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**GENDER FACTORS IN IMPLEMENTATION OF LIFE
SKILLS EDUCATION IN SECONDARY SCHOOLS IN
NAIROBI, KENYA**



AGNES NJOKI NDIRANGU

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Ndirangu, Agnes Njoki
*Gender factors in
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DECLARATION

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

Signature 

Date 11/10/2012

Agnes Njoki Ndirangu

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

Signature 

Date 15/10/2012

Dr. Grace Wamue Ngare

Department of Gender and Development Studies
Kenyatta University

Signature 

Date 11/10/2012

Dr. Geoffrey Wango

Department of Psychology
University of Nairobi

DEDICATION

To my mother Anna Kimaru, for her moral support and encouragement throughout the course of my study.

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ABSTRACT

This study explored the gender factors facing implementation of the Life Skills Education in secondary schools in Nairobi East District. Data was analysed in the light of Bandura's (1977) social learning theory and Pearson's (2002) theory on gender relations. The study employed a descriptive research design whose sample comprised of principals of secondary schools, teachers, students and Ministry of Education officials in the PDE's office. Both quantitative and qualitative data was collected using a structured questionnaire, observation, interviews and focus group discussions. Findings indicate that there are gender limitations in selecting life skills' teachers in schools and life skills were mainly taught by female teachers. Teachers indicated that they were uncomfortable teaching sensitive topics to students of the opposite sex and that the syllabus was not fully covered. The majority of female students did not like sharing their problems with boys and preferred their fellow girls. This suggests that, there are gender barriers in the teaching of life skills in schools. In addition, findings revealed that principals of schools did not facilitate teachers' attendance of seminars and workshops to enhance their skills. Based on these findings, the study recommends gender-specific teaching of life skills. Further investigation should therefore be conducted on the attitude of teachers towards teaching life skills in schools. Lastly, more studies should be conducted on the impact of life skills education in secondary schools in Kenya.

ABBREVIATIONS AND ACRONYMS

ICAF	International Centre on Adolescent Fertility
IPPF	International Planned Parenthood Federation
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education
LSE	Life Skills Education
LSP	Life Skills Promoters
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
PAHO	Pan American Health Organization
PDE	Provincial Director of Education
SPSS	Statistical Package for Social Sciences
STI	Sexually Transmitted Infections
TSC	Teachers Service Commission
WB	World Bank
WHO	World Health Organization

OPERATIONAL DEFINITION OF TERMS

Counselling	An interaction process between a counsellor (in this case teacher counsellor) and a client (student) who is vulnerable and in need of valuable tips on how to make informed choices in life.
Discipline	Person's self-control and self-direction towards worthy goals.
Guidance	Dissemination of knowledge, facts and appropriate techniques of handling situations which will otherwise affect a person's wellbeing.
Impart	Socialization process between a teacher and a student in providing skills to students to assist them to survive situations that require help.
Inculcate	Instillation of life skills which impart survival skills to students.
Life skills	Abilities for positive behaviour that enable individuals to effectively deal with challenges and demands of everyday life.
Maladjustment	A deviant behaviour that goes beyond permissible limits of society. Such deviant behaviour contributes to social problems in an individual.
Stress	Psycho-social pressure that subjects a person such as a student to become tense, anxious, emotionally disturbed and/or discouraged.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Boys and girls go through stages of dynamic physiological, emotional, and social changes from childhood to adulthood. The stages are characterized by new feelings, emotional changes, excitement, a desire to explore and make choices and decisions. Girls and boys in secondary schools are in an adolescence stage which is characterized by psychosocial and physical development (Gitome, 1989). Adolescence has been described as one of the most challenging stages to students, teachers and parents (Brigham, 1989). The adolescence stage begins at approximately 10 - 13 years of age and ends at the ages of 18 - 22 for most individuals. In this period, girls and boys go through biological and cognitive development which in most cases is accompanied by behaviour change (Wasike et al., 2009). During this period of human development, it has been highlighted that schools should equip students, both boys and girls, with skills on how to cope with the numerous changes and challenges that are encountered by the youth, hence the introduction of life skills education in schools (KIE, 2008a).

Adolescents in the contemporary society are faced with diverse challenges unlike in the traditional African society in which the adolescence period was relatively short and assumed a smooth process through rites of passage (Katola, 1996). The family, clan and the entire community was responsible for

the growth and development of a child in all aspects. Therefore, it was the task of all members of the society to assist children become economically, socially and emotionally viable once they were adults. Life skills were provided to individuals from childhood to adulthood. They ranged from simple advice to tackling difficult emotional and behavioural problems that called for services of more experienced persons (Tumuti, 2001; Wango and Mungai, 2007).

Learning of life skills in traditional communities was made possible to all members of the society at every stage of development. Life skills and education were interwoven within an informal setup (Mutie and Ndambuki, 2000). Senior members of the community taught the juniors as they were more experienced and qualified as teachers, diviners, prophets, prophetesses and consultants in matters of custom, history and social norms. In traditional societies, child rearing was a collective responsibility where vocational guidance was mainly by apprenticeship (Tumuti, 2001). Gender roles were well-defined for all members of the community and behaviour, including performance of each individual, consequently affected their status in society (Wamue, 1999).

Life skills education was an automatic requirement of every individual where boys and girls were guided on how to grow up, what to be, what to do, what to know and how to consolidate their respective virtues. Parents, grandparents, uncles and aunts, among other relatives, orientated the boys and girls on gender roles. Girls and boys learnt the use of appropriate language and respect

for the elderly (Gachiri, 2000). For instance, grandfathers, fathers, uncles and elderly male siblings taught boys about war and hunting skills, among others. Grandmothers, mothers, aunts and elderly female siblings taught girls the domestic chores in the home such as putting out a fire, controlling excessive bleeding in case of a cut and child rearing. At initiation, boys and girls were suitably taught social obligations, first aid skills, and self-defence from attacks, stopping excessive bleeding, poisonous and anti-poisonous plants, morality, helped when choking, among others. Values such as courage, honesty, effective skills and making independent choices were also given to both girls and boys. The youth would consider marriage and choose their spouses under the guidance of the society's norms (Kenyatta, 1938).

With the introduction of Western civilization, Christianity and urbanization, the societal grip on the child began to dwindle. Consequently, child rearing has been transformed whereby caregivers and schools take precedence over the role of teaching gender specific roles which instil life skills in boys and girls respectively. Boys lack instructions formerly given by their fathers, grandfathers and uncles while girls lack gender instructions formerly given by mothers, aunts and other female relatives. Consequently, for boys, there has been an outcry on issues such as drug abuse while girls face abortion, early sexuality and pre-marital pregnancies. This is due to inability to cope with the stressful society, sexual infections, homosexuality, school dropout, arson and sporadic riots (Republic of Kenya, 2001).

UNESCO (2006) indicates that one in every ten Kenyan students abuse drugs. In school, corporal punishment was believed to enhance discipline but due to abuse of the use of the cane, it was banned in 2001. In turn, emphasis was placed on enhancement of guidance and counselling that imparts life skills to young people because they need information about their sexuality and skills to assist them plan a holistic future. As they move through adolescence, girls and boys begin to have different kinds of relationships with their peers, family members and other persons in the society. Successful inculcation of life skills helps to ensure that these relationships are satisfying and mutually respectful. Boys and girls need to learn how to manage new feelings and changes about their sexuality. This includes wet dreams and breaking of voice for boys and for girls experiencing menstrual periods, emergence of breasts and increase of body mass (Tuko Pamoja, 2006:14).

The introduction of life skills in the educational curriculum aimed at helping both boys and girls cope with specific challenges, and hence to develop intellectual, social, physical and spiritual capacities (Tuko Pamoja, 2006:48). Life skills curriculum in the Kenyan education system was also designed to promote sexual and reproductive health by addressing preventive behaviour (Wango and Mungai, 2007). It also targeted educating boys and girls on the risks of sexually transmitted infections (STIs), including HIV and AIDS, abstinence, gender-based violence, decision-making, communication and other important life skills. With rapid development of science and technology, economic and socio-political changes give a serious challenge to education for

girls and boys. The school is required to adapt quickly to these changing patterns and enable educational institutions to prepare citizens for future challenges (KIE, 2008).

Life skills facilitate both boys and girls to move towards a greater life of self-acceptance, self-understanding, self-awareness and be realistic about their abilities and limitations (Wanjama et al., 2006:9). Further, it enables boys and girls to be encouraged to overcome biased self-perceptions, distorted realities and harmful attitudes which if employed, lead to self-destruction. Such self-awareness serves as a source of energy and motivation for higher achievement (Wasike et al., 2009:26). This is because it is an effective intervention measure in responding to psycho-socio gender specific challenges like low self-esteem, and negative self-acceptance but also in equipping boys and girls with strategies on how to deal with issues that are likely to distract their learning. When equipped with such skills, both are able to make rational decisions and demonstrate desirable gender specific attitudes such as high self-esteem, positive self-expectance and self-awareness (KIE, 2008). By so doing, each gender realizes that good discipline serves as a pillar of success not only in academics but also in life. Therefore, effective implementation of life skills education enhances the wellbeing of a society and promotes a positive outlook and healthy behaviour in both boys and girls. This study investigated gender challenges facing life skills in Kenya secondary schools.

1.2 Statement of the Problem

Teaching life skills in Kenya secondary schools has received gender related challenges in its implementation. These are inability of female and male teachers to address life skills content meant for boys and girls because of their human sexual limitations. These natural human challenges affect both male and female teachers in effectively teaching the programme. In turn, they also affect the students because girls expect issues associated with their sexuality to be presented to them by female teachers. This similarly affects the boys' response to the female teachers. The gender limitation impacts on the delivery of the intended life skills education content to the students and undermines the overall purpose of the programme. The phenomena are worsened by the stereotype mentality boys and girls hold about what content of life skills education should be presented by which gender of the teachers. This study examined gender factors preventing full implementation of life skills education in secondary schools in Nairobi East Kenya.

1.3 Objectives of the Study

This study aimed at investigating gender factors in the implementation of life skills education in secondary schools in Nairobi. It was in to:

1. Establish gender factors that influence the implementation strategies of life skills programme in Kenyan secondary schools.
2. Examine gender-related challenges facing the implementation of life skills programme in Kenyan secondary schools.
3. Suggest effective strategies to the Ministry of Education and teachers

to make the life skills education programme gender responsive.

1.4 Research Questions

This study sought answers to the following questions:

1. What gender factors influence the implementation strategies of the life skills programme in Kenyan secondary schools?
2. Which gender-related challenges face the implementation of the life skills programme in Kenyan secondary schools?
3. Which strategies can be put in place by the Ministry of Education and teachers to make the life skills education programme gender responsive?

1.5 Assumptions of the Study

The study assumed that:

1. A variety of gender specific factors contributed to the introduction of life skills education in secondary schools in Kenya.
2. Implementation of the life skills programme in Kenya's secondary schools is not gender responsive.
3. Implementation of the life skills education in Kenya's secondary schools is faced by numerous gender-specific challenges.
4. Gender responsive strategies would enhance the teaching of life skills education programme in Kenya's secondary schools.

1.6 Significance of the Study

The study examined gender responsiveness of the life skills education to boys and girls in secondary schools in Kenya. It documented information for education policy-makers to provide to boys and girls with life skills which will help them in situations that would otherwise threaten their safety. Findings from this study will add knowledge to the life skills education which can be used by policy-makers in education and curriculum development to address issues affecting girls and boys. Finally, the findings to the study sourced information that will help the stakeholders to improve on life skills education hence influence its effective implementation in secondary schools.

1.7 Scope and Limitations of the Study

The study investigated gender factors in the implementation of life skills education in Nairobi secondary schools. The study was limited to public secondary schools in Nairobi East District, sampled principals, teachers and students. It sought information from female and male teachers who are currently teaching life skills education programmes and principals of secondary schools who have been in office since 2007 when the programme was launched.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter highlights the major issues relating to life skills education, including the importance, theoretical framework and conceptual framework. The review of literature also identifies factors that led to the implementation of life skills education, examines the gender factors that influence the implementation strategies and observes the challenges faced in the implementation of the life skills education programme.

2.2 Importance of Life Skills Education

The advancement of life skills education in schools and among young people has been proposed as an intervention strategy to serve several purposes (Castle, 1966; Nelson-Jones, 1972, 1995; Wango and Mungai, 2007; Wango, in Press) such as: enabling the discovery of personal capacities for social warmth; aptitude to enjoy and work with other people; and the competence to become effective members of the community. Castle (1966) argues that teaching of life skills education to young people leads to a prevention of maladjustment and enhances the development of human potential. On the other hand, Nelson-Jones (1972) states that life skills education facilitates effective living in the present, and subsequently, the development of understanding concepts and skills that will result in responsible living in the future.

Nelson-Jones (1995) provides a highly effective life skills curriculum for boys and girls in the 7 – 9 (seventh through ninth) grades. The training employs strategies that build students' abilities, for example, to refuse the offer of drugs through improved assertiveness, decision-making, and critical thinking skills. Opportunities to learn and practise these specific skills are just one aspect of a broader instructional programme that teaches general life skills.

Botvin and Steven (1979) developed a life skills programme to create a single prevention strategy that could effectively target multiple types of substance abuse. Their conceptual framework based on behaviour model recognized that an interaction of social and personal factors facilitates the use of a variety of substances, including tobacco Botvin et al. (1997). For example, smoking is conceptualized as a socially learned behaviour that results from the highly complex interaction of social and personal factors. Through interactive modules, Botvin et al. (1995) offer students opportunities to socially learn skills to resist peer and media pressure to use substances like tobaccos, skills learned in the programme include assertiveness, critical thinking decision-making and problem-solving abilities. These skills are meant to boost protective factors in students, such as self-confidence, self-esteem, autonomy and self-control.

