. The inaccessible language used within the Teachers' Guide contributes to the omission of areas of the curriculum by teachers who struggle to understand and teach certain topics. The case study showed that hunger experienced by learners affects their concentration in class and leads to frequent absences. It has been found that the Life skills curriculum is not supported by all sectors of the community. Certain teachers and their principals found a clash between rural communities' cultural beliefs and the Life skills programme. The prevalence of HIV/AIDS affects both the teachers of Life skills and their learners resulting in teachers feeling uncomfortable and

reluctant to teach that which affect them and their learners. Some teachers believe that it is inappropriate to teach sexual matters to children of this age. This results in the teachers omitting the very issues that the Life skills curriculum has sought to address.

A study by Kolosoa (2010) regarding Life skills for national development in Lesotho revealed that other than lack of capacity among teachers in schools, the programme is faced with challenges emanating from schools and institutions not complying with the usual expected and recommended quality education practices. For instance, not introducing any assessment and evaluation measures at the end of Primary School Leaving Certificate and Junior Certificate may lower the status and recognition that life skills education deserves. Since the practice in most instances is that teachers put more effort on the courses that are examinable and add value to the passing of the learners. Similarly, learners also do not take courses which are not assessed seriously; therefore they do not give them the attention they deserve. In addition Basotho cultural practices do not encourage adults and youngsters to engage in discussions pertaining to sexual and reproductive health topics. Therefore, this creates some conflict and confusion in both learners and teachers; as a result if the discussions take place what ever is deliberated on would not encourage expected contributions from learners, since learners may feel uncomfortable and may also be reluctant as well as shy to discuss sexual and reproductive health topics with individuals older than them.

A study by Nasheeda (2008) carried out in Hong Kong on Life skills education for young people revealed that adolescence is a challenging transitional period for many young people. They go through many changes in physical, cognitive, emotional and social

development of their life. During these developmental changes young people believe that they are unable to communicate what they want with their parents, teachers and adults and often find themselves in the middle of conflicts and arguments. These situations lead to unnecessary stress, anger issues and low self esteem resulting in, low academic performances, and disruptive behaviour in school and at home. Life Skills Education Programme is a series of self building sessions, consisting of basic skills for personal and social development which will help young people in coping with the challenges they face. Through these sessions adolescents learn better ways to communicate with others, develop their self esteem, and learn to take responsibilities for their actions, become more mature and adult – like and make informed choices and decisions. These skills will help them to resist peer pressure as they learn how to accept themselves for who they are.

Under the Life skills program in Malawi, training was organized at the outset of the Life skills program to orient principals and their deputies to the teaching of Life skills and to sensitize them to the philosophy underlying school-based support to untrained Life skills teachers (Ministry of Education, Science and Technology, 2000). Principals are then expected to take a major role in the training processes of the Life skills teachers in their schools. They are expected to take a major role in the training processes of Life skills teachers. Prinsloo (2007) in South Africa found that a lack of commitment by some school principals to make the program a success at the school level is a challenge facing the implementation of the Life skills program. Some principals indicated that it was difficult for them to support the implementation of Life skills because many learners in their schools are “careless, irresponsible and have no vision or mission in life.” The

principals felt that there was little impact Life skills Education could make on the learners even if the principals provided some support for the teaching of the subject in their schools. The principals' excuse for their lack of commitment to make the Life Skills program a success in their schools may be considered as a defeatist attitude; they were blaming learners and teachers for the problems in their schools.

Schools located in affluent socio-economic environments and those that have adequate human and material resources can implement the curriculum to an extent that would be difficult or impossible for schools in poor economic environments (Whitaker, 1993). Kadzamira (2006) notes that the working environment in the majority of schools in developing countries is deplorable with dilapidated school structures and large classes. These daunting conditions contribute to teacher discontentment with their work. The low morale of teachers may affect their performance and consequently affect the implementation of any curriculum subject including Life skills Education. For example, Lowe (2008) explains that classes over 60 reduce the ability of teachers to teach and pupils to learn; the World Bank (1998) has recommended that classes should be no larger than 40 in the primary school in sub-Saharan Africa. In contrast, Lowe (2008, p. 19) found that in the 4 schools sampled, the average class size was 68.

Prinsloo's (2007) study in South Africa also notes that overcrowding in the classrooms acts as a barrier in the process of teaching curriculum subjects. Prinsloo quotes one teacher involved in his study on the implementation of Life Orientation as arguing that to reach 40 or more learners at the same time in a short period is a difficult task. This

comment reveals a perception that teachers feel that they are not always able to create an atmosphere of personal trust between themselves and all the learners in their class.

Barnet et al. (1995) study in Pakistan and India on the challenges facing a Life skills program illustrates how teacher development as an economic factor affects the implementation of a curriculum. The study found that training of teachers is considered as an implementation cost. This results in schools selecting teachers who are not trained and sometimes who are also inexperienced and newly qualified to teach the subject and this negatively affects the teaching of the subject.

A study by (Prinsloo, 2007) in South Africa on challenges facing the implementation of Life skills program indicated that many teachers were not able to handle issues of HIV/AIDS and they avoided engaging pupils on the subject. Teachers failed to engage the learners on HIV/AIDS content in the curriculum because they feel that it is sensitive to teach that which affect their learners. Thus although curriculum designers may plan that all the content they put in the curriculum document should be taught to learners, the actual implementation of the curriculum may not necessarily be as planned. Both teacher and learner factors may lead the teacher to either radically change what was initially planned or even drop some content. Apart from hunger and illness, the cost of education is another constraint on learners' learning of the curriculum subjects. For example, Lowe (2008) notes that although primary education in countries like Kenya and Malawi is free, in reality, it is not free. There are direct costs of schooling such as costs of notebooks, clothing and other essentials. This study will investigate on factors related to the implementation of LSE.

## **2.6 Strategies of Improving Teaching and Learning of LSE**

A study conducted by Rungu (2007) regarding the implementation of LSE in primary schools in Lang'ata District revealed that training of teachers is essential for proper implementation of life skills. It is also noted that some cultural values, beliefs and mass media impart negatively on the implementation of Life Skills Education. Training of all teachers and head teachers is essential for proper implementation of Life Skills Education. The findings indicated the willingness of teachers and learners to make Life Skills Education a subject on its own so that it will get the attention that it deserves. It was established that the current methodology of teaching of life skills need to be reviewed so that acquisition of psychosocial competences among the learners is not left to chance or at the teachers discretions. It was recommended that mechanisms should be put in place to ensure appropriate identification of teachers and training on Life Skills Education for positive attitude and effective implementation beyond content teaching. Since schools are left to initiate their own psychosocial programmes, Kenyan schools, do not have harmonized and standardized Life Skills Education curriculum for the primary level. It was also recommended that there is need to re-examine the current approach of imparting Life Skills Education as it is mainly geared towards acquisition of knowledge and has failed to enhance translation of knowledge to application in real life circumstances.

UNESCO (1998) undertook a project on quality improvement of general education life skills education. It was established that the successful implementation of Life Skills Education on a nation-wide basis depends on a supportive managerial environment at the

school, regional and Ministry levels. Such an environment will be equally relevant for other quality improvement programmes proposed to be undertaken by the Ministry.

A study by Kolosoa (2010) regarding Life skills for national development in Lesotho recommended total decentralization of educational services as a measure that could be put in place to ensure quality educational system that facilitates sustainable development in terms of an increase of access to learning; economic growth; eradication of absolute poverty; overall improvement in the quality of life; and improvement in the availability and distribution of basic life-sustaining goods such as food, shelter, health and protection to the future generations. Decentralization improves delivery of basic services and often reduces absenteeism among government employees in local schools and education department because elected local officials receive complaints from their constituencies and can impose discipline. Decentralization has worked in Botswana, Brazil, Colombia, Jordan, South Africa and many states in India. In order to fully address equity and access of essential life skills, the study recommended that the government of Lesotho should also consider delivering the life skills programmes through open and distance learning mode and to learners participating in online distance learning programmes.