Programme materials include a teachers' manual, students' guide and a cassette tape for entertainment. The students are actively involved in the educational process through a variety of experiential techniques such as

discussion groups and presentations to peers. This programme has been implemented in different school settings including urban schools serving a predominantly Hispanic population in New York. The intervention has been adapted to target various populations ranging from public school students to high-risk youth incarcerated in juvenile detention centres. In developed countries, the programme has also experimented with different programme facilitators (teachers, older students and investigators) showing impressive results of each location and with each type of facilitators Botvin et al. (1995; 1997).

In 1996 in Costa Rica, the Latin America Network of health promoting school adopted life skills education as one of its priorities for improving health education in the school curriculum reforms. A workshop on life skills education conducted at the time produced excellent feedback. The ministries of Health and Education with support from PAHO, WHO and other agencies also developed a school-based life skills education in response to high rates of mortality and morbidity associated with homicide and violence. To date, life skills education serves some eighty-five health promoting schools in very poor urban areas in twenty Colombian cities, with participants totalling around 15,000 students (WHO, 1999).

2.2.1 Life Skills Curriculum in Kenyan Secondary Schools

One of the national goals of education in Kenya is to address the social needs of learners. The Kenyan system of education prepares learners to the changes

in the students' relationships which are necessary for individual development. This national goal is meant to help the learners especially in the rapid changes brought by modernization, globalization and industrialization (SLSETH, 2008:3). While the documented evidence by SLSETH indicates the impact of modernization, globalization and industrialization on boys and girls, this study has addressed how the life skills curriculum in Kenyan secondary schools finds its basis on the national goals for education.

Wanjama et al. (2006) present life skills as psychological competencies or abilities that help individuals to deal effectively with the day-to-day individual demands of the society. The life skills, as the scholars further assert, empower individuals to think and behave constructively when dealing with issues affecting them as individuals and when they deal with issues of others in the school of larger society. Life skills when rightly taught in secondary schools help learners to succeed and experience fulfilled lives in their individual families and the society in general. These skills form pillars or foundations in one's life to equip students for societal changes.

Tuko Pamoja (2006) and Wanjama et al. (2006) posit that teaching life skills in secondary schools helps learners to develop self-awareness, self-esteem, self-confidence, assertiveness, as well as coping with emotions and stress. Wanjama et al. (2006) add that students come from different socio-cultural orientations and, therefore, behave differently due to social pressures as a result of what they experience before getting to the school system. Life skills

programmes help students to learn how to coexist with others in terms of communication, formation of non-destructive relationships, development of good communication skills, development of skills of conflict resolutions and avid problem-solving. The programme teaches students on tips to make constructive skills such as critical thinking, creative thinking and problem-solving strategies.

Wanjama et al. (2006) provide an analysis of the secondary school syllabus on life skills that articulate a variety of needs of life skills programme in secondary schools. First, it helps the students develop a greater control over their individual lives in promoting healthy behaviour and avoiding risky situations. Second, it enables the students to set life's social goals that would boost their academic performance and their future professional achievements. Finally, it helps students in making informed choices and decisions which not only benefit them but also the entire society. While Wanjama et al. analyse the secondary schools life skills syllabus, this study investigated the gender challenges in implementation.

2.2.2 Life Skills Education in the Traditional African Societies

Various scholars have shown how the African families prepared the boys and girls for living in the society. They also point out that as an individual grew up, the person knew the responsibility laid down for him or her towards one's parents, clan and age-mates. Several scholars present life skills from a traditional African society perspective (Boe, 1983; Castle, 1966; Harries,

1944; Kenyatta, 1938; Kinoti, 1983; Leakey, 1977; Mbiti, 1969; Mwiti, 1993, 1997; Shorter, 1996).

In early adolescence, Kinoti (1983) observes that boys and girls learnt that conformity to community ways involved controlling natural impulse in the interest of the community. A strict code of conduct in relationships between genders was well laid-out and this was backed up by sanctions. Kinoti further observes that if the traditional methods addressing gender related challenges were integrated with modern skills, the society would have morally guided young people, while at the same time Kinoti appraises the traditional African methods addressing gender-related challenges.

Erny (1981:4) observes that the principal agent of informal education in Kenyan communities was made of repetition, imitation and observation. The children were taught the phrases for greeting and farewell as soon as they could speak and were drilled in the correct gestures. The method of education included ethnic riddles, legends and proverbs. Riddles were used to test a child's judgement. Myths were used to explain the origin of various things such as names of trees, plants and animals, and the dangers of each were learnt as the young men herded cattle with their fathers. Girls helped their mothers in the homestead. The content of indigenous guidance and counselling, together with the accompanying instructions grew naturally out of the physical and social situations. Although not all informal education would still be relevant to the modern child, the use of story-telling and proverbs is a way to instil values

in modern children. This study shows how the society has changed and how most of the African styles discussed by Erny may not apply in the contemporary society.

In matters of sexual and moral teaching, Kenyatta (1938), Kinoti (1983:330) and Githiga (1996: 99) observe that the initiated unmarried man or woman among the Agikuyu was taught never to engage in sex before marriage. Instead, they were advised to practise *Nguiko*, mutual fondling. The man was advised never to have sexual intercourse with an uninitiated girl or with any man's wife until marriage. Kinoti (1983:328) notes that at adolescence, a girl was given a fork tailed half skirt, an apron and a long cloak. She was shown how to tie the garment tightly around her genitalia while engaging in *Nguiko*. The age-mates would engage in it as a group in partners and they would monitor each other. Anyone seeking to go further than allowed would be sanctioned immediately. The sanction was severe as it included being rejected by the age group hence losing all social support. A majority of the youth, therefore, learnt the sexual restraint otherwise not taught in modern pastoral methods. The aforementioned scholars have discussed the Agikuyu traditional methods of helping the youth to maintain chastity.

Several scholars such as Shorter (1998) observe that most of the Africans had initiation rituals and ceremonies, which signalled the psychological messages of change from childhood to adulthood. However, these rituals varied from one group to another but the moral, psychological and physiological training

given was essentially the same. After the physical operation, the scholars state that the initiates went through a period of seclusion from the society. During this absence from home, boys were taught about marriage and family responsibilities, for example, going to war on behalf of the ethnic group. A girl who had not gone through the initiation was regarded as a child and she remained a child in the eyes of the community (Boe, 1983; Mwiti, 1993; Githiga, 1996; and Mbiti 1969). Turner (1969:102), however, argues that among the Bemba of Zambia, the secluded girl was said to be grown into a woman by female elders after initiation. Being grown refers to the verbal and non-verbal instructions she received. Hence, a new generation was socially and educationally born through initiation ceremonies. Nonetheless African values, taboos, riddles, songs and proverbs as reflected by Erny (1981:83-100) are valuable tools the society may borrow from the community to enhance contemporary adolescent guidance and counselling. Wango (2006) insists that in the traditional setting, children were taught social values and ethics by their seniors in a given community and those schools must take up this responsibility.

2.2.3 Life Skills Education in Contemporary Society

Studies indicate that there is a general lack of skills and values particularly among adolescents today (World Relief, 2005). Teenagers today tend to miss on principles, guidelines and models of conduct to follow. There are no values personified in the lives of specific individuals who would inspire them to adopt a committed attitude to life (Castillo, 1986:45; KIE, 2008a). However,

Ndirangu (2000:40, 45) points out that modern youth are undergoing stressful experiences emanating from the pace of modern life, its ruthless competition and unrealistic notions of success. The scholar argues that home-related problems, financial worries due to poverty, conflicting signals from the adult world, peer pressure, rapid physiological changes, quest for identity, traumatizing experiences from childhood, worries about career and school performances, the impact of televised violence, and pornographic magazines all of which have a negative effect on the adolescents. Wango (In Press) stresses that the modern world requires a modern outlook that may inadvertently place life skills before counselling. Ndirangu (2000) further observes that drug abuse, premarital sex, homosexuality and school dropouts are common problems among the youth and that student strikes are rampant in schools because adolescents are seeking attention and heroism, which they lack at home because their parents are too busy to attend to them. Ndirangu appears convinced that the problem escalates when social support givers fail to understand the adolescents and that sexual perversion is also common among disturbed adolescents, and this often becomes a pathway to satanic cult and substance abuse.

Napier's (1997:4) research findings from the Centre for Disease Control and Prevention in the United States indicate that 53% of all high school students in the United States have had sexual intercourse. According to the survey, a teenage gets pregnant in over 30 schools in America and in every eleven seconds, a teenager gets a sexually transmitted disease. The United States is

also indicated to have the highest level of adolescent child bearing among developed countries. Seventy-five per cent of these births are unplanned. This study may be compared with that of Marloo (1998: 69) who says that 19% of all young women in Kenya give birth before the age of 20 and that ten thousand girls in Kenya leave school annually as a result of pregnancies. The same study, notes that 13.9% of the Kenyan adolescent school girls aged 12-19 engage in sexual activity regularly, 58% have occasional sexual intercourse while only 27.9% abstain from sex. This information indicates a high level of promiscuity among school-going adolescents and the need for guidance and counselling by relevant institutions, the church included Githiga, (1996).

In Sub-Saharan African, according to International Planned Parenthood Federation (IPPF) (1997), five or six of every 10 young women have a child during adolescence. In 11 of the 20 Sub-Saharan African countries studied by IPPF, one third or more births to adolescents are unplanned. Botswana has a striking case of 71% of the births to women aged 15-19 being unplanned. In Kenya, 52% of all births to women 15-19 years are unplanned. A study by ICAF (1992: 2-3) notes that early child bearing curtails life options of young men and women in Africa. African teenagers are sexually active at an early age yet they have no valid information on contraception. The ICAF findings also point out that prostitution by young boys and girls is encouraged in certain societies due to financial constraints. This indicates that adolescents in Africa as well as in the Western world are unprepared on matters pertaining to their sexuality and require immediate attention to rescue the situation. The

church is one institution that has the capacity to organize guidance and counselling programmes in both urban and rural settings Steinberge (1999). Young men and women in rural areas tend to initiate sexual activity earlier than their urban counterparts. Only 39% of urban women had sex before age 18 compared with 50% of rural women. Similarly, 51% of the young men in urban areas had their first sexual intercourse before age 18 compared to 60% of those in rural areas (KNBS, 2008- 2009:197).

Level of education is strongly related to age of first sex, especially for women. Although 67% of women age 18-24 with no education had sex by age 18. The proportion declines to only 30% among those with at least some secondary education. Similarly, early sexual debut seems to be associated with poverty level. Sixty-two per cent of young women in the lowest wealth quintile had their first sexual intercourse by age 18 compared with 36% of those in the highest wealth quintile (KNBS, 2008-2009:198).

Sexually active youth are at high risks of contracting sexually transmitted diseases (STDs) particularly human immunodeficiency virus (HIV) and the acquired immunodeficiency syndrome (AIDS). Ireri and Muga (1998: v) observe that in Kenya, 60% of the people who become infected with HIV are men and women aged between 15 and 24 years. In the USA, there are 20 million cases of STDs that occur annually. Lawlor (1980) observes that this is because adolescents are curious about sex and learn about it from sources such as peers, pornography and movies. A great number of teenagers end up taking

sex as a plaything for pleasure. Abstinence, therefore, becomes difficult among teenagers leading to early pregnancy, early marriage, abortion and/or prostitution. Sexually active women and men aged 15-17 are more likely to engage in higher risk sex (73% of women and 100% of men and this is the age in secondary school. young women are particularly vulnerable to HIV infection compared with young men. For example, 3% of women age 15-19 are HIV infected, compared with less than 1% of men aged 15 - 19 (KNBS, 2008 - 2009: 217).

Drug abuse is another practice that adolescents from the rich and poor families engage in. Dobson (1970), Getui (1995), and Wilme (1988:21) observe that teenagers give reasons for drugs such as experimenting on feelings, having fun, proving they are no longer children or to overcome stress in sports and school competition. According to some scholars, drugs normally abused by adolescents include marijuana, cocaine, hallucinogens, minor tranquilizers such as valium, librium and narcotics such as heroine, morphine and codeine (Wilme, 1988; Getui, 1995; Karaitta and Mutati, 1995:117). Drugs are noted to deteriorate adolescent health and school performance (Wango, 2006; Wango and Mungai, 2007).

Gordon (1975:150) indicates that teenagers tend to be more independent from parental authority, consequently becoming hostile and rebellious to parental authority. Although Gordon (1975:152) notes that adolescents are actually rebelling against the power method used by parents, Brigham (1989:3)

specifies that adolescents detest parental jokes and sarcasm especially in the presence of their peers. Wilkerson (1998:118) notes that most parents are not concerned with their teenager's way of life. As a result, these adolescents have poor interpersonal communication with their parents. On the other hand, Leman (1993:297) observes that some teenagers communicate with their parents only when responding to questions. Lowlor (1980:69) points out that other adolescent problems include anxiety about bodily changes, peer pressure and the failure of the church to address their spiritual needs. Mugambi (1999:155) further notes that the latter has a historical and structural problem, which for so long has not been addressed.

2.3 Challenges among Youth that Require Life Skills

The youth today are exposed to many challenges as they grow. These challenges push them to engage in some risky behaviour which further makes them vulnerable to many problems such as HIV and AIDS and other social problems in the society. It is, therefore, important that they are equipped with the knowledge and skills to help them cope with these emerging challenges.

Life skills are abilities that enable an individual to deal with the day-to-day challenges of life, which Wanjama et al. (2006) views as 'shock absorbers'. Their focus is on the development of an individual in totality. This helps them to discover themselves, explore their emotions, learn to cope with others and hence help build healthy relationships. These inbuilt competencies will help them to face challenges in life.