Successful implementation of Life skills Education needs more than just a teacher who has sufficient pedagogical and content knowledge of Life skills Education. As Life skills Education deals with the teaching of values, teachers whose conduct is perceived by learners as inappropriate are unable to be successful facilitators of the program as their high moral standards are important requisites for the successful implementation of these programs' (Prinsloo, 2007).

## 2.7 Summary

This chapter has presented a review of literature related to the study. The reviewed literature has focused on the concept of life skills education, life skills education in schools, role of headteachers in implementation of LSE, problems and challenges related to management of LSE, and strategies of improving teaching and learning of LSE. Based on the reviewed literature, it emerges that headteachers play a critical role on the success of the implementation of any program or policy in a school. However, previous studies reviewed, such as Visser (2005) in South Africa, showed that implementation of LSE in schools often faces organizational problems and lack of commitment from principals. In this regard, one of the objectives of this study will be to examine the role played by head teachers in the management of LSE in secondary schools in Kinango District. It has also emerged from the literature review that implementation of LSE in different parts of the world is faced by a number of challenges. The identified challenges included a variety of social and structural contextual factors in Malawi (Chirwa, 2009), lack of capacity among teachers due to inadequate skills in Lesotho (Koloso, 2010), poor working conditions for teachers in Malawi (Kadzamira, 2006), and overcrowding in classes in South Africa (Prinsloo, 2007). This study will find out whether similar challenges are faced in the implementation of LSE in Kenyan schools.

The reviewed literature also shows the various recommendations given by previous researchers with a view of improving LSE. These include training of teachers on LSE (Rungu, 2007) and ensuring only teachers whose conduct is perceived by learners as appropriate are appointed to offer LSE (Prinsloo, 2007). However, it should be noted that

every culture faces unique challenges (Sumari & Jalal, 2008). Therefore, this study will find out the strategies being employed to improve the teaching and learning of LSE in Kinango District.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This section is organized under the following headings: research design, target population; sample size and sampling techniques; research instruments; instrument validity; instrument reliability; data collection procedures and data analysis technique.

#### 3.2 Research Design

A research design is a plan, structure and strategy for investigation conceived so as to obtain answers to research questions and to control variance, according to Cohen (1980). This study employed a descriptive survey research design. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form. Gay (1981) defines descriptive survey as a process of collecting data in order to answer questions concerning the current status of the subjects in the study. The field survey implies the process of gaining insight into the general picture of a situation, without utilizing the entire population (Borg and Gall, 1996). The survey design yields both qualitative and quantitative data which will enable researcher to get in depth information especially given the sensitive nature of the study (Life Skills Education). The design enabled the researcher to find out the problems that impede the effective implementation of Life Skills Education in Kinango District without manipulating the variables.

### **3.3 Study locale**

The study was carried out in Kinango district of Kwale County. Kinango district is one of 7 districts in the Coast Province of Kenya. The district has a total population of 220,521 among them 102,272 males and 118,249 females. Kinango district is the third most populated district in Kwale County with 60 persons per Km<sup>2</sup>. The district has a 54.0% primary school enrolment rate, ranking 4th in the province and 51 nationally; and a 12.2% secondary school enrolment rate, ranking 5th in the province and 50th nationally. Livestock rearing is the mainstay of the region. The researcher chose to conduct her study in Kinango district owing to the school risky behaviors that have been witnessed in this region, for example students dropping out of school due to early pregnancies, early marriages, child labour and indiscipline cases, District Education Office, Kinango (2013).

### **3.4 Target population**

Target population refers to all the members of a real or hypothetical set of people, events or subjects to which a researcher wishes to generalize the results of the study (Borg and Gall, 1989). The target population for the study consisted of 16 principals, 240 teachers and 5000 students in the 16 public secondary schools in Kinango District.

### **3.5 Sample size and sampling procedure**

Mugenda & Mugenda (2003) define a sample as a small proportion of a target population selected from analysis. Stratified random sampling was used to sample 10 out of the 16 schools in the district; each strata representing girls' schools, boys' schools, and mixed schools. Simple random sampling technique was used to sample teachers and form four students. The technique will produce estimates of overall population parameters with

greater precision. Ten principals of the 10 participating schools were purposively selected to take part. The sample size yielded a total of 150 respondents comprising of 100 students 10 principals and 40 teachers. The sampling was done as shown on the table below.

**Table 3.1 Sampling of Secondary Schools in Kinango District**

Strata	Total No. of Schools	Samples Schools
Girls Schools	1	1
Boys Schools	1	1
Mixed Schools	14	8
<b>Total</b>	<b>16</b>	<b>10</b>

**Table 3.2: Sampling of respondents**

Respondents	Total No. of Schools to be sampled	Sample per School	Total
Principals	10	1	10
Teachers	10	4	40
Students	10	10	100
<b>Total</b>	<b>10</b>	<b>15</b>	<b>150</b>

### 3.6 Research instruments

The researcher used self administered questionnaires to gather data for the study. The study used three different sets of questionnaires for data collection; a questionnaire for principals for teachers and another one for students. There were two sets of questionnaires for principals, teachers and students. Questionnaire for teachers was divided into two sections A and B. Section A consisted of questions meant to capture

demographic and background information on the respondents. Section B consisted of questions seeking to gather information on life skills education. The questionnaire for the students was composed of two sections; A and B. Section A sought demographic and background information. Section B consisted of questions seeking to capture information on life skills education. An interview schedule was used for face-to-face interviews with the principals on the challenges influencing the implementation of life skills education in their schools.

### **3.7 Pilot study**

This was assessed in four public secondary schools (three mixed and one single sex) in the district before actual data collection for study is done. The schools were used because it is assumed that the experiences of the teachers and students in entire district are similar and as such, the responses of the teachers and students were reasonably similar. The four schools were not part of the sample in the actual study.

### **3.8 Instrument validity**

Nachimias and Nachimias (1976) indicate that the validity of items in research instruments can be determined by expert judgment. Hence, the researcher used content validity technique to validate the instruments. The supervisor who is a specialist in the area of research reviewed the instruments before the start of data collection.

### **3.9 Instrument reliability**

Reliability was assessed during the pilot study. Three public secondary schools were purposively selected for the pilot study in the district. Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields

consistent results or data after repeated trial. Split-Half technique of reliability testing was employed, whereby the pilot questionnaires was divided into two equivalent halves (even and odd numbers) and then a correlation coefficient for the two halves computed using the formula given as presented by Shiundu (2004).

$$(i) \quad r = 1 - \frac{6\sum (D)^2}{N(N^2 - 1)}$$

Where:

r = Correlation coefficient

N = Sample,

$\sum$  = Summation of scores,

D = Deviation

$$(ii) \quad SH = \frac{2r}{1 + r} \quad \begin{array}{l} \text{(Where Items are doubled)} \\ \text{(Spearman Brown Prophecy)} \end{array}$$

A correlation coefficient of 0.6784 was obtained and it is acceptable as recommended by Mugenda and Mugenda (1999).

### 3.10 Data collection procedures

The researcher sought a research permit from the Ministry of Higher Education in the Department of National Council for Science and Technology before embarking on the field study. After obtaining the permit, the researcher will take copies of the research permit to the DEO and DC Kinango District. The researcher then visited the participating schools in order to introduce, familiarize and to administer questionnaires to the head

teachers, teachers and students. The questionnaires were administered and collected immediately after they were filled. The respondents were requested not to disclose their names or those of their schools and were assured that their responses would be confidential.

### **3.11 Data analysis techniques**

After data collection, the researcher cross-examined the data to ascertain accuracy, completeness and uniformity. Descriptive statistics such as frequencies, means and percentages were used to analyze the quantitative data while the qualitative data was arranged into themes and analyzed in narrative form. The qualitative data was logically arranged into themes and presented in prose. The researcher presented the data in frequency and percentage tables, bar graphs and pie charts to answer the research objectives and questions in relation to the research topic. The researcher applied the use of Statistical Package for Social Sciences (SPSS) computer software to analyze data.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter presents analysis of data collected in the field through questionnaires and interviews. The purpose of the study was to determine challenges that impede the effective implementation of Life Skills Education (LSE) in Kinango District with a view to coming up with suitable solutions for effective and active participation in LSE by learners in the District. The study had the following objectives: -

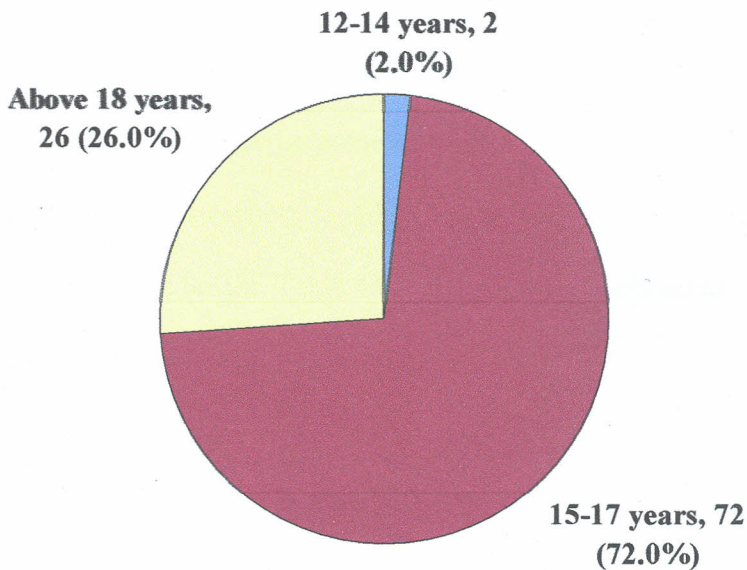
- i. To establish the extent to which LSE is implemented in secondary schools in Kinango District
- ii. To examine the role played by head teachers in the management of LSE in secondary schools in Kinango
- iii. To identify the factors related to the implementation of LSE in Kinango District.
- iv. To determine the strategies for improving the teaching and learning of LSE in Kinango District.

The study target population comprised 16 head teachers, 240 teachers and 5,000 students. A sample of 10 principals, 40 teachers and 100 students was used for the study. All the principals, teachers and students responded to the questionnaires. Data analysis was based on responses from all the respondents which is a 100% questionnaire return rate. Data analysis procedures employed both qualitative and quantitative procedures. Qualitative data was analyzed thematically, whereby similar responses were put together.

Quantitative data was analyzed using descriptive statistics including frequency counts, percentages and means.

#### 4.2 Background data of the respondents

Data was analysed based on responses from 150 respondents in Kinango District. Among the teachers, there were 26 (65.0%) males and 14 (35.0%) females. Of the 100 students, 56 (56.0%) were male students while 44 (44.0%) were female students. This implies that most of the respondents (both teachers and the students) were males, meaning there was a gender imbalance in sample selection. Figure 4.1 presents age distribution of the students who took part in the study.



**Figure 4.1: Age distribution of the students**

Figure 4.1 indicates that 72 (72.0%) students were aged 15-17 years, 26 (26.0%) were 18 years and above and only 2 (2.0%) were aged 12-14 years. Most of the students were aged between 15 and 17 years, thus implying that majority of them were teenagers. Life

Skills Education Programme is a series of self building sessions, consisting of basic skills for personal and social development which will help teenagers in coping with the challenges they face. According to Malawi Ministry of Education, Science and Technology (2000) life skills program aims to teach learners to organize and manage their lives, to develop team spirit regardless of cultural and religious backgrounds, to avoid diseases such as sexually transmitted diseases (STDs) and HIV/AIDS, to develop positive self-esteem, to cope with the problems of adolescence and to prepare them for the world of work. The students were therefore in that age where they needed LSE.

#### 4.3 Extent to which LSE is implemented in secondary schools in Kinango District

The first objective of the study was to determine the extent to which life skills education is implemented in secondary schools in Kinango District. To address this objective, the study first sought to establish students' awareness towards LSE. In this regard, students were asked to indicate whether teachers taught them the subject called LSE and the frequency with which they were taught. Table 4.2 shows responses obtained

**Table 4.2: Frequency of teaching LSE in schools**

Frequency in which life skill education is taught in schools	Are you taught life skills education in schools?				Total	
	Yes		No		f	%
	f	%	f	%		
Once a week	46	46.0	0	0.0	46	46.0
Once a month	4	4.0	0	0.0	4	4.0
Once a year	3	3.0	0	0.0	3	3.0
It is never taught	0	0.0	47	47.0	47	47.0
<b>Total</b>	<b>53</b>	<b>53.0</b>	<b>47</b>	<b>47.0</b>	<b>100</b>	<b>100.0</b>

Table 4.2 shows that of the 53 students who indicated they were taught life skills education in schools, 46 (46.0%) were taught once a week, 4 (4.0%) were taught once a month while 3 (3.0%) indicated once a year. Forty seven (47.0%) students confirmed that they were never taught LSE. This implies that about half of the schools were adhering to the Ministry of Education MOEST (2008) rule which stated that life skills education should be allocated one lesson per week. However, a notable number of schools confirmed not to have implemented LSE in their schools. This could be perhaps due to teachers' negative attitude towards LSE because it is not an examinable subject.

Teachers were asked to indicate whether they taught life skills education, how many hours they taught it and their willingness to teach it. Table 4.3 illustrates their response on whether they teach life skills education and hours allocated per week for this subject.

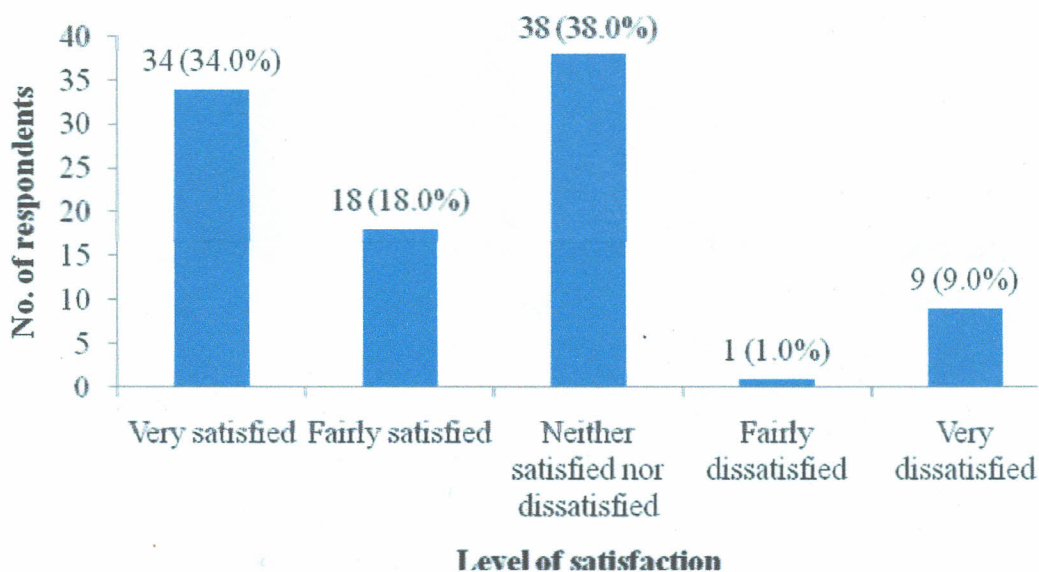
**Table 4.3: Hours allocated for life skill education in schools**