2.4 Life Skills and Challenges of Everyday Life

Life skills are abilities that enable an individual to deal with the day-to-day challenges. It is a process that takes place through one's lifetime. Today, there are many challenges in Kenya and in the world (Wango, in Press), ranging from issues such as drugs, substance and alcohol abuse, broken relationships, wars, terrorism, moral decay, STIs and the HIV and AIDS pandemic. People are so busy despite being aware of these challenges hence making little effort to challenge or change for the better (Wanjama et al., 2006).

The KIE (2008a) syllabus states that life skills education is designed to help an individual grow and develop in totality so that they are able to deal with day-to-day challenges. These skills as Wanjama et al. (2006) observes are broadly categorized into three skills of knowing and living with oneself, skills of knowing and living with others and skills of making effective decisions. Wasike et al. (2009) further explain that each of the three categories further comprises a number of variables. Life skills are divided into three categories (Kenya Institute of Education, 2008a; 2008b). First, are the skills of knowing and living with oneself, which are meant to enable an individual to discover and understand him/herself. They include self-awareness, self-esteem, and self-confidence, assertiveness, coping with emotions, and coping with stress. Second, are skills of knowing and living with others, which include empathy, effective communication, negotiation skills and non-violent conflict resolution. These skills help learners to deal with both internal and external sources which hinder physical and mental performance that affects their social

and academic progressions. In the third category, are skills in decision-making and critical analysis. Wango (in Press) argues that all these skills are crucial for a person and the student at this stage of adolescence in the contemporary world and will form a critical aspect of counselling psychology even in the developing communities.

2.5 Theoretical Framework

Theories such as Erikson's (1965) psychosocial theory, Pavlov's associative learning theory (in Rescorla, 1980), Mwiti's (1994) cosmos-centric pastoral psychotherapy model, social learning theory by Albert Bandura (1977) and Pearson (2002) theoretical framework on gender relations informs studies on challenges on human sexuality in society. Aspects of the models suggested in these sources will be proposed for integration with the teaching of life skills education which imparts life skills in Kenyan secondary schools.

The theory selected for this work is the social learning theory (Bandura, 1977). The theory promotes opportunity for processing life experience structuring experiences and actively going experiences. Bandura also states that life skills approach is built around creating opportunities for the youth to acquire skills such as media literacy or critical thinking that enables them to avoid manipulation by outside influences.

The life skills approach aims to assist young people to regain control over their behaviour while taking informed decisions that can lead to positive

behaviour values. The approach is an interactive educational methodology that focuses on boys and girls acquiring skills, such as social skills like communication and assertiveness, cognitive skills and decision-making, critical thinking and negotiation, emotional coping skills, stress management and self-awareness. Curriculum based on this theory stresses experiential learning and opportunity to practise new skills acquired during situations, programme activities, actively involving youngsters through work in group peer facilitation, role playing, techniques games, presentations and other interactive events. Aside from the actual benefits of the newly acquired life skills, the curriculum also results in improved student-teacher, relations, better academic, performance, higher school attendance rates and fewer behavioural problems in the classroom.

Bandura's (1977) social learning theory postulates that people are capable of learning vicariously by observing the behaviour of others as well as its consequences and by initiating that behaviour. Key aspects include observing, retaining, motivation and initiation. Learning is a process and practices such as peer counselling should be enhanced. The role of cognitions and feelings in influencing behaviour especially the faulty though patterns is recognized in social learning theory, and how they lead a person to produce maladaptive behaviour.

This study was also guided by Pearson's (2002) theoretical framework on gender relations which states that society views all activities that are carried

out to be based on social roles and interactions of men and women. The Pearson's gender relations framework is consistent with the UNICEF (2002) perspective which identifies the social differences between men and women, boys and girls that they are learned, are changeable over time and have wide variation between various cultures.

Applied to this study, Bandura's (1977) social learning theory shows that students are socialized differently. The role of life skills studies is to put both girls and boys into the proper perspective according to acceptable norms and value in the society. This theory fits into the research since students are expected to acquire values and attitudes through the education system. Life skills studies are tools to ensure that non-academic issues can be addressed.

Life skills education as a learning event can be conceptualized (Figure 2.1. below) as central to performance, gender acceptance and social learning. If taught well to students, it could minimize gender disparities in education, thereby enabling students to attain higher education and achieve more in life. When students are taught the importance of accepting their gender diversities, they will accept each other's masculinity and femininity. This will make them practise responsible living which will influence performance as well as promote integrated social life. Ultimately, a socially integrated person is healthy, spiritually and socially fit to take part in socio-economic development. All these skills accommodate the social learning theory Bandura, (1977) and were therefore applied to enhance understanding of life

skills programme in secondary schools in Kenya as illustrated in Figure 2.1.

below.

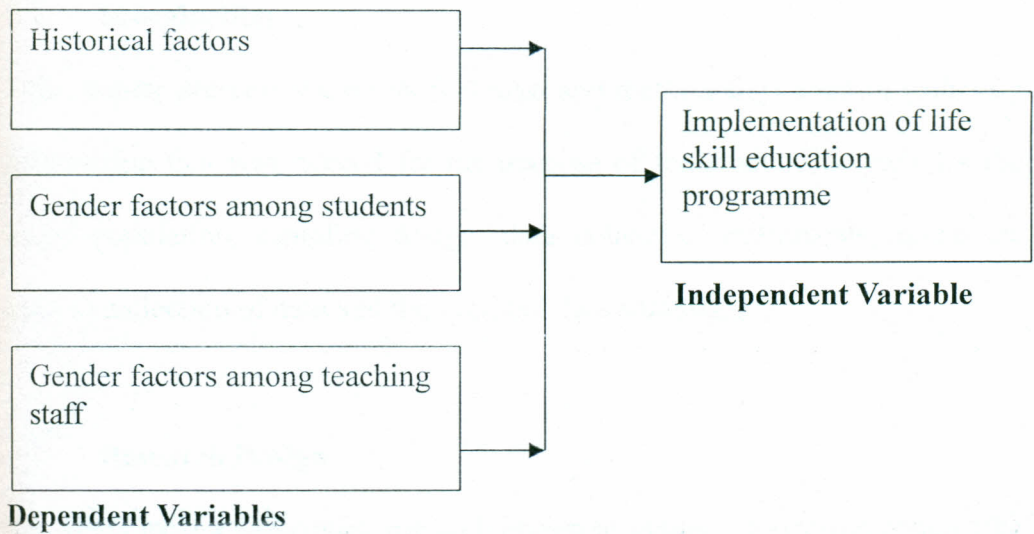


Figure 2.1: Life Skills Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology used in gathering information that was needed for the purpose of the study. This includes the target population, sampling design, data collection instruments, procedure used in collection of data and the eventual data analysis.

3.2 Research Design

The study used a descriptive research design to obtain information concerning the gender challenges facing implementation of life skills education in secondary schools with specific reference to Nairobi East District. The study was carried out in schools in the Nairobi East District. This District was chosen because it comprises a higher urban poor population compared to other districts in the Nairobi Metropolis. Second, most of the students in the district generally come from urban informal settlements. Students in this area are day scholars and thus vulnerable to social pressures, and hence the importance of imparting them with life skills. Finally, the life skills education curriculum has been implemented since 2007 and Nairobi as a whole has implemented the programme.

3.3 Target Population

The study targeted both day and boarding secondary schools in Nairobi East

District with a total student population of 12,800 boys and girls in secondary schools. The District has three divisions, namely, Makadara, Embakasi and Njiru. The target schools used in this study were identified from the PDE's Office records which included: Buruburu Girls, Embakasi Girls, Muhuri Muchiri Boys, Dandora Mixed, Komarock School, St. Georges Athi Mixed, Uhuru Boys, Highway Boys and Ruai Girls Secondary School. The sampled schools had a student population of 2,560.

Table 3.1: List of Schools

District	Boys Boarding	Girls Boarding	Mixed Day and Boarding	Girls Day	Boys Day
Makadara	-	Buruburu Girls	Dandora sec.	-	Uhuru Boys
Njiru	Muhuri Muchiri	-	Komarock School	Ruai Girls	-
Embakasi	-	Embakasi Girls	St .Georges Athi Secondary	-	Highway Secondary

The study employed purposive and maximum variation sampling method to select respondents as follows:

a) *Principals of schools.* The study sampled 5 Headteachers from 27 secondary schools in Nairobi which form 18.5% of the total Headteacher population in Nairobi East District. Individual in-depth interviews were used to get views from this category on how teaching life skills education prepared students to overcome social pressures which threaten their present and future lives. The principals comprised 3 males and 2 females.

b) *Teachers*. Purposive sampling method was used to obtain 20 life skills education teachers out of 180 teachers. They were interviewed with a gender balance of 10 males and 10 females representing 22.2% of the life skills education teachers in the district.

c) *Students*. Stratified sampling was used to select students from the 5 purposively sampled schools to fill in questionnaires. Students described situations which are mostly faced within and without the schools which required coping or escaping strategies. A total of 80 questionnaires were administered to 40 male and 40 female students out of a possible 2,560 students. Collection of data through questionnaire was appropriate because of their large numbers. This formed 3.1% of the student population in the selected secondary schools.

d) *Officials from the PDEs office*. Officers were selected through purposive sampling. Three out of 15 officials were interviewed (2 males and 1 female). This sample represents 20% of the total PDEs office officials. Table 3.3 represents a summary of the sampled size for each category of respondents.

Table 3.2: Sample Size

Category of Respondent	Target Population	Sample Size	Male	Female	%
Principals	27	5	2	3	18.5%
Life Skills education teachers	180	40	20	20	22.2%
Students	2560	80	40	40	3.1%
PDE office	15	3	2	1	20%

3.4 Research Instruments

Data were collected using questionnaires (Appendices I and II), interviews (Appendix III), focused group discussions (Appendix IV) and participant observation.

3.5 Validity and Reliability of Instruments

A measuring instrument is considered to be valid only when it measures what it is supposed to measure (Boe, 1983). The research instruments were validated by the researcher's supervisors. Second, the validity was tested through a pilot study carried out in two schools which were not included in the study. This was done in order to find out irrelevant, ambiguous and inadequate items. Unnecessary items were discarded, other significant items added while some were modified for improvement.

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. Test of reliability is concerned with securing consistent results with repeated measurements on the same person. An instrument is reliable when it provides consistent results. The test retest technique was used to ensure this. This involved administering the same instrument twice to the same group of subjects with a time lapse between the first and second test.

A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\sum xy - \left[\sum x \right] \left[\sum y \right]}{\sqrt{[N\sum (x)^2 - \sum x^2] [n\sum (y^2) - \sum y^2]}}$$

According to Mugenda and Mugenda (1999), a coefficient of 0.80 or more implies there is high reliability of data.

3.6 Data Collection

A research permit was obtained from the National Council for Science and Technology (NCST). Letters were written to the principals seeking permission to carry out study in their schools. Appointments were made with the principals of schools to visit the schools and administer the questionnaires on a scheduled date. The selected schools were visited, and the questionnaires were administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with their identities. An observation schedule was then filled. The completed questionnaires were collected on the following day.

3.7 Data Analysis

According to Kombo (1998), data analysis refers to examining what has been collected in a study and making deductions and inferences. After the data had been collected, they were checked for accuracy and completeness to identify any items wrongly responded to, spelling mistakes and blank spaces. Data were then analyzed using the Statistical Package for Social Sciences (SPSS).

The generated data were used to discuss the findings and act in response to the research questions.

3.8 Ethical Considerations

Several aspects in ethical considerations were made. A research permit was obtained from the National Council of Science and Technology of Kenya for permission to conduct the research. Further approval was obtained from the Provincial Director of Education as well as the principals of the schools. Consent for the study was obtained from all the participants. Participating in the study was voluntary and those who did not consent to participate in the study were to be left out. Information regarding the purpose and nature of the study was made available to all respondents before their involvement. In addition, respondents were encouraged to ask questions about the study before they gave their consent. The identity of all participants was reserved, and was maintained in strict confidence during the course of the study and in the final report.

CHAPTER FOUR

GENDER FACTORS IN THE IMPLEMENTATION OF LIFE SKILLS EDUCATION

4.1 Introduction

This chapter presents and discusses the research findings. The first section gives the general information on the sampled population in terms of age, sex and teaching experience. The second looks at the implementation of life skills education while the third is a discussion of the relevance of gender to life skills education in secondary schools. Section four looks at the teaching of life skills in terms of gender while the fifth presents a summary of the support services given to life skills education teachers. Finally, section five discusses the gender challenges in the implementation of life skills education in Kenyan secondary schools.

The findings of the study are presented in tables, figures, percentages and narrations wherever appropriate.

4.2 Demographic Data of Respondents

There was equal representation of male and female teachers. Most of the teachers were over 40 years (Fig. 4.1).

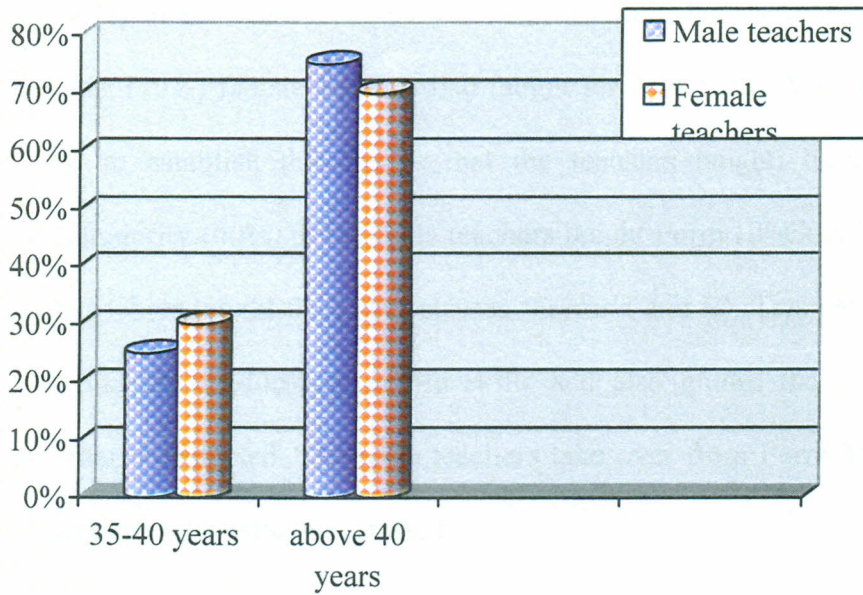


Figure 4.1: Distribution of Teachers by Age

The mature age of the teachers gives them an edge since they are expectedly experienced in the issues of teaching and life.

The study also sought to find out the teaching experience as shown in Figure 4.2.

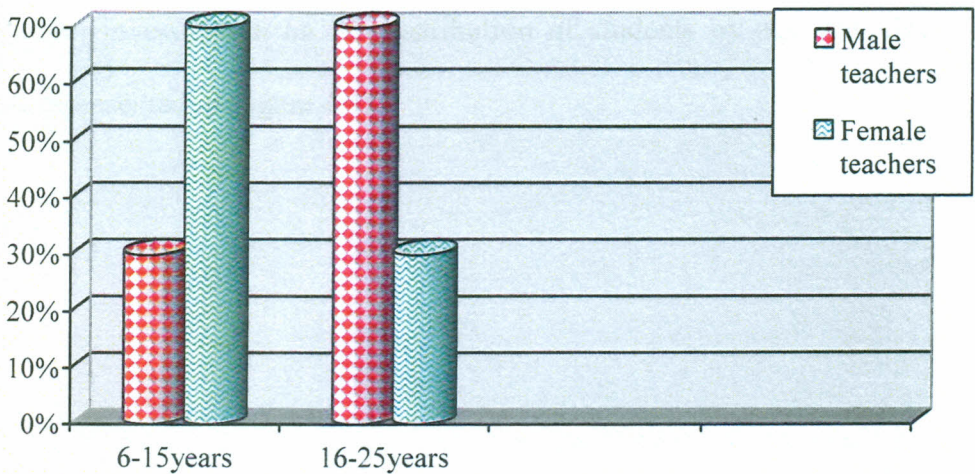


Figure 4.2: Teaching Experience

A majority (70%) of the male teachers had been teaching for more than 16 years while most (70%) female teachers had taught for 6-15 years. The study further sought to establish the classes that the teachers taught. Findings showed that a majority (60%) of the male teachers taught Form III while 70% of the female teachers taught the lower classes (Forms I and II). This enables them to give the basic education in life skills and also guides the young students on what is expected. The male teachers take over from Form Three where they continue with what was started.

Mrs Mwenda (O.1, 25/10/2011) commented:

Men don't like teaching Form One and Two due to the girls' innocence; they ask many questions that men teachers feel shy to answer, i.e., some want to know about their physical body changes, others ask about their body feelings and emotions; so men prefer Form Three and Four, where the girls are mature

The demographic data for students were based on gender, age and the class in which the students were. Data were collected from an equal number of boys and girls. An investigation on the distribution of students by age was also sought as represented in Figure 4.3.

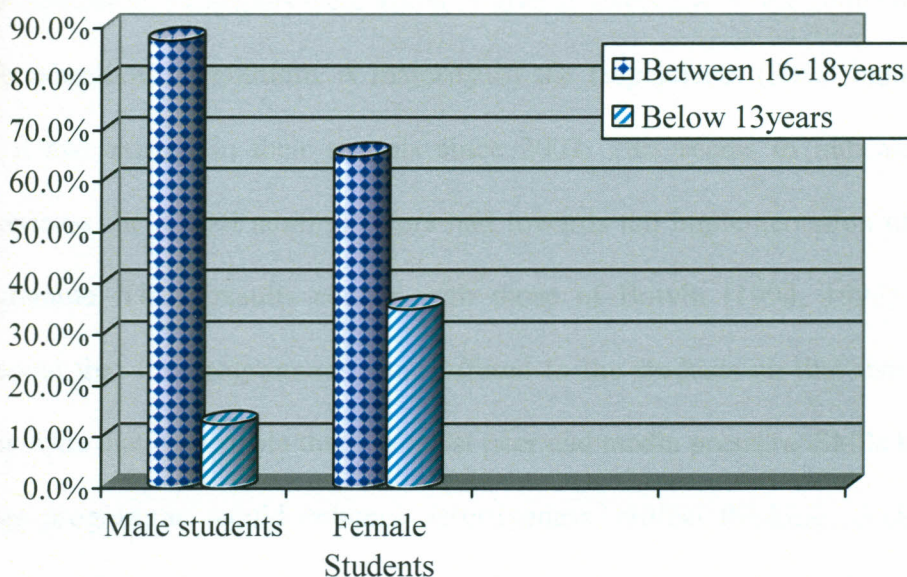


Figure 4.3: Students' Age

Only a few (12.5%) of the male students were aged below 13 years while a majority (87.5%) were aged 16–18 years. Similarly, most (65%) female students were aged 16 -18 years while 35% were aged below 13 years.

The study also examined the distribution of students by class. Findings showed that there were more (57.5%) boys in Form II while the distribution of girls in Form II and III showed almost near parity at 52.5% and 47.5%, respectively. This indicates that boys are normally older than girls in all Forms but their level of thinking is at par, and so require the same education in life skills.

4.3 Implementation of Life Skills Education in Secondary Schools

Some of the aspects raised included: commencement of the programme; the existence of a life skills department in schools; number of teachers attached to

the concerned department; and factors that necessitated introduction of life skills education. Principals were asked to give an overview on the status of life skills education programme. A majority of the respondents (80%) indicated that it had existed in their schools since 2007. This seems to indicate the seriousness the school administrators had towards the implementation of this programme. These results concur with those of Botvin (1994, 1997) who observed that the programmes were offered to the students so that they can learn skills that can enable them to resist peer and media pressure. Skills learnt in the programme would enhance assertiveness, critical thinking, decision-making and problem solving as the skills help them avoid vices like drug abuse, while at the same time boosting values like self-confidence, self-esteem, autonomy and self-control.

The study further sought to establish factors that necessitated the introduction of life skills education in secondary schools. Majority (60%) of principals indicated that life skills education was introduced by the Ministry of Education as a directive, while others (40%) indicated that it was introduced following the ineffectiveness of the guidance and counselling programme in schools. Wango (in Press) notes that the contemporary world requires a modern outlook that may inadvertently place life skills before counselling. Mr. Mureithi (0.1, 2/11/11) reckons that:

Boys don't seek guidance and counselling; they shy off and do not share their problems with teachers especially when such teachers are women. Men also shy off from teaching life skills. They say it's a woman job, to take care of their daughters. They don't even teach some topics like "girl's menstruation circle", they complain that girls

ask many questions during life skills lesson than they do during biology lessons. Men feel uncomfortable answering these questions.

Judging from this comment, it is evident that there was need for life skills education in secondary schools especially due to gender bias in the guidance and counselling programme.

The study also sought to establish the motive for the implementation of the programme. Response from the PDE indicates that some skills are not incorporated in guidance and counselling and hence the need for life skills; 20% had this opinion. On the other hand, 20% of the PDE pointed out that it was prompted by environmental changes and students' careless lifestyles. However, a great proportion (60%) indicated that it was due to moral decadence in society such as drug abuse, sexuality and general indiscipline. Traditionally, skills were imparted to children by their parents, grandparents and the community as a whole. Today, parents are too busy for their children or they are too shy. Grandparents, on the other hand, are no longer available due to the changing family structure caused by rural-urban migration or other factors. Consequently, the option of imparting skills has been left to teachers.

The study also sought to establish the number of teachers in life skills education department in various schools. Three principals indicated that they had 5 teachers, both men and women; while 3 institutions indicated that they had sixteen 16 women teaching the life skills education programme. This shows that life skills may be mainly taught by female teachers, a factor attributed to the fact that it is associated with women and that observably,

males may not impart common life skills to children. They do not even consider it their business. This is because the socialization process in most communities in Africa hardly relegates the duties of imparting life skills to men. It is considered a women's affair. This is due to the fact that men rarely associate themselves with child-rearing and more so, girls. They see this as the role of the female fraternity, namely, mothers, grandmothers, aunties, sisters or any other women in the community.

The study investigated the history of life skills education implementation in schools. The results are presented in Figure 4.4.

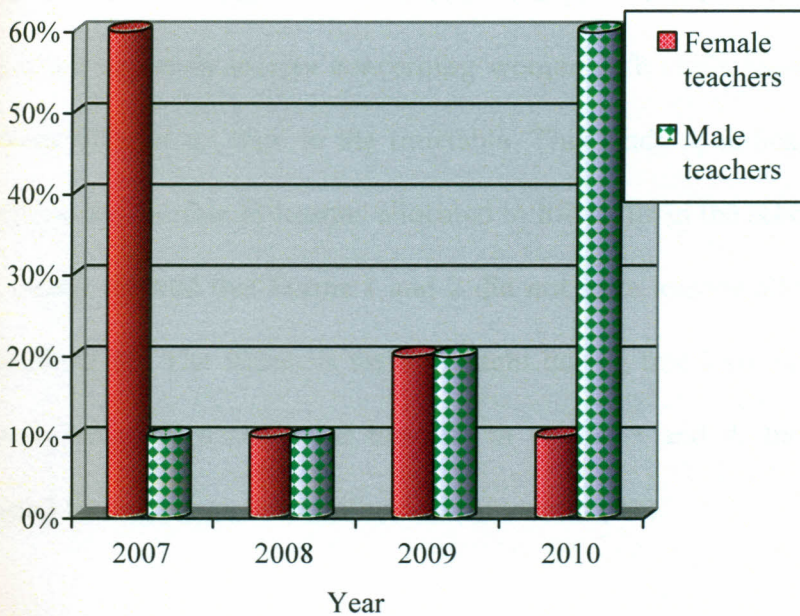


Figure 4.4: History of Life Skills Education in Schools

Findings indicate that a majority of the women teachers 60% felt life skills programme was introduced in 2007. On the other hand, 60% of men teachers indicated that this programme began in 2010. This shows that either women

teachers had been teaching life skills lessons long before the men started, or the latter might have been inducted in the programme only recently. This demonstrates gender disparities in orientation among teachers. Women teachers may also have noticed a greater concern to impart certain skills among girls long before the formal programme began. This factor is attributed to their role as mothers who often detect problems of girls early, especially in coping with relationships with men, teenage pregnancies and HIV and AIDS. However, on the contrary, men hardly see such problems unless they are very visible, which often is too late. In many cases, men simply overlook girls' problems thereby blaming women once they occur. As such, teaching life skills has been associated with women; after all, it concerns 'women issues'.

Like other issues in society concerning women, life skills lessons are often allocated little or no time in the timetable. This study specifically sought to determine the number of lessons allocated to life skills in the school timetable. The results showed that Forms 1 and 2 did not have lessons allocation in the timetable at all. The lesson is mainly taught during free lessons or after four o'clock, which is past formal lessons. In Forms 3 and 4, the lessons are assigned the time reserved for Physical Education (PE).

Time factor is crucial in learning. By leaving little time for the programme, its implementation has been greatly hindered. It was also noted that while life skills lessons are taught after formal classes, female teachers face the challenge of getting home late especially due to the congested traffic in Nairobi. Consequently, most of them are often not willing to teach at this

particular time. As such, some students informed this study that they did not have teachers during or after school. A majority 87.5% of girls and 67.5% boys indicated that there is need to increase the number of lessons for the subject, a factor that shows the students desire for the subject. In relation to this Mrs. Mwangi (O.I, 28/10/2012) stated as follows:

I can't remember when I last taught life skills to my Form One class because the lesson is not in the timetable. I am forced to teach it at 4 pm; unfortunately this is the time I must rush home before the traffic becomes heavy since I stay very far from school. However, I normally request the peer counsellors in Form Four to teach the Form Ones. Although the Form Ones have often complained to the head of the subject, I can do nothing for my family comes first!

Women have multiple gender roles. As such pushing life skills lessons to late evening, compromises their status. Most women teachers ignore the duty of teaching life skills thereby choosing to fulfil their gender duties. They have to rush home to address the gender duties. For the life skills programme to be beneficial to students, schools must address the time-tabling issue.

4.4 Relevance of Life Skills Education in Secondary Schools

The study sought to establish the usefulness and benefit of life skills lessons to boys and girls. To address this, the study inquired from the students the kind of social benefits accrued from the life skills lessons.