Hours allocated for LSE per week	Is your school teaching life skills education?		Total
	Yes	No	
One hour	24	0	24
Two hours	1	0	1
Three hours	1	0	1
More than three hours	2	0	2
Not taught	0	12	12
<b>Total</b>	<b>28</b>	<b>12</b>	<b>40</b>

As shown in Table 4.3, among the 28 teachers who reported that their schools offered LSE, 24 indicated that LSE was allocated one hour per week, 1 indicated two hours while 2 indicated more than three hours. However, 12 teachers reported that their respective schools were not teaching LSE. These findings revealed that in most schools LSE was

allocated only one lesson per week. These results were in agreement with the report from the Ministry of Education (2006), which recommended that LSE should be taught as a stand alone subject, should be allocated time in the timetable like other subjects and also should be assigned one lesson per week. However, in another study by Mutegi (2012) on school factors influencing the implementation of life skills education, the findings revealed that 1 lesson per week was not sufficient to cover LSE curriculum and as such the maximum lessons required were 3 per week. Inadequate time allocation led to inadequate content coverage hence affecting the implementation of the LSE curriculum.

Students were asked to indicate their level of satisfaction in the teaching of LSE in their schools. Their responses are indicated in Figure 4.2.

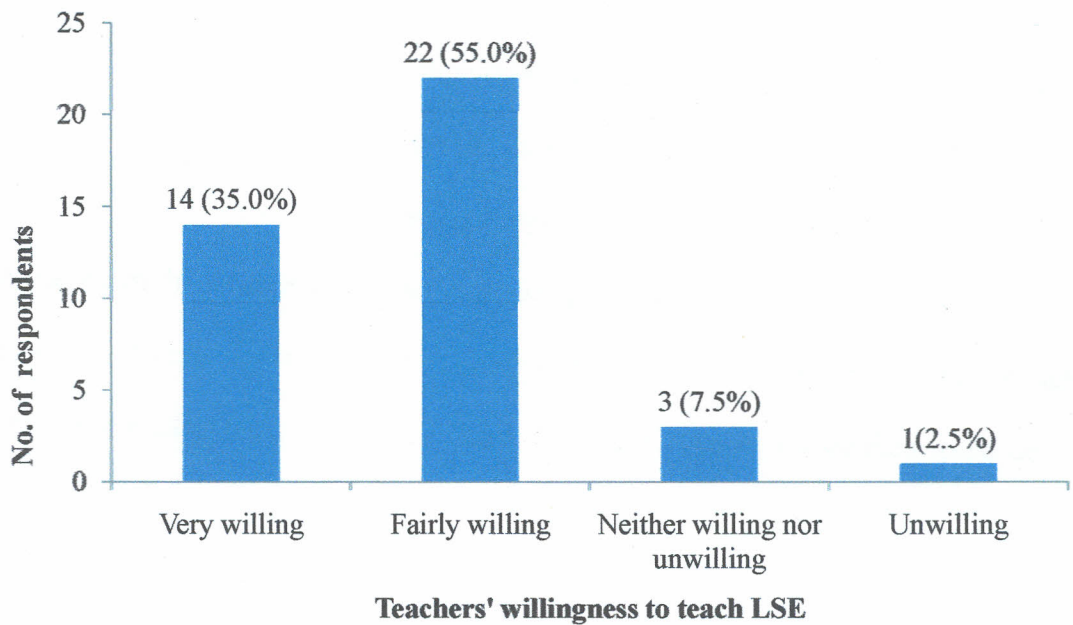


**Figure 4.2: Students’ satisfaction level towards the way LSE is taught**

As Figure 4.2 shows, 34.0% of the students were very satisfied with the way LSE was taught in their class while 18.0% of them were fairly satisfied. On the other hand, 9

(9.0%) students were very dissatisfied while 1 (1.0%) student was fairly dissatisfied. Thirty eight students were neither satisfied nor dissatisfied. This shows that at least half of the students were satisfied with the way they were taught LSE.

Teachers' opinions on the willingness to teach LSE were sought. This was crucial as it would assess the extent to which teachers were prepared to comply with the implementation of LSE in their schools. Figure 4.3 illustrates teachers' willingness to teach life skill education in schools.



**Figure 4.3: Teachers' willingness to teach life skills education**

Majority of the teachers 36 (90.0%) were willing to teach life skills education. Teacher's personality, identity, knowledge of a curriculum, resistance to change and professional development are factors restricting a teacher's ability and willingness to implement a curriculum effectively. In addition, teacher's personal and social circumstances such as personal or family health and poverty are also factors that can undermine the

implementation of a curriculum. For example, Lowe (2008) argues that many teachers in Malawi are constrained by social circumstances such as caring for sick children, personal ill-health (including HIV/AIDS) and a meager income. These social circumstances often cause teachers to absent themselves from work

#### **4.4 Role played by head teachers in the management of LSE**

One major role of the headteacher is management of curriculum implementation in school. Curriculum refers to all that is taught in a school including the time tabled subjects and all those aspects of its life that exercise an influence in the life of the school (Farrant, 2004). It also involves the time devoted to each subject and activity. Curriculum should be dynamic and impress on the philosophy and educational purposes of the school and the nation. In this view, the second objective of the study sought to determine the role played by head teachers in the management of life skills education in secondary schools in Kinango. To answer this research objective, headteachers were asked to state their roles in management of LSE in schools. Presented in Table 4.4 are their responses

**Table 4.4: Headteachers' responses on their role in management of LSE in schools**

<b>Headteachers' roles in management of LSE</b>	<b>f</b>	<b>%</b>
Ensure LSE is clearly outlined in the class timetable	8	80.0
Ensure that time allocated for teaching LSE is not used for syllabus coverage for other subjects	8	80.0
Ensure that LSE teachers have adequate and relevant training in that field	8	80.0
Ensure that LSE is given priority like other subjects which are examinable	7	70.0
Provide resource materials and facilities for teaching LSE	7	70.0
Encourage teachers to take the teaching of LSE seriously	6	60.0
Coordinate guidance and counseling teachers together with the peer counselors to give LSE	6	60.0
Work hand in hand with QASOs to ensure proper guidance, advise and good practice in teaching of LSE	4	40.0
Ensure schools organize continuous assessment in form of examinations for LSE	4	40.0
Occasionally visit teachers in the classroom to assess the teaching of LSE	3	30.0
Provide professional support to the teachers in the areas they find problems in the teaching of LSE	3	30.0

As shown in Table 4.4, 80% of the principals indicated that they played their role in the management of LSE in the following ways: ensuring LSE is clearly outlined in the class timetable, ensuring that teachers do not undermine LSE and that time allocated for LSE should be utilized for teaching the subject and not for syllabus coverage. Life Skills Education is as important as any other subject within the curriculum. The principals are expected to spend time visiting teachers in the classroom, plan staff development programs and modify school environment to improve instruction.

The principals should also ensure that LSE teachers attend in-service training to acquire adequate and relevant training. The principals are expected to take a major role in the

training processes of the Life skills teachers in their schools. Training is crucial for teachers as LSE is taught differently from other subjects in that it is particularly concerned with teaching of values and values are not learnt as other curriculum subjects. The Life skills Education Syllabus and the Teachers' Guide suggest teachers use participatory teaching and learning methods in which learners identify their own problems, discuss solutions, plan and carry out effective action programs

Another proportion of headteachers indicated that they ensured that LSE is given priority like other examinable subjects. The headteachers should show a positive attitude towards the implementation of lifeskills by sensitizing teachers, learners and parents on the importance of LSE. The headteachers also indicated that they ensure that there are adequate resource materials and facilities for teaching LSE by providing adequate facilities such as staffrooms, classrooms, teaching and learning materials.

A notable number of the headteachers also said that they work hand in hand with QASOs to ensure proper guidance, advise and good practice in teaching of LSE and that their schools organized continuous assessment in form of examinations for LSE. The QASOs check that teachers have the required knowledge and skills by observing classrooms to identify the needs of teachers as they implement the curriculum. If supervisors are effective, it is more likely that teachers will feel committed to and comfortable with the curriculum being implemented.

School headteachers are role players within the structural context of school organization. They are expected to take a major role in the training processes of Life skills teachers. In addition, it is the duty of school heads to provide and deliver effectively an appropriate

curriculum using all the resources namely: teachers, instructional materials, time and financial resources (Commonwealth Secretariat, 1997). It is also important for the head teacher to supervise the curriculum implementation and provide effective advice on programmes that will improve teaching and learning in schools. This is by identifying specific curriculum needs and preparation of a supervisory plan that would promote teacher/pupil achievement. Prinsloo (2007) in South Africa found that lack of commitment by some school headteachers to make the program a success at the school level is a challenge facing the implementation of the Life skills program. Some principals indicated that it was difficult for them to support the implementation of Life skills because many learners in their schools are “careless, irresponsible and have no vision or mission in life.” The principals felt that there was little impact Life skills Education could make on the learners even if the principals provided some support for the teaching of the subject in their schools. The principals’ excuse for their lack of commitment to make the Life Skills program a success in their schools may be considered as a defeatist attitude; they were blaming learners and teachers for the problems in their schools.

#### **4.5 Factors related to the implementation of LSE**

The third objective was to determine factors related to the implementation of life skills education in Kinango District. To respond to this objective, teachers were asked to indicate factors which made them to start teaching LSE program. Table 4.5 illustrates results obtained.

**Table 4.5: Factors which influenced teachers to start teaching LSE**

<b>Factors which influenced teachers to start teaching LSE</b>	<b>F</b>	<b>%</b>
After it was passed that all guidance and counseling teachers should be trained on LSE	37	92.5
After reading materials on peer knowledge and teenager's education	29	72.5
After training by the ministry of education	24	60.0
After it was introduced in the syllabus	21	52.5
Was allocated a class	19	47.5

As indicated in Table 4.5, majority (92.5%) of the teachers started teaching LSE after it was passed that all guidance and counseling teachers should be trained on LSE. Twenty nine (72.5%) teachers reported that they started teaching after reading materials on peer knowledge and teenager's education while 60.0% of teachers reported that they started teaching LSE after training by the Ministry of Education. Other factors that influenced teachers to start teaching of LSE were introduction in the syllabus (52.5%) and lesson allocation in their classes (47.5%). Kenya curriculum development context shows that the main goals of the life skills approach is to enhance young people's ability to take responsibility for making choices, resisting negative pressure and avoiding risky behaviour. Through Life Skills Education, learners acquire and develop skills such as critical thinking, problem solving, decision-making, interpersonal relationships, stress and anxiety management, effective communication, self-esteem and assertiveness. Teaching methods are learner centred, youth-friendly, gender sensitive, interactive and participatory (KICD, 2008). Other countries have also given their reasons for initiating the teaching of LSE. For example, in Zimbabwe and Thailand the impetus for initiating life skills education was the prevention of HIV/AIDS. In Mexico, it was the prevention

of adolescent pregnancy. In the United Kingdom, an important life skills initiative was set up to contribute to child abuse prevention, and in the USA there are numerous life skills programmes for the prevention of substance abuse and violence (WHO, 1999).

Life skills Education aims to nurture learner development physically as well as socially, emotionally, intellectually, creatively and spiritually. Such holistic development is essential for the learners healthy living as individuals, and members of families and societies which form the basis for all other learning. Table 4.6 shows teachers' responses on the importance of LSE.

**Table 4.6: Teachers' responses on the importance of teaching LSE**

<b>Importance life skill education</b>	<b>F</b>	<b>%</b>
Management of stress (helps understand peoples characters)	38	95.0
Education on how to handle people living with disabilities and HIV/AIDS	31	77.5
Molding students behavior e.g. drug abusers,	30	75.0
Self awareness skills (help learner and the teacher to understand themselves)	26	65.0
Resisting peer pressure (adolescents may find it difficult to resist peer pressure and may engage themselves in experimentation)	25	62.5
Managing emotions (very often adolescents are unable to control the emotion turmoil)	24	60.0
Time management	23	57.5
Sexuality because it is relevant to learners in secondary school	22	55.0
Acquiring information, education and services on issues of adolescents	22	55.0
Communication and negotiating safer life situations	21	52.0
Decision-making and self-confidence	21	52.0
Conflict and conflict resolution	19	47.5
Moral aspect because it will help individuals to perform well	17	42.5
Building relationships	13	32.5

As shown in Table 4.6 teachers reported the major reasons for teaching LSE as: management of stress where the learner gains skills on how to handle their stress either by seeking help from other people or knowing how to solve the problem on their own (95.0%), education related to handling of people with disabilities as well as those living with HIV/AIDS. Through LSE learners are able to understand that even people with special needs like the sick and the disabled need to be loved (77.5%), molding of students' behaviours. Life skills education has a positive influence on learners' behaviour in that through LSE learners are able to distinguish between good and bad habits that they should engage in (75.0%), creating self awareness among teachers and students (65.0%), resisting peer pressure, It is through LSE that learners are able to resist negative peer influence like alcoholism, drug abuse, criminal activities and sexual relationships (62.5%) and managing emotions (60.0%). Over 50.0% of the teachers further reported that life skill education helped in time management, solving problem related to sexuality especially among teenagers, acquiring information, education and services on issues of adolescents, communication and negotiating safer life situations, decision-making and self-confidence.

KICD (2008) states that systematic teaching of life skills enhances the well being of the society, promotes positive outlook and healthy behaviour among the youth. In particular it enables the individual to; translate knowledge, attitude, skills and values into action; behave responsibly; develop fully, promote risk free behaviour and the state of holistic well being and develop positive attitude toward themselves and others. Therefore, the main goal of LSE approach is to enhance young peoples' ability to take responsibilities in

making choices, resisting negative peer pressure and avoiding risky behaviour. These findings concur with conclusions from a study by Perry and Kelder (1992) who note that teaching life skills as generic skills in relation to everyday life could form the foundation of life skills education for the promotion of mental well-being, healthy interaction and behaviour. More problem specific skills, such as assertively dealing with peer pressures to use drugs, to have unprotected sex, or to become involved in vandalism, could be built on this foundation. There are research indications that teaching skills in this way, as part of broad-based life skills programmes, is an effective approach for primary prevention education.

Presented in Table 4.7 are effects of non-examinable status of life skills education towards teachers

**Table 4.7: Effects of non-examinable status of life skills Education on teaching it as reported by teachers**

<b>Effects of non-examinable status of life skills Education</b>	<b>F</b>	<b>%</b>
Makes teachers not to take the subject seriously	33	82.5
Teachers utilize time allocated for LSE to teach other subjects	28	70.0
Negative attitude towards LSE by teachers	20	50.0
Influence teachers not to prepare for the LSE lessons	17	42.5

Table 4.7 shows multiple responses given by the teachers on the non-examinable status of the LSE. It is evident from the table that LSE being a non-examinable subject had negatively influenced its implementation in schools. Results in the table revealed that majority (82.5%) of the teachers do not take the subjects seriously and hence utilize time allocated for LSE to teach other subjects (70.0%). Half of the teachers also confirmed

that non examinable status of LSE had made them to develop negative attitude towards the subject therefore hindering effectiveness of LSE in schools. A study by Githaiga (2011) established that most schools were allocating LSE only one lesson in a week. Some schools had no allocation at all in the normal class hours; they only taught it after regular classes or any other time. The study also revealed that life skills time in the week constantly was eaten up by examinable subjects as teachers tried to cover the syllabus in order to generate good mean scores for their schools. Rooth"s (2005) study in South Africa indicates that LSE is not being taken seriously because it is not an examinable subject at National level. In some cases, it is not being taught at all despite the fact that it is included on the timetable. In other schools, it is not even included on the timetable. Therefore the learners are inadequately prepared to deal with demands and challenges of every day's life. This could be the reason why some secondary school students resort to risky behavior such as drug abuse, rioting, violence, dropping out and engaging in pre-marital sex.