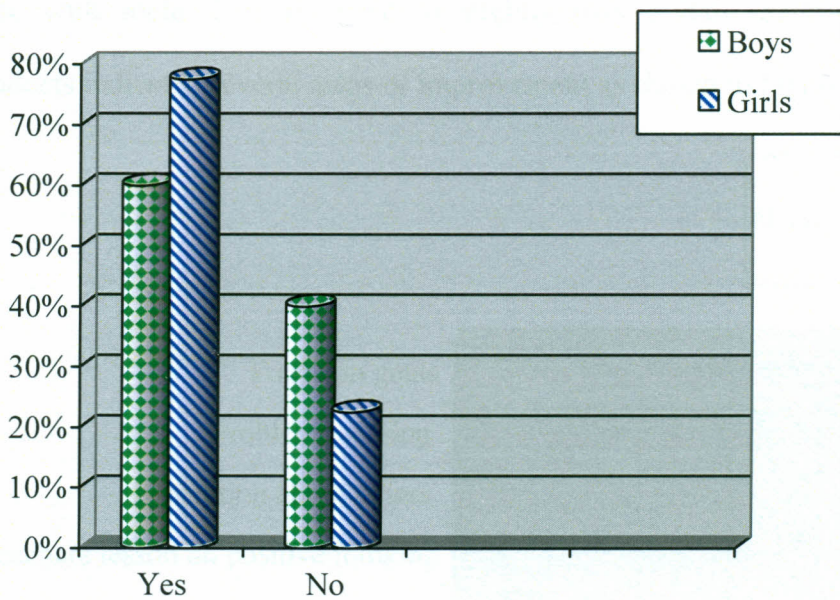


Figure 4.5: Social Benefits Students Derive from Life Skills Education

The findings indicate that a majority 77.5% of girls and 60% of boys appear to have gained and derived certain benefits from life skills education lessons. Some of the aspects taught include: enhanced responsibility; relations with members of the opposite sex; fate of bad company, drugs and substance abuse and how to avoid them; and focus on the future. Results showed that almost a half (45%) of students benefited. An almost equal, though slightly less proportion (42.5%) indicated that in particular, they had been able to avoid bad company. Only a few (5%) said that it helped them to build their future, while (7.5%) indicated that they were able to avoid drugs.

John, a form three student in a mixed school (O. I, 24/10/2011) reckoned that:

These life skills have helped me. I am able to take care of myself and guide my friends especially on the dangers of drug and substance abuse. This is because the teacher gives many real life examples.

The majority (77.5%) of girls stated that life skills lessons had helped them

cope with social life compared to slightly over a half (57.5%) of boys.

Students indicated several areas of improvement as shown in Figure 4.6.

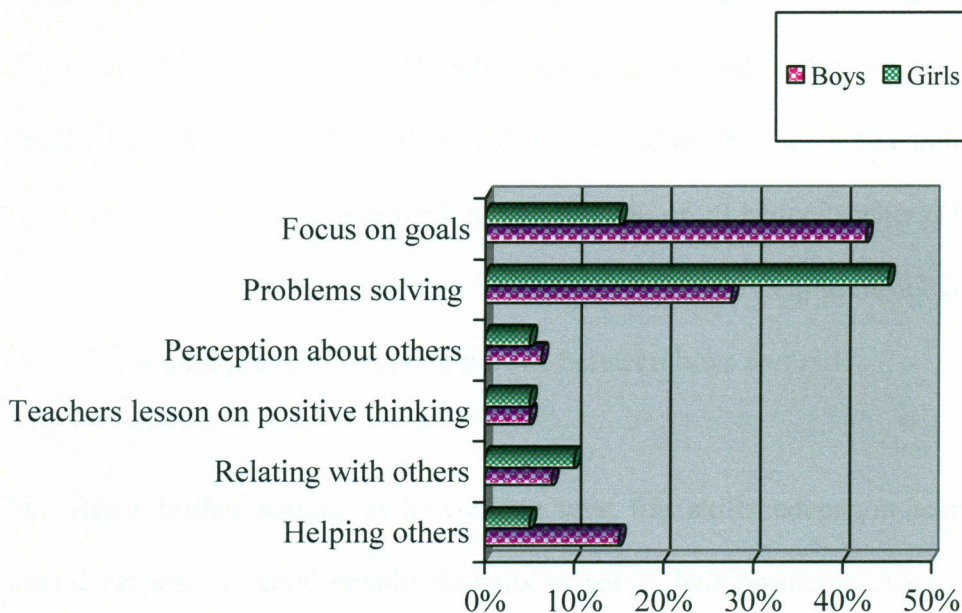


Figure 4.6: Benefits of Life Skills Lessons to Boys and Girls

Data showed that 42.5% of boys had been able to focus on their goals as compared to a low proportion (15%) for girls. Similarly, 45% of girls stated that they could resolve their problems as compared to 27.5% of boys respondents. Only a few students, however, appeared to have gained skills in the areas of positive thinking, helping other students with issues, ability to relate with others or involvement with the welfare of others. From the above statistics, most students seem to have benefited from life skills lessons. Girls, for instance, are able to cope and socialize with boys. Gender relations at this stage of development often pose serious challenges to both boys and girls. This is a crucial stage where each child is trying to discover themselves as

they transit to adult life. As such, relational problems often develop and consequently, some students, in particular girls, become victims of teenage pregnancies. Boys, on the other hand, often fall victims to drug and alcohol abuse. Teaching of life skills to both reduces such relational problems. This observation concurs with Marloo (1989) who notes that about ten thousand young women in Kenya give birth before the age of 20 hence teachers should be sensitized to teach topics related to sexuality; this will help to in-put gender skills that would prevent irresponsible sex between boys and girls.

The study further sought to investigate how life skills education learnt in school helped, or could enable students to solve their problems. About two-fifths (42.5%) of girls felt that the life skills education learnt in school lead to high performance. A few (10%) said that it did offer knowledge to students on how to cope with some situations, while others (20%) said that teachers gave real life experiences when teaching. Only a handful (2.5%) said that they had been taught how to tackle their weaknesses.

Amelia Omondi (O.I, 7/11/2011) said that:

To me, life skills education deals with almost every aspect of a student's life. Social aspects like pregnancy, girl-boy relationship, relationship between parents and youths. We long for the lesson because we discuss many life issues with our teacher. When the teacher is not there we feel bad because we miss the lively discussions and moral teachings. Sometimes, we share own experiences, its fun.

Students enjoy being taught life skills because they learn some of the social aspects of life. This is in line with Wanjama et al. (2006) who also add that

they focus on the development of an individual in totality.

Almost a third (35%) of boys said that the life skills education learnt in school led to high performance. But once again, only 12.5% said it offered knowledge on how to cope with certain situations. Only 5% said teachers gave real life experiences when teaching while 17.5% said they had been taught how to tackle difficult issues. This implies that perhaps boys and girls were taught different aspects, and the programme might have been able to address boys' issues and/ or failed to address issues of life as they affect girls.

The study also sought to establish whether there was any positive change among boys and girls since the inception of life skills education in schools. Findings indicated that the majority (70%) of women teachers were of the opinion that there was a positive change in both boys and girls. In that case, it can be argued that life skills education has certain benefits to students of both genders. Teachers were asked to indicate whether their students benefitted socially and academically from the lessons. Findings are presented in Figure 4.7 below:

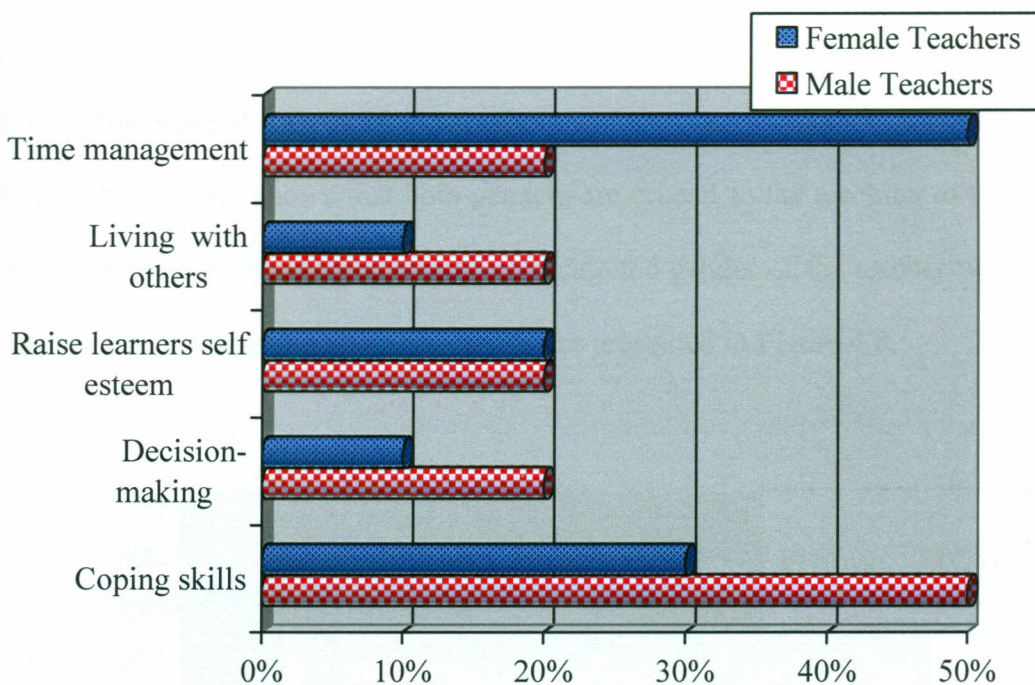


Figure 4.7: Teachers’ Responses on Advantages of Life Skills Education

Data indicated that half of the male teachers were convinced that life skills education helped the students of both genders to cope with life issues as compared to 30% of the female teachers. One in five (20%) of male teachers indicated that life skills enhanced students’ ability to make right decisions. In addition, it led to higher self-esteem in students. Only a few (10%) female teachers respondents said that it enhanced their ability to make decisions. One in five (20%) male teachers indicated that students learnt to live with others and gained ability to manage time well. From the above analysis, it is obvious that although men are generally not as enthusiastic as women in teaching life skills, both see its importance in helping growing up children. However, gender perceptions do not allow men to embrace life skills lessons in the same magnitude as women, since as said earlier, socialising students is seen as a

women's, rather than men's affair.

4.5 Teaching of Life Skills Education

The analysis above shows that both genders are crucial to the teaching of life skills. As such, students were asked to indicate the gender of the teacher who taught life skills education, and the results are presented in Figure 4.8.

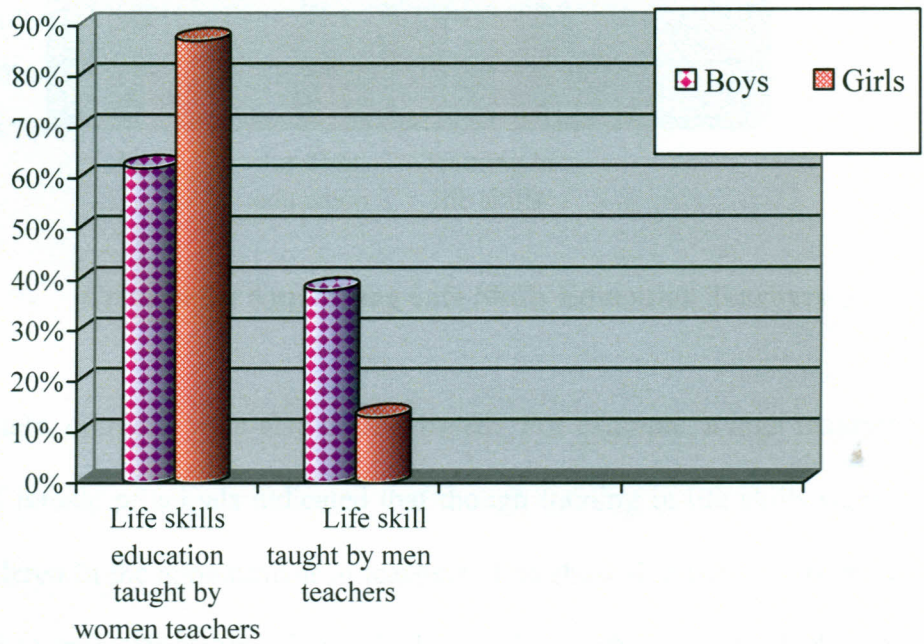


Figure 4.8: Teachers Taking Life Skills Lessons

Findings however, showed that an overwhelming majority of girls (87%) and 62% of boys indicated that life skills education was taught by women. This left the study wondering where the problem was. Could it be that men are never given a chance to teach life skills or is it that they are not equipped to do so? The study, thus, sought to establish from the school principals whether

there were any gender limitations in the selection of life skills teachers. The findings are presented in Fig. 4.9.

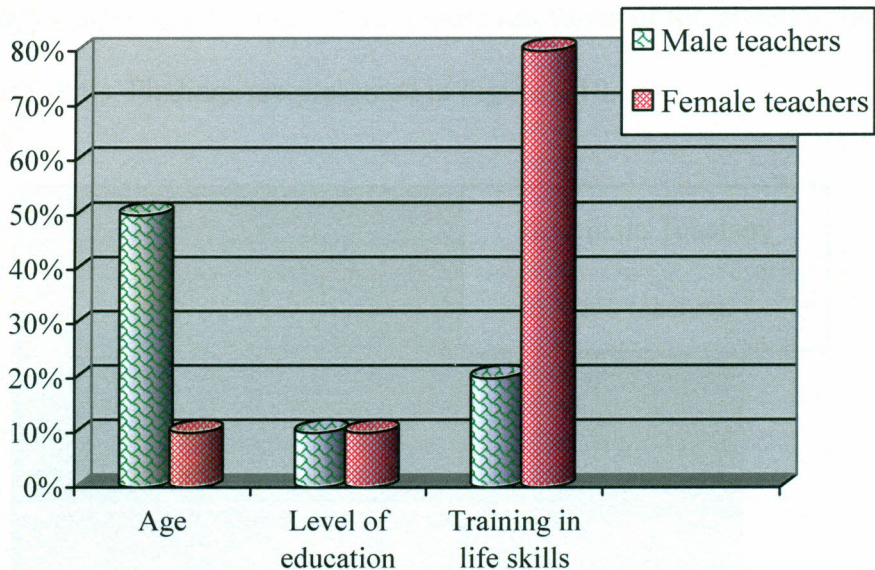


Figure 4.9: Criteria for Appointing Life Skills Education Teachers

Interestingly, opinions were also gender-based. For example, a high majority (80%) of female principals indicated that though training in life skills should be considered in the appointment of teachers, data show that women are more trained than men. However, when asked to indicate which gender had more teachers in the life skills department, it was evident that there were more women teaching it than men. To confirm this, the study checked the school timetables, which clearly had more women than men allocated life skills lessons. Data also revealed that there were gender disparities in the distribution of life skill-teachers in schools. The gender challenge was noted in the fact that women teachers teach both boys and girls. This demonstrates that the responsibility of imparting life skills is seemingly bestowed to women teachers, again confirming the fact that raising children in Africa is perceived

to be women's affair.