Table 4.8 illustrates how non examinable status of LSE influenced school stakeholders (learners, parents and other members of staff).

**Table 4.8: Influence of non-examinable status of LSE towards learners, parents and other members of staff (multiple responses)**

<b>Influence of non-examinable status of LSE</b>	<b>F</b>	<b>%</b>
Regarded as not very important	39	97.5
Learners, parents and teachers regarded teaching LSE as time wasting and hence utilized with other activities	31	77.5
Learners regard it as a leisure activity	24	60.0
Boring especially to the teachers	19	47.5

As Table 4.8 shows, 97.5% of the teachers reported that most of the school stakeholders regarded LSE as not very important. Results further showed that 77.5% of the teachers reported that learners, parents and other members of staff viewed teaching of LSE as time wastage and therefore most of them suggested that time allocated for LSE should be utilized performing other school activities or teaching other subjects. Moreover, 60.0% of the teachers reported that learners viewed LSE as a leisure activity whereas 47.5% indicated that teachers viewed it as a boring subject. This clearly indicates that according to teachers, learners and parents had a negative attitude towards teaching and learning of LSE in schools due to its non-examinable nature.

Van Deventer (2004) found out that non-examinable status of subjects such as LSE, physical education and guidance and counseling in schools makes them less of priority when it comes to the provision of qualified teachers and resources, with learners not taking them seriously. In addition to this, Manwa (2012) in his study on factors

influencing implementation of life skills education in schools found out that non examinable status of the LSE significantly influenced its implementation in schools.

#### 4.6 Challenges related to LSE in schools

Life skills are psychosocial competences or abilities that help an individual to effectively deal with the demands and challenges of everyday life. They are techniques for positive behaviour and empowering skills that affect the capacity of an individual to pursue life goals. However, there are various challenges experienced by teachers and headteachers during its implementation in schools hence hampering LSE effectiveness among students', teachers and parents. Table 4.9 shows response from teachers on the greatest challenges facing life skills education teachers.

**Table 4.9: Teachers' responses on challenges facing them in implementing life skills education**

Statements	Frequency	Percent
Extra workload	32	80.0
It is non examinable	23	57.5
Inadequate teaching and learning materials	20	50.0
Lack of adequate and relevant training in LSE	17	42.5
Less importance attached to the subject	11	27.5
Students negative attitude towards it	9	22.5
Not being prepared for the lesson	7	17.5
Not getting enough time to teach LSE	2	5.0

Table 4.9 shows that the greatest challenge teachers face in LSE was extra workload (80.0%). This shows that teachers were overwhelmed with heavy workloads and therefore they were not able to concentrate with life skill subject hence undermining its

implementation in schools. Other challenges that face LSE teachers include the non-examinable status (57.5%) of LSE and lack of adequate and relevant training in that field. Examinations control the disparate elements of the education system and also help to ensure that all schools teach to the same standards. Lack of exam testing among students in LSE negatively influences their attitude towards the subject. It also influences teachers to teach other subjects during LSE lesson. Moreover, a notable proportion of the teachers reported they lacked relevant training and that teaching and learning resources were inadequate in schools. This affected coordination of teaching/learning processes in schools leading to poor achievement of the curriculum objectives among teachers, students and school as a whole. Other challenges mentioned were; students' negative attitude towards LSE perhaps due to the influence of learners' cultural beliefs and lack of enough time to teach LSE since in some schools, time allocated for LSE is used for syllabus coverage.

Table 4.10 shows challenges faced by headteachers during the implementation of LSE.

**Table 4.10: Challenges faced by head teachers when implementing LSE**

Challenges	Frequency	Percent
Shortage of teachers	5	50.0
Subject being non-examinable at form four makes it difficult for students to take it seriously	4	40.0
Teachers not trained on the subject	2	20.0
Lack of reference materials.	2	20.0
Time is too short (one period)	1	10.0
There is a lot of repetition of subject content	1	10.0
In form one and two LSE time is interchangeable with PE lessons	1	10.0

As shown in Table 4.10, the major challenges experienced by headteachers in schools were shortage of teachers (50.0%) and non-examinable status of LSE subject (40.0%). Additionally, a small number of the respondents indicated that schools lacked trained teachers on LSE and there were no reference materials for LSE.

Comparing teachers and headteachers responses on challenges facing LSE implementation in schools, the results showed that the major challenges which hindered implementation of life skills education were; lack of enough teaching/learning materials, non examinable status of LSE, heavy workloads caused by shortage of teachers and lack of trained teachers on LSE. In agreement with the findings, a study by Kolosoa (2010) regarding Life skills for national development in Lesotho revealed that other than lack of capacity among teachers in schools, the programme is faced with challenges emanating from schools and institutions not complying with the usual expected and recommended quality education practices. For instance, not introducing any assessment and evaluation measures at the end of Primary School Leaving Certificate and Junior Certificate may lower the status and recognition that life skills education deserves. Since the practice in most instances is that teachers put more effort on the courses that are examinable and add value to the passing of the learners. Similarly, learners also do not take courses which are not assessed seriously; therefore they do not give them the attention they deserve.

#### **4.7 Strategies for improving the teaching and learning of LSE**

The fourth objective was to determine the strategies that can be used to improve the teaching and learning of life skills education in Kinango District. To address this

objective, the respondents were requested to give suggestions on how to improve life skills education in their schools. Table 4.11 shows the responses of the head teachers on the strategies that can help improve teaching life skills education in schools.

**Table 4.11: Headteachers’ response on strategies that can improve life skills education**

<b>Strategies</b>	<b>Frequency</b>	<b>Percent</b>
LSE should be examined in national exams	9	90.0
TSC should employ teachers specifically trained on LSE.	8	80.0
The Ministry of Education should provide reference materials for the teaching of LSE	7	70.0
The Ministry of Education should create awareness among students and teachers on the importance of LSE in the curriculum	5	50.0
The curriculum should be improved to include more issues on self-employment and income generation.	4	40.0
LSE should be rebranded and introduced as an area of study in colleges and the universities to enhance competence.	3	30.0
Integrate LSE with the other subjects.	2	20.0
The ministry should embark on capacity building of existing teachers hence focusing them on the objectives of LSE.	1	10.0

Table 4.11 shows that majority of the headteachers (90.0%), suggested that LSE should be examined in National examinations. TSC should employ teachers specifically trained on LSE (80.0%) and schools should ensure that there are enough reference materials for teaching LSE in schools (70.0%). Half of the respondents were also of the view that Ministry of education should create awareness among students and teacher on importance of LSE in the curriculum. This can be achieved through holding seminars and meetings with teachers and students. In line with the findings, Rungu (2007) asserted that training of teachers is essential for proper implementation of life skills. The findings indicated the

willingness of teachers and learners to make Life Skills Education a subject on its own so that it will get the attention that it deserves.

Table 4.12 shows strategies suggested by teachers to cope with challenges facing implementation of life skills education.

**Table 4.12: Strategies suggested by teachers to cope with the challenges faced in LSE**

Statement	Frequency	Percent
Sharing available materials	35	87.5
School administration to reduce the teachers' workload	23	57.5
Improvising the teaching and learning materials	19	47.5
Institution to create more time for teaching LSE	17	42.5
Sensitizing students on importance of life skill education	15	37.5
Search for materials from the internet (teachers to be more proactive)	11	27.5

On being asked to suggest ways on how to cope with the challenges faced in LSE, (87.5%) of teachers reported sharing of available materials for teaching while another 57.5% suggested that the school administration should reduce teachers' workload. Other strategies that were proposed by teachers included; improvisation of teaching and learning materials, creating more time for teaching LSE, sensitizing students on importance of life skill education and accessing the internet to search for teaching materials and more information on LSE

Presented in Table 4.13 are suggestions given by the students on ways of improving life skills education in schools.

**Table 4.13: Students' responses on strategies that can be put in place to improve life skills education**

Statement	Frequency	Percent
The school should improve on the provision of teaching and learning materials	83	83.0.0
The Ministry of Education should ensure that LSE is part of the curriculum programme and it's examinable like any other subjects.	72	72.0
The Ministry of Education through teachers service commission should employ specialized teachers in the life skills education	69	69.0
School administrators should ensure that students are taught LSE as allocated on the timetable	60	60.0
LSE should be taught at least thrice per week	54	54.0
LSE Should be taught by using real life experiences (practical)	41	41.0
LSE should be introduced in schools that do not have it	35	35.0
Invite guest from outside to give advice to the students	20	20.0
Ministry of education should publicly create awareness among the youths and community on importance of LSE	18	18.0
LSE should be integrated in other subjects	12	12.0
Some topics in LSE should be presented by the students	9	9.0

Table 4.13 illustrates suggestions given by the students on how to improve life skills education in their schools. Majority of the respondents were of the view that; schools should ensure that their teaching and learning resources for LSE were adequate (83.0%), Ministry of education should ensure that LSE is included in the curriculum programme and it is made examinable (72.0%), schools should employ enough teachers to teach LSE (69.0%) and LSE should be taught during the allocated time in the timetable (69.0%). Moreover, 54.0% of the students' suggested that lessons allocated for LSE should be increased to have at least three lessons per week. This concurred with a report from KICD delegates who observed that LSE should be allocated time in the school timetable,

designated trained teacher who would plan for it in their schemes of work and the subject be made examinable (KICD Monitoring Report on Life Skills Education, 2006). Additionally, Prinsloo (2007) stated that for implementation of Life skills Education to be successful it needs more than just a teacher who has sufficient pedagogical and content knowledge of Life skills Education. As Life skills Education deals with the teaching of values, teachers whose conduct is perceived by learners as inappropriate are unable to be successful facilitators of the program as their high moral standards are important requisites for the successful implementation of these programs.

#### **4.8 Discussion**

The study revealed that most schools were offering life skill education and the time allocated for the subject was one hour per week. However, there was need for improvement especially in students' awareness of LSE since a notable number of them were not aware whether they were taught well or not. The study also established that a good number of the teachers were quite willing to teach life skill education in schools. The study established that majority of the principals indicated that they played their role in the management of LSE in the following ways: ensuring LSE is clearly outlined in the class timetable, ensuring that time allocated for LSE is not used for syllabus coverage and ensuring that LSE teachers have adequate and relevant training in that field.

Some of the factors which undermined the implementation of LSE in schools included the non examinable status. Majority of the teachers did not take the subjects seriously and hence utilized time allocated for LSE to teach other subjects. The study further showed that some of the learners, parents and other members of staff viewed teaching of LSE as

time wastage and therefore most of them suggested that time allocated for LSE should be utilized performing other school activities or teaching other subjects. The major challenges which hindered implementation of life skills education were; lack of enough teaching/learning materials, non examinable status of LSE, heavy workloads caused by shortage of teachers and lack of trained teachers on LSE.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study. It also gives suggestions for further studies.

#### 5.2 Summary of the Study Findings

The purpose of the study was to determine challenges that impede the effective implementation of Life Skills Education in Kinango District with a view to coming up with suitable solutions for effective and active participation in LSE by learners in the District. The specific objectives of the study were to: establish the extent to which LSE is implemented in schools, examine role played by headteachers in the management of LSE, identify factors related to implementation of LSE and finally give strategies that can be employed to improve teaching and learning of LSE. Two questionnaires, one designed for the students and another one for teachers, and an interview schedule for the principals were used as the main tools for data collection. The study participants were 100 students, 40 teachers and 10 head teachers from public secondary schools in Kinango district. Given below is a summary of the main study findings according to the research objectives.

##### 5.2.1 Extent to which LSE is implemented in schools

The study established that most schools were offering life skill education and the time allocated for the subject was one hour per week. Regarding the way LSE was taught in schools, results of the analysis revealed that atleast half of the students were satisfied

with the way they were taught LSE. However, there was need for improvement especially in students' awareness of LSE since a notable number of them were not aware whether they were taught well or not. The study also established that a good number of the teachers were quite willing to teach life skill education in schools.

### **5.2.2 Role played by head teachers in the management of LSE**

The study revealed that majority of the principals indicated that they played their role in the management of LSE in the following ways: ensuring LSE is clearly outlined in the class timetable, ensuring that time allocated for LSE is not used for syllabus coverage and ensuring that LSE teachers have adequate and relevant training in that field. Another significant proportion of the respondents indicated that they ensured that LSE is given priority like other examinable subjects and resource materials and facilities for teaching LSE are provided. This is an indication that school headteachers in Kinango district played their role in the management of LSE in schools.

### **5.2.3 Factors related to the implementation of LSE**

Majority of the teachers started teaching LSE after it was passed that all guidance and counseling teachers should be trained on LSE. Twenty nine started teaching after reading materials on peer knowledge and teenager's education whereas others started teaching LSE after training by the Ministry of Education. However, there are some factors which undermined implementation of LSE in schools. To start with, non examinable status of LSE negatively influenced LSE teachers, students, other staff members and parents. Majority of the teachers did not take the subjects seriously and hence utilized time allocated for LSE to teach other subjects. Results further showed that some of the

learners, parents and other members of staff viewed teaching of LSE as time wastage and therefore most of them suggested that time allocated for LSE should be utilized performing other school activities or teaching other subjects. The major challenges which hindered implementation of life skills education were; lack of enough teaching/learning materials, non examinable status of LSE, heavy workloads caused by shortage of teachers and lack of trained teachers on LSE.

#### **5.2.4 Strategies for improving the teaching and learning of LSE**

The study established that majority of the respondents (head teachers, teachers and students) suggested that the following measures should be put in place to improve on implementation of LSE in schools ; LSE should be examined in national examinations, TSC should employ teachers specifically trained on life skills education, school administrators should ensure teaching and learning resources are available in schools, teachers workload should be reduced and the ministry of education should hold campaigns on importance of life skills education in the curriculum among learners, teachers and community as a whole.

### **5.3 Conclusions**

Based on the findings of the study as summarized above, it can be concluded that:

#### **5.3.1 Extent to which LSE is implemented in schools**

Most schools were offering LSE and students were taught one lesson per week. This was an indication that most schools were adhering to the Ministry of Education MOEST (2008) rule which stated that life skills education should be allocated one lesson per week.

### **5.3.2 Role played by head teachers in the management of LSE**

Regarding the role played by the head teachers in the implementation of LSE, the study established that school heads ensured that LSE was clearly outlined in the class timetable, time allocated for LSE was not used for syllabus coverage and LSE teachers had adequate and relevant training in that field. This shows that headteachers in Kinango District were fully engaged in the management of LSE in their schools.

### **5.2.3 Factors related to the implementation of LSE**

The major factors which undermined implementation of LSE in schools were; lack of enough teaching/learning materials, non examinable status of LSE, heavy workload caused by shortage of teachers and lack of trained teachers on LSE.