The study also sought to find out the gender relevance of the materials used to teach life skills. Findings are presented in Figure 4.10.

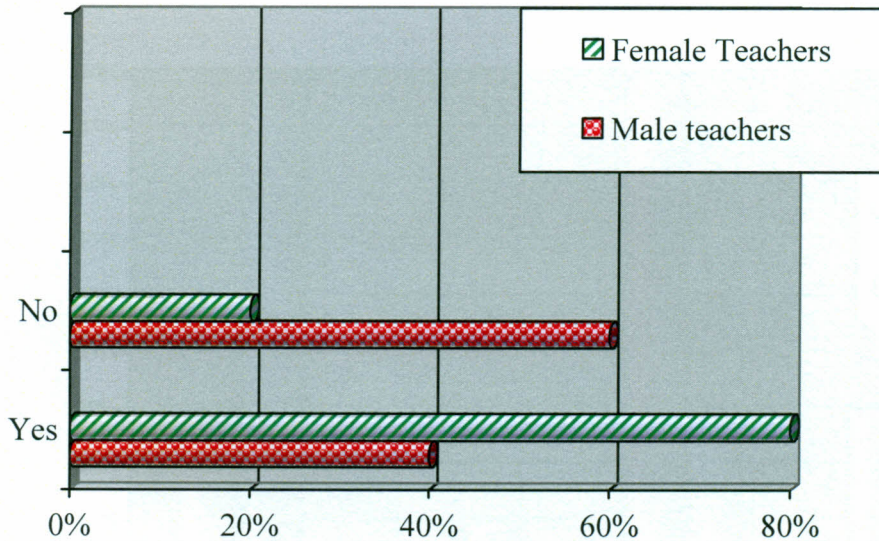


Figure 4.10: Use of Gender Responsive Resources

Findings revealed that most (80%) female teachers made use of gender specific teaching aids such as the condom use and other teaching aids depending on the topic. Women teachers fuss over condom use demonstration, while men do not. This finding indicates that there are gender-specific challenges in the application of teaching and learning materials for life skills. Considering that male and female condoms are critical in the prevention of HIV and AIDS, other STIs and teenage pregnancies, the gender specific challenges in its application threatens the intended aim of its use as a learning resource, in the teaching of life skills. It militates against implementation of the programme despite its good intention.

Other than the application of learning materials, the content coverage is equally crucial to learning. To find out aspects covered in life skills lessons, teachers were asked to indicate some of the topics taught in class. Findings are shown in Figure 4.11.

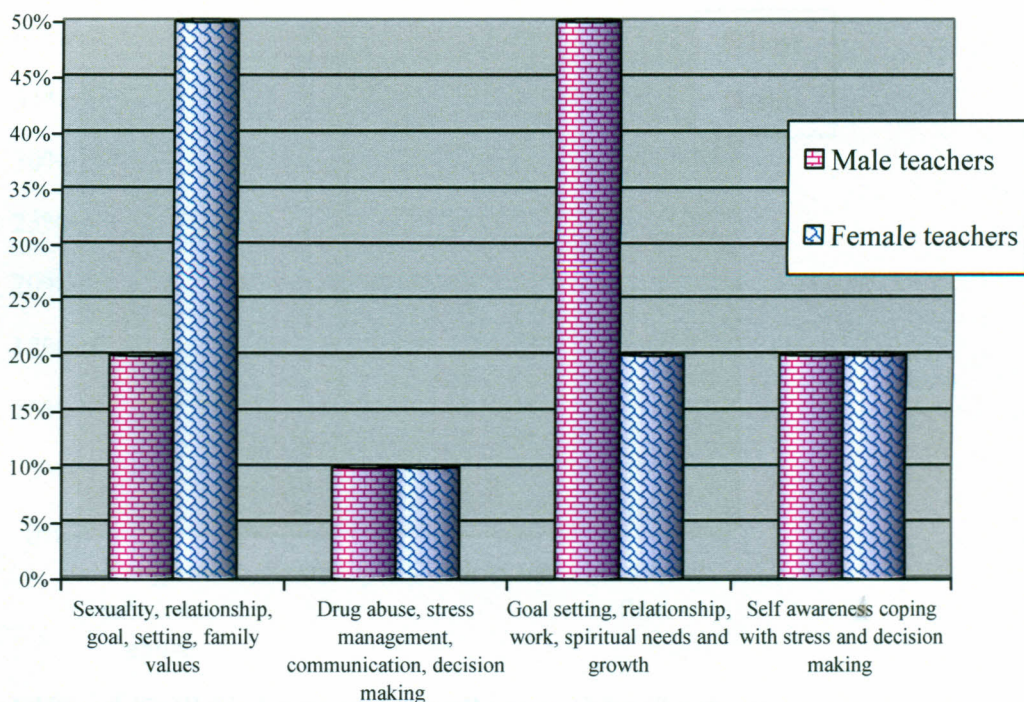


Figure 4.11: Aspects Covered in Life Skills

Findings indicate that several topics and themes were covered in life skills lessons. However, data revealed that there are some topics that neither teachers nor students, simply due to their gender, are comfortable with. When asked whether they were comfortable being taught by a specific gender on certain issues, a majority of both boys and girls indicated their displeasure. For example, boys indicated that women teachers could not comfortably handle topics like ‘ejaculation’; girls said that they were uncomfortable while men teachers handled topics on “menstruation”. The KIE (2008a) syllabus states

that Life Skills Education is designed to help an individual grow and develop in totality so that they are able to deal with day-to-day challenges. Hence teachers should cover all the topics in the syllabus (KIE, 2008b).

The students were also asked to indicate whether such topics were adequately covered. The responses are presented in Figure 4.12.

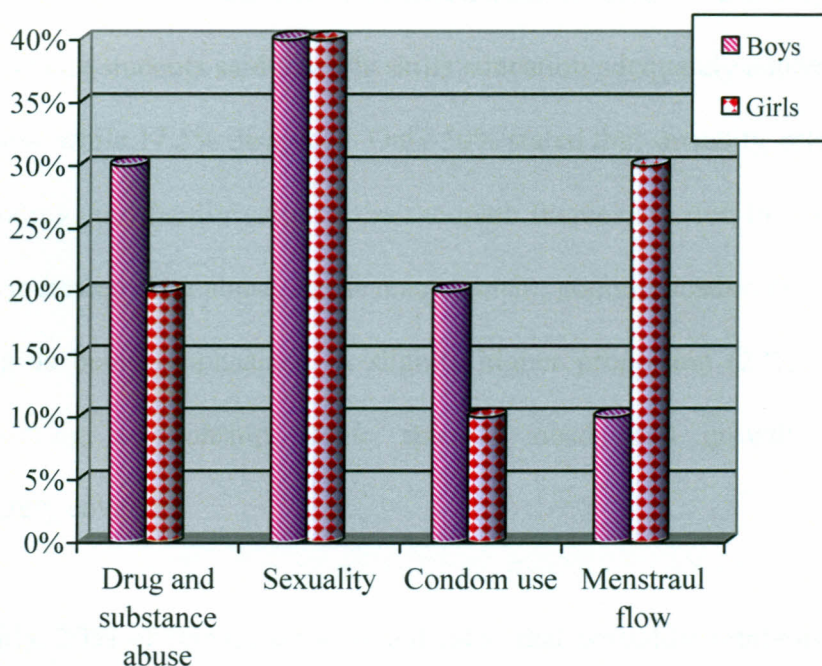


Figure 4.12: Life Skills Lessons not well covered by Teachers

Figure 4.12 shows that life skills lessons not well-covered by male teachers were condom use and menstrual flow (10%). sexuality (40%) followed by drug and substance abuse (30%) and (20%) respectively.

It became apparent that there was a discrepancy between what the teachers taught and what students expected to learn. For example, did the life skill lessons explore gender-specific individual student needs such as spiritual, sexual, emotional, psychological and coping with stress?

Slightly over a half (52.5%) of female students indicated that lessons taught addressed their gender specific concerns, for example, sexuality, spirituality, emotional and psychological stress, while less than a half (47.5%) felt the lessons failed to cover such issues. Observably all the male students reported that the lessons addressed their life skills education needs. A majority (82.5%) of the female students said that life skills education adequately addressed their problems, while 17.5% disagreed. Only 50% stated that sexuality, relationship, goal setting, and family values were the main themes covered in class. A few (10%) indicated drug abuse, stress management, communication and decision-making as being emphasized. A slightly higher proportion (20%) indicated goal setting, relationship, work, spiritual needs and growth as being adequately covered.

Similarly, 20% of female students indicated that sexuality, relationship, goal setting, family values and self-awareness, coping with stress and decision making as covered in class. Only one in five (20%) of the female respondents indicated sexuality, relationship, goal setting, and family values as actually critical themes in life skills education. Fewer respondents (10%) mentioned drug abuse, stress management, communication and decision making. Interestingly, half (50%) of the female respondents isolated goal setting, relationship, work, spiritual needs and growth as the topics that were mainly covered. This analysis indicates that men teachers were uncomfortable with topics that deal with sexuality, thereby concentrating on issues outside that

domain. This is in tune with our earlier observation that men do not see sexuality among teenagers as their obligation. Gender roles in the family relegate the process of socialization to women, a perception that does not seem to be changed by formal education. Consequently, many gender challenging topics were left out in the life skills programme. Such topics as sexuality, love, infatuation, and pornography were not taught. This is in line with ICAF (1992) that African teenagers are sexually active at an early age yet they have no valid information on contraception.

Despite their importance, topics such as sexuality, love, infatuation, pornography, romantic relationship, sexual exploitation, risk taking, sexual assault, gender violence, and coping mechanisms, were omitted. Respondents informed this study that these topics were sensitive especially when men teachers are teaching girls, and vice versa. This implies that gender dynamics indeed compromise the implementation of the life skills programme.

4.6 Support Services to Life Skills Education Teachers

Success in the implementation of a programme depends on the support given by management and other such bodies. Teaching of life skills is no exception. The study investigated the support offered to teachers in order to enhance life skills education. To assess this, teachers were asked to rate the support offered by the school principals and their deputies. Ironically, this was also seen to be gender specific (see figure 4.13 below).

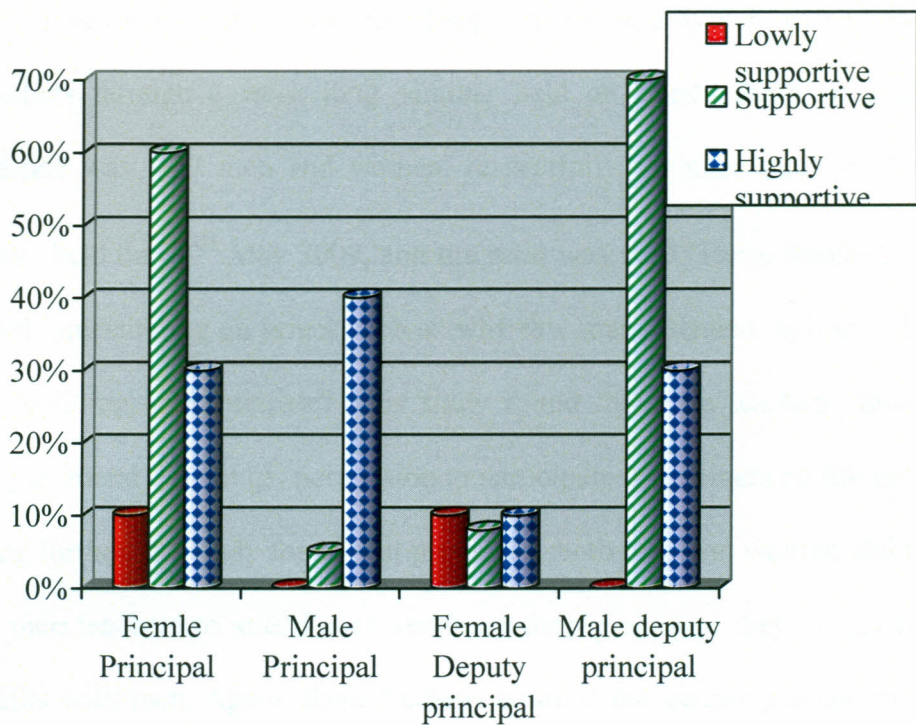


Figure 4.13: Support Provided by School Management to Teachers

From figure 4.13, it can be deduced that teachers received gender biased support in the implementation of the life skills programme. About 70% of the male deputy principals were said to be supportive of the life skills programme followed by 60% of the female principals. About 40% of the male principals were highly supportive of the life skills programme, while 30% of female principals and male deputy principals were rated highly by the respondents. The female deputy principals were not as supportive since they were rated at 10%. This suggests that female deputy principals are required to support the programme so that its implementation can contribute positively to the growth of both boys and girls in their respective schools.

Plates 4.1 below is another example of support provided by the management to teachers through a week long seminar held on March 2008, in Thika; attendance was 3:27 men and women, respectfully. Another seminar (plate 4.2) was held on 18th May 2009, and the ratio was 6:20. These statistics left the study questioning on issues such as why few men attended, is it that they were unwilling to participate? This study found that men teachers, though willing to attend did not get permission to participate in seminars on life skills. Probing further, the study found that principals, both men and women, did not allow men teachers to attend such seminars simply because they do not link life skills with men. Again, these findings confirm the gender perceptions in the society that child rearing is a women's affair.



Plate 4.1: Life Skills Education One Week Workshop at Thika



Plate4.2: Two-Day Life Skills Education Workshop at KESI

4.7 Gender Challenges in Implementation of Life Skills Education in Secondary Schools

Indeed, there are gender specific challenges facing the implementation of life skills education. For example, it was evident from previous sections that certain gender specific topics are not covered in class. Yet it was apparent that the programme is useful. An overwhelming majority (70%) of the girls indicated that topics like “avoiding drug and substance abuse” were partially covered, while slightly over a half (55%) of the boys were of the opinion that the topic was adequately addressed. Perhaps such a topic is more of a concern to boys than the girls and the former in turn required additional information on such topics as drug and substance abuse.

The study sought to establish the actual gender challenges teachers face when teaching life skills lessons. Data indicated that half (50%) of the women

teachers said that they were unable to teach some gender specific topics to boys while a few (20%) said the curriculum lacked gender-responsive guidelines and objectives. The curriculum also had gender issues in the choice of teachers or students. Asked how such challenges should be addressed, a majority of the teachers indicated that students should be taught by a teacher of similar gender. They also suggested that teachers should go for gender-responsive training to enhance competence.

Teachers play multiple roles as they interact with learners. As such, gender awareness among them, would enhance their teaching not only to students of the opposite sex, but also gender-sensitive topics. So, parents take their children to school believing that teachers will continue with parental roles alongside other myriad responsibilities that they have to fulfil (RoK, 2001). The primary role of teachers is to facilitate acquisition of knowledge, skills and attitudes; that is to provide total quality education that meets the needs of the learners (Wanjama et al., 2006). This study noted that despite the teachers' holistic role as stipulated by Wanjama and Colleagues, teachers do not impart life skills to their learners. Mr. Wanyonyi (O. I, 4/11/2011) confessed that:

I can't teach young girls some topics; there are some things I simply cannot discuss with girls, such as rape and the menstruation cycle? It would be better if they are taught by my female colleagues who are more like their mothers.

To further establish the gender dynamics in the implementation strategies of the life skills programme in schools, the principals were asked to indicate the gender challenges that affected the programme. Figure 4.14 presents their

responses.

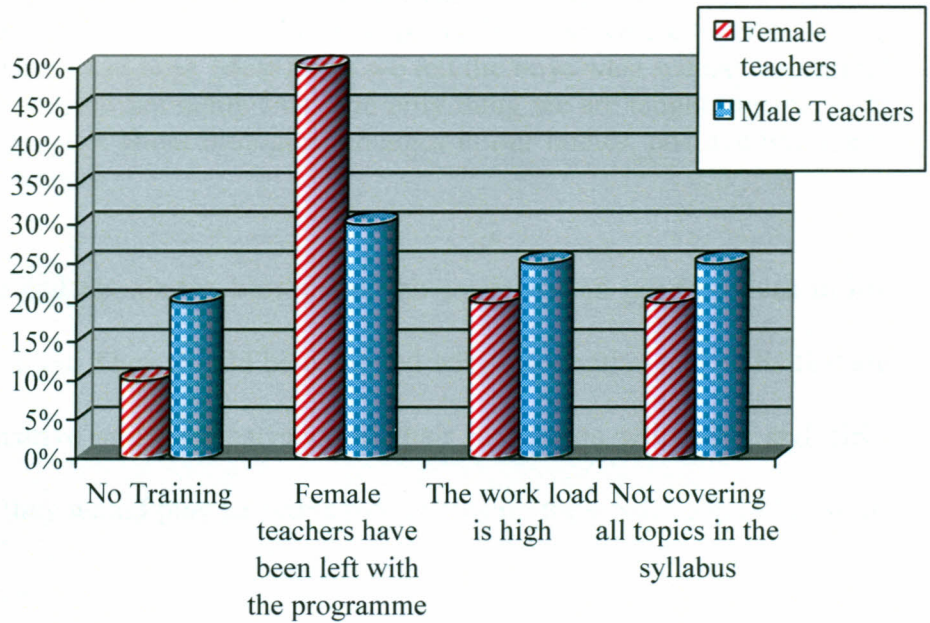


Figure 4.14: Gender Challenges Hindering Implementation of Life Skills

Results showed that half of the respondents were female teachers left with the programme, with others lacking training, having a high workload and not covering all the topics in the syllabus. This lack of gender responsive training and gender sensitive topics are some of the gender challenges hindering implementation of life skills education. One fifth (20%) stated that women teachers had been relegated to the implementation of the programme. The officers from the PDE's office argued that the Ministry offered in-service courses for all teachers in life skills education but those training were not gender-responsive.

Antonina Gitau (O.I, 9/11/2012) noted:

We can now differentiate between the three types of love i.e. love and friendship, romance and infatuation and the boys can no longer cheat

on us as we tell them on their face to leave us alone. Our teacher is a madam and she feels shy while telling us some things about sex. She whispers to us that we should not joke with the boys because they can rape us! I wish she would say that loudly when we are together so that the boys can hear. Most times we tell the boys what we have been told but they do not believe us. The only thing we are taught together with the boys is about biological changes in our bodies, positive living and life values.

Both male and female teachers should be sensitised on gender issues in life skills education. They should be equipped with information and skills that are gender-sensitive and responsive in all their interaction with boys and girls. This way, they would play an active role in closing the gender gap in life skills education.

Once again, students appeared convinced that balancing both education and co-curricular activities with other life situations was a greater part of life skills orientation. This was also investigated among teachers.

Findings showed that an overwhelming majority of teachers (85% men and 70% women) were convinced that issues of love and infatuation affected girls (Figure 4.15). It is noteworthy that almost one in three of the female teachers (30%) felt male students were affected by the issues as well. Adolescent sexuality remains the most challenging phenomenon the world is facing today, more so in Africa. There is an urgent need for a comprehensive and accurate education on sexuality as a mainstay of holistic growth (LSP 2007) hence the need for teachers to take life skills education seriously. Leaving one gender to mainly concentrate on it, defeats the gender main-streaming strategies the

education system wishes to emphasize. The students, for example, were asked for their responses on how life skills education can be improved in schools. Their responses are presented in Table 4.1 below.

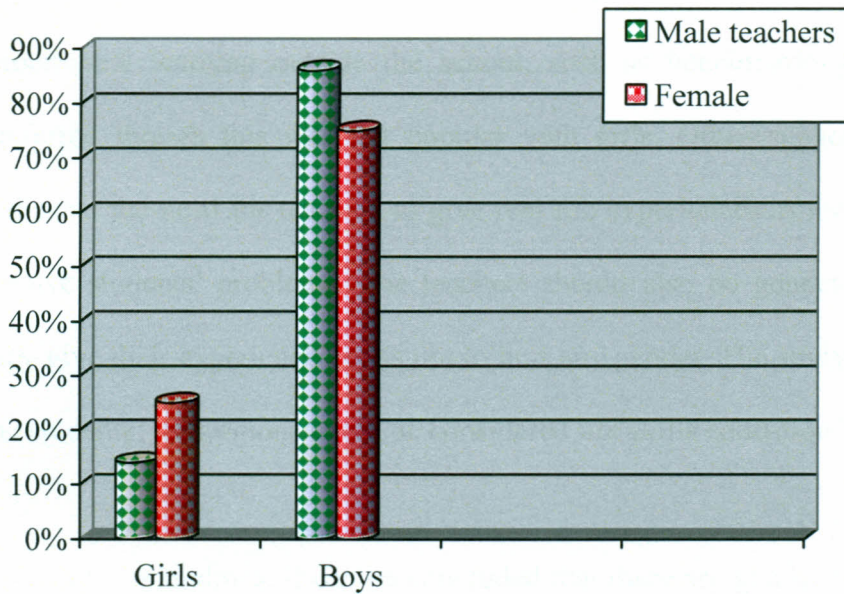


Figure 4.15: Students Most Affected by Love and Infatuation Issues

Students made suggestions for improving life skills education in schools.

Table 4.1: Students' Suggestions on Improving Life Skills Education

Responses	Boys	Girls
More than one lessons per week	22.5	32.5
Life skills education outside the school	25.0	5.0
More lesson guides to be provided to schools	2.5	7.5
Examination of life skills	7.5	27.5
Increase life skills teachers	17.5	10.0
Have more practical lessons	7.5	7.5
Teachers should be more realistic in life experiences	10.0	2.5
More understanding between teachers and students	2.5	7.5

Data in Table 4.1 indicate that, more girls than boys said that life skills education could be improved in schools by increasing the number of lessons. A remarkable contrast between boys and girls indicated that it could be improved by making it an examinable subject. Boys also indicated that experiential learning outside the school, such as benchmarking, would be preferred though this was not popular with girls. Other suggestions given indicated the need for teachers to give real life experiences as they attempt to resolve students' problems. The teachers should also be gender-sensitive as they give their experiences so as not to hurt any gender. The study reveals that the students' suggestions could be considered life skills education lessons.

Based on the findings, it can be concluded that there are gender limitations in selecting life skill teachers in schools and that in most schools life skills lessons are taught by more female teachers than male teachers. The data show that, there is disparity in the distribution of life skills teachers. This finding implies that this was a gender challenge since female teachers were forced to teach boys. The study also concluded that teachers did not cover all the topics in life skills as stated in the syllabus reasons being they were teaching gender-sensitive topics to students of the opposite sex, for example, sexuality, ejaculation, wet dreams, use of condoms and menstruation. The findings show that students were not comfortable being taught by teachers of the opposite sex. The findings also suggest that principals did not send male teachers for seminars and workshops because they believed that life skills education is a woman's affair.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The purpose of this study was to explore gender factors in the implementation of life skills education in secondary schools in Nairobi. Four research objectives were formulated to guide the study.

The first objective sought to establish gender factors that influenced the implementation of life skills programme in Kenyan secondary schools. The study found that students did not seek counselling from the guidance and counselling teacher due to fear of letting their problems known by the school. Wango (in press) notes that the modern world requires a modern outlook that may inadvertently place life skills before counselling. The study further found that boys were more affected because they bottle up their problems. This prompted the introduction of life skills in order to help those who could not seek guidance and counselling. It was also established that guidance and counselling did not cover certain gender-sensitive skills. This prompted the introduction of life skills. The study found that boys shy off from women teacher counsellors in their schools especially on issues of sexuality. While men counsellors will shy off from sharing information with girls on the same subject of sexuality, the role of life skills studies is to put both girls and boys into the proper perspective according to acceptable norms and values in society.

In the second objective, the study set to examine whether there were any gender-related challenges facing the implementation of the life skills programme in Kenyan secondary schools. The findings indicate that there are gender limitations in selecting life skill teachers in schools and those life skills were often taught by women teachers. The disparity in distribution of teachers was likely to lead to a gender bias in imparting the values. The study found that in most cases, women teachers are left to implement the life skills education in their schools. In cases where men teachers have the knowledge and skills to teach life skills, they feel inadequate in teaching it since they believe that women are better.

The third objective suggests effective strategies to make the life skill education programme gender responsive. Some of the respondents suggested that teachers should be taken for life skills refreshment courses, seminars and workshops that are gender-responsive. Male teachers in particular should be encouraged to teach life skills like any other subject. Some male teachers had not attended any in-service courses on life skills. They should be encouraged to attend such seminars and workshops.

5.2 Conclusions

Although there have been guidance and counselling offices in schools they have not been as effective, hence the introduction of life skills which is classroom-based and so considered to be more effective. This was seen as a solution to those students who could not open up to teacher counsellors. Life

skills should be able to eliminate gender factors that limit the boys and men teachers in learning and teaching of life skills respectively. Subsequently, this enabled men teachers to take their responsibility in imparting life skills to boys and girls.

The study also concluded that in most schools, life skills lessons were taught by more female teachers than male teachers. This dominance by females could in turn imply that there is a gender challenge since female teachers were forced to teach male students. Yet, for instance, it would have been expected that since most of the male teachers teaching life skills had wide experience, they would highlight the importance of life skills.

The study concluded that teachers did not cover all the topics in life skills as stated in the syllabus. This implies that the gender of the teacher is a challenge in the implementation of the life skills curriculum. Teaching of life skills can be enhanced through greater involvement of all teachers and in-service training in seminars and workshops.

5.3 Recommendations

Based on the findings, the following recommendations are suggested for improved life skills education in schools:

The Ministry of Education through the County Director of Education should strictly follow up inclusion of life skills lessons in the timetable and ensure

that they are attended to, and not informally as free lessons, during PE or in the evening after class. In line with this, the office should make impromptu visits to schools at different times of the school year during which they interview students on the progress of life skills lessons. Subsequently, students and teachers will find the lessons more meaningful and relevant.

Life skills should be expanded to cover topics that are gender-related to the students. Intensive research through the Ministry of Education should be conducted among the student, to suggest topics they would like to learn. This will enhance relevance of the syllabus and ensure that the students learn what they want to and not what the ministry and the teachers assume they need to learn.

Life skills should be benchmarked by schools like all other subjects. This will ensure that only the most effective, tried and tested teaching methods are applied by the teachers in their respective schools. It will also enhance more efficient use of both theory and practical teaching. Schools should utilize guest speakers to assist in the programme so that students can have a wide knowledge of ideas and skills.