### **5.4 Recommendations of the study**

- i. The head teachers should make sure that their schools have enough teaching materials and that the teachers are frequently assessed by the Quality Assurance Officers regarding their performance in life skills education. The QASOs once in a while should physically LSE lessons to confirm that what is being taught by teachers is in line with the syllabus.
- ii. Lack of trained teachers in LSE emerged to be one of the major challenges which undermined implementation of LSE programme in schools. TSC in conjunction with the school principals should ensure that teachers already in the field attend in-service training to improve their knowledge and skills towards LSE, attitude and also their level of commitment.

- iii. TSC should also employ more teachers trained in life skills education in schools in order to reduce workload of the teachers.
- iv. Ministry of education should ensure that Life skills education is examined in the national examinations. This would help to change the attitude developed by students and teachers towards LSE and hence give more attention to it.
- v. The study recommends that school heads should ensure that LSE is fully implemented in their respective schools to help in behavioral change and to reduce psychosocial problems among the students.

### **5.5 Suggestions for Further Studies**

- i. Another study should be carried out to investigate effects of life skills education on the students' performance and behavior.
- ii. A similar study should be conducted in other districts in Kenya to establish whether similar findings would be obtained.

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## APPENDICES

### APPENDIX I: INTERVIEW SCHEDULE FOR PRINCIPALS

- 1) What is the name of the school?
- 2) What is the enrollment?
- 3) Number of teachers?
- 4) Is it one gender or mixed?
- 5) Do you have LSE in your curriculum?
- 6) Has LSE been allocated time on time table?
- 7) Do all classes have teachers?
- 8) What are the challenges of implementing LSE?
- 9) What are your suggestions for improving LSE

## APPENDIX II: TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather data about yourself and your school to be used in a study on factors affecting the implementation of life skills education in public secondary schools in Kinango district. You are kindly requested to tick (✓) the appropriate response or respond as indicated.

### SECTION A: Demographic Information

1. What is your gender?

- Male                       Female

2. What is your age bracket?

- 21 – 25 years                       26 – 30 years  
 31 – 35 years                       36 – 40 years  
 41 – 45 years                       46 – 50 years  
 51 – 55 years                       56- 60 years

3. What is your highest professional qualification?

- PhD                       M.Ed                       B.Ed                       Diploma

Any other specify .....

4. For how long have you been a teacher in your current school?

- 1 – 5 years                       6 – 10 years                       11 – 15 years  
 16 – 20 years                       20 – 25 years                       25 - 30 years

5. Please indicate your role in the school

- Classroom teacher                       Counselor                       Both counselor and teacher  
 Games master

6. What is the size of your school?

- Single stream       Double stream  
 Three streams       Above three streams

**SECTION B: INFORMATION ON THE IMPLEMENTATION OF LIFE SKILLS EDUCATION**

7. Is your school conducting life skills education?

- Yes       No

8. How many hours are allocated for life skills education in a week?

- One hour       Two hours  
 Three hours       More than three hours

9. How willing are you as a teacher to teach Life Skills Education?

- Very willing       fairly willing  
 Neither willing nor unwilling       Unwilling  
 Very unwilling

10. Is the time located in your school for teaching Life Skills Education enough?

- More than enough       Just enough  
 Not enough       No time allocated

11. Do you have enough resource material with which to teach Life Skills Education?

- More than enough       Just enough  
 Not enough       None at all

12. In the last 2 years how often have you been assessed by Quality Assurance and Standards Officers regarding Life Skills Education?

- Atleast once a month       Atleast once a term  
 Atleast once a year       Never

**SECTION C: FACTORS AFFECTING THE IMPLEMENTATION OF LIFE SKILLS EDUCATION**

13. How did you come to teach Life skills Education program?

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

14. What aspect of Life skills Education is important to you? Explain your reasoning.

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

15. How does the non-examinable status of Life skills Education affect how well you are able to teach it?

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

16. How does the non-examinable status of Life skills Education influence the way that learners, parents and other members of staff regard it?

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

17. What other kind of support do you receive as a Life skills Education teacher?

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

18. What would you say are the greatest challenges facing Life skills Education teachers.  
How are you trying to cope with these challenges?

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

19. How are you trying to cope with the challenges that you have listed above?

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

20. (a) Do you think that the Life Skills Education program is achieving its objectives at your school?

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

(b) If yes, to question 21(a), in what way would you say that the program is successful?

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

(c) What, in your opinion, is making this program successful at your school?

.....  
.....

21. (a) Are there aspects of Life skills Education which you find too sensitive to teach?  
Give examples.

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

(b) How do you handle such sensitive aspects in your lessons?

.....  
.....

**THANK YOU**

### APPENDIX III: STUDENTS' QUESTIONNAIRE

This questionnaire is designed to gather data about yourself and your school to be used in a study on factors affecting the implementation of life skills education in public secondary schools in Kinango district. You are kindly requested to tick (✓) the appropriate response or respond as indicated.

1. How old are you?

- 12 – 14     15 – 17     Above 18

2. Are you male or female?

- Female     Male

3. Which state describes you best?

- I have 1 parent       I have both parents  
 I do not have parents

4. Do you know what Life Skills Education is?

- Yes       No

5. Do you understand what HIV/AIDS is?

- Yes     No     Not sure

6. Do your teachers teach a subject called Life Skills Education?

- Yes     No

7. How often is Life Skills Education taught in your class?

- Once a week  
 Once in two weeks  
 Once a month

- Once a year
- It is never taught

8. Has the teaching of Life Skills Education helped you to cope with challenges in life?

- Very much
- Quite a lot
- A bit
- Not at all

9. Are you satisfied with the way Life Skills Education is taught in your class?

- Very satisfied
- Fairly satisfied
- Neither satisfied nor dissatisfied
- Fairly dissatisfied
- Very dissatisfied

10. How would you like Life Skills Education to be taught?

- As a stand alone subject
- As part of other subjects

11. What do you like about the subject (Life Skills) Education?

.....

.....

.....

12. What don't you like about this subject (life skills Education)?

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

13. Suggest how Like Skills Education can be made more meaningful in positive influencing character development.

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

**THANK YOU**

#### APPENDIX IV: LETTER TO RESPONDENTS

Kitimo Marieta

P O Box 98988

MOMBASA

Dear Respondent,

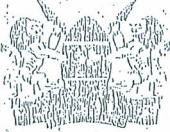
I am a post graduate student at Kenyatta University. I am carrying out a study on the teaching and learning of Life Skills Education. I humbly ask you to respond to the attached questionnaire as honestly as you can. This will help me to collect data that I can use for the study. It is not a must to write your name.

Thank you and God bless you.

Yours sincerely,

Marieta Kitimo.

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213474, 2214340  
 254-020-310574, 2213123, 2215420  
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 when replying please quote  
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P.O. Box 30623-00100  
 NAIROBI-KENYA  
 Website: www.ncst.go.ke

Our Ref: \_\_\_\_\_  
 No: \_\_\_\_\_

Date: \_\_\_\_\_

NCST/RCD/14/012/1474

23<sup>rd</sup> November 2012

Marieta Kitimo  
 Kenyatta University  
 P.O.Box 43844-00100  
 Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated 16<sup>th</sup> October, 2012 for authority to carry out research on *"The implementation of life skills education in secondary schools in Kinango District, Kwale County,"* I am pleased to inform you that you have been authorized to undertake research in Kinango District for a period ending 31<sup>st</sup> May, 2013.

You are advised to report to the District Commissioner and the District Education Officer, Kinango District before embarking on the research project.

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

  
 DR. M.K. RUGUTT, PhD, FSC  
 DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner  
 The District Education Officer  
 Kinango District.