The County Director of Education office in conjunction with the school principals should organize gender responsive training, workshops and seminars for both male and female life skills teachers. These forums will also allow free interactions to empower them to tackle gender sensitive topics

without reservations to students of either gender. Male teachers, in particular, should be encouraged to teach life skills like any other subject and not to relegate it to female teachers.

5.4 Suggestions for Further Research

The following are suggested for further study arising out of this study:

- i. An investigation into the attitude of teachers who teach life skills lessons in school.
- ii. Impact of teacher training in life skills on the implementation of life skills education.
- iii. An investigation into the impact of life skills education on students.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR STUDENTS

The purpose of this study is to assess gender factors preventing effective implementation of Life Skills Education programme in secondary schools. You are kindly asked to fill in this questionnaire appropriately and return it to us. Information given in this questionnaire will be treated with absolute confidentiality and will only be used for the purpose of the study.

Tick (✓) as appropriate or write down your answer.

SECTION A: Background Information

1. Gender	2. Age	3. Class
<input type="checkbox"/> Male ()	<input type="checkbox"/> Below 13 years ()	<input type="checkbox"/> Form II ()
<input type="checkbox"/> Female ()	<input type="checkbox"/> 14 -15 years ()	<input type="checkbox"/> Form III ()
	<input type="checkbox"/> 16 - 18 years ()	
	<input type="checkbox"/> Above 19 years ()	

SECTION B: Life Skills Implementation in School

4. How many lessons of Life Skills Education are offered per Week in the school timetable? One [] Two [] Three []

Any other

5. Do you feel that when the lessons are taught they address your individual issues such as sexuality, spiritual, emotional and psychological issues?

(Tick ✓) Yes [] No [] Not Sure []

If Yes, tick (✓) against some of the issues addressed in the list below:

- i. How to avoid premarital sex []
- ii. How to cope with social challenges []
- iii. How to live with economic constrains []
- iv. How to cope with stress []

- v. How to forget traumatizing events []
- vi. How to accept your human weaknesses []
- vii. How to live or relate with people of the opposite sex []
- viii. How to escape or avoid risk situations []
- ix. How to avoid drug and substance abuse []
- x. Any other

If No, explain what should be addressed

.....

.....

.....

Section C: Gender Factors in Implementation

- 6. Do you enjoy being taught together with boys and girls as a class in Life Skills Education lesson? (Tick \checkmark) Yes [] No []
- 7. Does the teacher cover all the topics in life skills as stated in the syllabus? (Tick \checkmark) Yes [] No []
- 8. Are there any social benefits that you acquired from Life Skills Education lessons? (Tick \checkmark) Yes [] No []

Please list the benefits

.....

.....

.....

- 9. Who teaches you Life Skills Education (Tick \checkmark)
 Male teacher [] Female teacher []

10. What are some of the topics you have learnt in Life Skill Education lessons?

1.
2.
3.
4.
5.

11. Do you think that your life skills lessons teacher has assisted you?

(Tick ✓) Yes [] No []

If Yes, how

.....

If No, why

.....

Section D: Gender Challenges

12. Are you comfortable being taught life skills by: (Tick ✓)

Male Teacher []

Female teacher []

Any []

13. (a) What are some of the life situations you face that you think require life skills orientation? (Tick ✓)

i) Escape from sexual predators []

ii) Acceptances of weaknesses []

iii) Living positively with low finances []

iv) Acceptance of the bodily changes []

v) Life discouragement []

vi) Others, specify

b) Do you think Life Skills Educations learnt in school would help to solve some of the problems in (a) above? (Tick \checkmark) Yes []
 No []

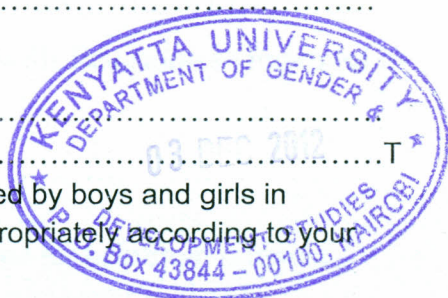
If Yes, how?

.....

If No, why

.....

The questions below cover problems faced by boys and girls in secondary schools. Respond (Tick) appropriately according to your gender.



Boys Only (tick (\checkmark) appropriately)

	Problem faced	Yes	No
1	I like being closer to girls		
2	I dislike being taught life skills lesson by a female teacher		
3	I like spending my pocket money on girls more than boys		
4	I like walking home from school in the company of girls		
5	I like doing class assignments with classmate girls		
6	I enjoy the life skills programme when we are taught together with girls		
7	I like being taught life skills by a female teacher		
8	I feel that life skills lessons should be more per week		
9	I have benefited from the life skills lessons		
10	Life skill lessons help me to know how to relate with girls in and out of school		

Girls Only (tick (\checkmark) appropriately)

	Problem faced	Yes	No
1	I like being closer to boys		
2	I dislike being taught life skills lesson by a male teacher		
3	I like sharing my problems with boys more than my fellow girls		
4	I like being in the company of boys		
5	I like doing class assignments with classmate boys		
6	I enjoy the life skills programme when we are taught together with boys		
7	I like being taught life skills by a male teacher		
8	I feel that life skills lessons should be more per week		
9	I have benefited from the life skills lessons		

1	Life skill lessons help me to know how to relate with boys		
0	in and out of school		

Section E: Strategies to Enhance Life Skills Education

14. How would you rate the effectiveness of the Life Skills Education in your school? (Tick ✓)

Very good [] Good [] Poor [] Very poor []

15. In your own opinion, how can the Life Skills Education be improved in your school?

.....

When you have a problem, you can source for help from different personalities. Who among the following personalities listed below do you trust to help you overcome your problem, that is, social, financial, parental and performance?

	Highly supportive	Supportive	Lowly supportive	Not supportive
Head- teacher				
Deputy H/T				
Life Skill Teachers				
Class teacher				
G/L teacher				
Prefects				
Fellow students				
Any other (specify)				

16. Any other comments

.....

Thank you for your cooperation!

APPENDIX II: TEACHER QUESTIONNAIRE

The purpose of this study is to assess factors preventing effective implementation of life skills in Nairobi secondary schools. You are kindly asked to fill in this questionnaire appropriately. All the information provided will be treated with absolute confidentiality and will be used only for the purpose of this study.

SECTION A: Background Information

1. Gender	2. Age	3. Teaching Experience	4. Classes you teach?	5. Number of Students in class
<input type="checkbox"/> Male () <input type="checkbox"/> Female ()	<input type="checkbox"/> 20-25 years () <input type="checkbox"/> 26-30 years () <input type="checkbox"/> 31-35 years () <input type="checkbox"/> 36-40 years () <input type="checkbox"/> Over 41 years ()	<input type="checkbox"/> Below 5 years () <input type="checkbox"/> 6 - 15 years () <input type="checkbox"/> 16 - 25 years () <input type="checkbox"/> Above 26 years ()	<input type="checkbox"/> Form II () <input type="checkbox"/> Form III ()	<input type="checkbox"/> Below 30 () <input type="checkbox"/> 31 - 40 () <input type="checkbox"/> 41 - 50 () <input type="checkbox"/> 51 - 60 () <input type="checkbox"/> Over 61 ()

SECTION B: Life skills implementation in School

6. When was life skills education introduced in your school?

.....

7. Do you use any materials to assist in teaching of life skills? (Tick \checkmark)
 Yes [] No []

8. According to your own assessment does life skills education help students to cope with social life? (Tick \checkmark) Yes []
 No []

9. Is there any positive change among boys and girls since life skills education was introduced in this school? (Tick \checkmark) Yes [] No []

10. What are the advantages of life skills education to the students socially and academically?

.....

11. List the most covered themes in Life Skills Education:

.....

SECTION C: Gender Factors in Implementation

12. What do you think should be considered in appointing a Life Skills Education teacher? (Tick \checkmark)

- i) Age [] iii) Level of education []
 ii) gender [] iv) training in life skills []

13. How many teachers are in the life skills Department

14. How many male and female teachers teach the life skills lessons in your schools? (Tick \checkmark) Male [] Female []

15. What are some of the problems that Life Skills Education Lesson teachers experience?

16. Suggest how some of these problems you have mentioned in 15 above can be addressed

17. How would you rate the degree of support that Life Skills Education has received from the stakeholders listed below.
 (Tick (\checkmark) as appropriate in the Table provided).

		Highly supportive	Supportive	Lowly supportive	Not supportive
1.	Principal				
2.	Deputy Principal				
3.	Teachers – male				
4.	Teacher – female				
5.	Parents				
6.	The MoE				

SECTION D: Gender Challenges

18. The table below presents statements about gender challenges in teaching life skills education.

Please indicate whether you agree or disagree with each statement by ticking either true or false on the appropriate column.

Challenges	Agree	Disagree
Life skills education should not be taught in secondary schools		
I enjoy teaching life skills		
Topics on sexual education are sensitive to teach		
Teachers of life skills require training for adequacy		
I think students enjoy life skills lessons		
Life skills education has helped to shape students' behaviour		

19. Students experience different challenges in life. Who are affected more by the following issues, tick where appropriate?

Challenges	Boys	Girls
Sexuality Behaviour		
Rape		
Early Parenthood		
Use of Drugs		
Truancy		
Love and Infatuation		
Being Assertive		

SECTION E: Strategies to Enhance Life Skills Education

20. Besides your professional training have you ever received any training on life skills? (Tick ✓) Yes [] No []

21. How long did the course take? _____

22. Do you invite guests to your school who are experts in life skills education to address the students? (Tick ✓) Yes [] No []

If Yes why _____

If No why _____

23. In your opinion, how best do you think the teaching of Life Skills Education can be improved in schools?

.....

24. Any other comments

.....

Thank you for your cooperation!

APPENDIX III: INTERVIEW SCHEDULE FOR HEADTEACHERS

The purpose of this study is to assess factors preventing effective implementation of life skills in Nairobi secondary schools. You are kindly asked to take part in an interview on the same. All the information provided will be treated with absolute confidentiality and will be used only for the purpose of this study.

1. What is the student population of your school?
2. Do you have a functional Life Skills Education Department in your school?
3. What necessitated introduction of life skills education in your school?
4. a) How many teachers belong to life skill education department in your school?
(a) Are there any gender limitations in selecting a life skills' teacher?
5. a) Is Life Skills Education included in the official school timetable?
b) If yes, how many lessons per week per class?
c) If no, why has the school not implemented it?
6. Are there trained teachers for Life Skills Education?
7. Does the Ministry of Education organize for any in-service courses for Life Skills Education teachers?
8. In what other areas is the Ministry of Education helping schools in implementation of Life Skills Education?
9. Are the Life Skills Education lesson teachers effective? Yes / No. Please give your explanation.
10. Which themes in your opinion are inadequately addressed by the life skills education curriculum?
11. What are the reasons?
12. Are parents of any assistance to the department?
13. Does the school ever invite guest speakers on life skills education? Why? Explain how this is organized or coordinated.
14. In your opinion what strategies should be employed to improve the effectiveness of life skills education in schools?

Thank you for your cooperation

APPENDIX IV: INTERVIEW SCHEDULE FOR MINISTRY

OFFICIALS IN PDES' OFFICE

The purpose of this study is to assess factors preventing effective implementation of life skills in Nairobi secondary schools. You are kindly asked to take part in an interview on the same. All the information provided will be treated with absolute confidentiality and will be used only for the purpose of this study.

1. What prompted the start of life skills education?
2. What challenges did the Ministry undergo in the introduction of the life skills programme?
3. Are there any gender challenges that hinder the implementation of the life skills education in schools?
4. Does the ministry give teachers in service courses on life skill education?
5. What can be done to improve teaching of life skills in secondary schools?
6. Any other comments

Thank you for your cooperation

APPENDIX V: LIST OF ORAL RESPONDENTS

Name	Institution	Status
MR. Mureith	Uhuru boys	Principal
Mr. Mwenda	Buruburu girls	Life skill teacher
Mrs. Mwangi	Dandora secondary	Life skill teacher
Mr. Wanyonyi	Embakasi Girls	Teacher
John Chacha	Komarock schools	Student form 3
Amelia Omondi	Buruburu girls	Student form 3
Antonina Gitau	St. Georges Athi	Student form 2

APPENDIX VI: BUDGET

S/N	ITEM	QUANTITY	TOTAL COST
1.	Transport		30,000
2.	Research assistant	1	25,000
3.	Stationery	Printing papers, pencils and pens	20,000
4.	Printing	Photocopy	8,000
5.	Photographs and audio taping		2,000
6.	Binding	Seven hard cover's	2100
7.	Meals		7,000
8.	Telephone and internet		10,000
9.	Miscellaneous		6,500
	Total		110,600

APPENDIX VII: STUDY SCHEDULE

Activity	Aug 2010	Dec. 2010	Feb. 2011	Oct 2011	Jan 2012	April 2012	July 2012
Presentation of concept paper							
Secondary data review							
Proposal writing							
Primary data collection							
Analysis of findings							
Report writing							
Submission of final report							

APPENDIX VII: INTRODUCTION LETTER TO SCHOOLS

The Principal

Dear Sir / Madam.

RE REQUEST TO CONDUCT A STUDY IN YOUR SCHOOL

Your school has been randomly selected to participate in a study seeking to find out gender factors in the implementation of Life Skills Education in Secondary Schools. This study is part of the requirement for the award of a Master of Art degree in Gender and Development Studies of Kenyatta University.

The study will involve administering questionnaires to both students and teachers and an interview schedule for the principal. All information obtained will be confidential and will be used only for the purpose of the study.

Your assistance will be appreciated.

Thank you in advance.

NDIRANGU AGNES NJOKI