

**IMPLEMENTATION OF LIFE SKILLS EDUCATION IN
SECONDARY SCHOOL IN URIRI AND AWENDO
DISTRICTS, MIGORI COUNTY KENYA**

BY

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REG. NO: E55/CE/14293/09

**A RESEARCH PROJECT SUBMITTED TO DEPARTMENT OF
EDUCATION, MANAGEMENT, POLICY AND CURRICULUM STUDIES IN
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE
OF MASTER ON EDUCATION, KENYATTA UNIVERSITY.**

JUNE, 2013

DECLARATION

This is my original work and has not been submitted to any other university for any other programme.

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DEDICATION

First and foremost this work is dedicated to the almighty God for his magnanimous grace which inspired me through the study, finally the work is dedicated to my children Steve, Fred, Mourine and Billy David for their prayer and moral support.

ACKNOWLEDGEMENT

May I acknowledge the contribution of my supervisors, Dr. Orodho, who assisted me during the writing of this research, the staff of department of education management policy and curriculum studies for their support. Although the above persons have guided me in writing this research, I remain solely responsible for any error.

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ACRONYMS AND ABBREVIATION

| | |
|---------------|--|
| AIDS | Acquired immune deficiency syndrome |
| EFA | Education for All |
| G/C | Guidance and counseling |
| HIV | Human immune-deficiency virus |
| ILO | International Labour Organization |
| KIE | Kenya Institute of Education |
| LS | Life Skill |
| LSE | Life Skill Education |
| MDG | Millennium Development Goal |
| MMT | Maslows Motivation Theory |
| MoE | Ministry of Education |
| NETP | New Education and Training Policy |
| SCT | Social Cognitive Theory |
| SPSS | Statistical Package for Social Science |
| STDS | Sexually transmitted disease |
| STIS | Sexually transmitted infection |
| TSC | Teacher Service Commission |
| UNAIDS | United Nations Agency for HIV/AIDS |
| UNESCO | United Nation Educational Scientific and Cultural Organization |
| UNGAS | United Nation General Assembly Special Session |
| UNICEF | United Nation International Children Educational Funds |
| WHO | World Healthy Organization |

ABSTRACT

There had been a concern over the rising cases of emerging issue like drug and substance, abuse, adolescent pregnancy, abortion, poor performance, truancy, absenteeism, suicide, dropout, HIV and AIDS prevalence among students in secondary schools. This called for the need to investigate or assess the effective implementation of Life Skills Education curriculum in public secondary schools in Uriri and Awendo districts in Migori County. LSE is aimed at equipping the learners with psychosocial competencies that would help them make formal decisions, solve problems, think creatively and critically, communicate effectively and build healthy relationships. The target populations were the public secondary schools, their principals, teachers and students. The objectives of the study to guide the research were: to find out how effective the implementation of LSE in secondary schools, establish from teachers and students the adequacy of LSE resource/materials e.g. books, assess strategies used in teaching LSE, examine the head teachers' attitude towards the implementation of LSE and to establish the challenges teachers/students are facing in secondary schools in implementing LSE and get student/teachers' suggestions on how teaching of Life Skills can be improved. The study adopted descriptive survey design and stratified random sampling. Data were collected using questionnaires and interview schedules. The instruments were piloted in at least five schools in the same districts which were not included in the final study sample. Reliability of the instruments was determined by the use of split-half method of Spearman Brown Prophecy formula. Data were analyzed qualitatively using simple statistics such as frequency and percentages through SPSS programme. The analysis was represented using statistical tables and bar-graphs. The findings of the study are that LSE program was not implemented uniformly in schools in the two Districts. This is because most schools did not have teaching curriculum for LSE due to the fact that the schools had no LSE syllabus, text books and other materials necessary for learning LSE. Also the study found that the implementation was influenced by lack of qualified teachers and enough time allocated for LSE. The study finally found out that teaching strategies such as; discussions, debates on relevant topics, storytelling on different topics, use of case studies on how to solve particular problems, having sessions for questions and answers, and use of songs and dances were inadequately used in the teaching of LSE. Both teachers and students emphasized that LSE should be examinable and seminars should be held occasionally on the proper implementation. Recommendations were made to the principals that they should make sure that they implement the policies according to the Ministry of Education guidelines. The MoE should consider involving all the education stakeholders in formulating policies, this way the stakeholders will own policies and they will be easy to implement them without being seen like they are enforcing them on schools. MoE, should ensure there is monitoring and evaluation. Future researchers should conduct research on the impacts of LSE implementation in Uriri and Awendo.

CHAPTER ONE

1.1 Introduction

This chapter presented the background of the study, the statement of the problem, the purpose, objectives, research questions, assumptions, limitation, significance, theoretical framework, conceptual frame work and operational definition of terms.

1.2 Background of the Study

Formal education is expected to make a significant influence on how young people relate with others and make informed decision about their lives. This includes decisions related to important issues such as interacting with their peers, health habits, sexual behavior and sexuality. Life Skills are abilities which enable an individual develop adaptive and positive behavior to deal effectively with challenges and demands of every day life. The development of Life Skills in an individual is a life long process that starts in early childhood and continues throughout one's life (UNESCO, 2003). There are many challenges facing the youth all over the world as a result of globalization. These challenges may be psychological, social and economical. The challenges are compounded by various factors such as complex developmental changes during adolescence, lack of positive role models, negative mass media influence and inadequate and unreliable sources of information. When the psychological and social needs of the youth and children are not met, they become maladjusted and the resultant behaviors are drug abuse, irresponsible sexual behaviour and STIs, increased crime, violence, school dropout, teenage pregnancy thus teenage fatherhood and motherhood, low academic achievements and general indiscipline

(Banyard et al 1998). Life Skills comprises of competencies that can enable the youth to cope with challenges and manage their life in a healthy and productive manner. Initiative to develop and implement LSE has been undertaken in many countries around the world. The need for Life Skills Education is highlighted, directly and indirectly in the Convention on the Rights of the Child and a number of international recommendations (Convention of the Rights of the Child United National Assembly of 20th November 1989).

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

Following the study of different Life Skills programs, the World Health Organization identified five basic areas of Life Skills that are relevant across culture (UNICEF, 2002). These are decision making, problem solving, creative and critical thinking, communication and interpersonal relations. There are many different reasons why Life Skills Education started in different countries in the world. According to Baylies et al, (1998) the idea of teaching Life Skills to individuals has its roots in North America.

Many countries are now considering the development of Life Skills Education in response to the need to reform traditional education systems which appear to be out of step with the realities of modern social and economic life. According to WHO wide-ranging application of Life Skills Education in primary prevention of violence in schools and student dropout has resulted to better foundation for learning skills that are in greater demand in today's job market (WHO/nt/mental health/media/en/30 19/8/2011).

The effectiveness of Life Skills Education in managing the emerging issues is however dependant on the various factors within and outside the school. The important factors within the school will include the teachers and students attitudes towards the subject, teaching/learning resources and the experience of the teachers.

World Health Organization (WHO) (UNESCO 1995) draws attention to the urgent need for African countries combat HIV and AIDs if EFA goals are to be achieved. EFA goals and the Millennium Development Goals (MDGs) for education cannot be

achieved without urgent attention to emerging issues especially HIV/AIDs and drug and substance abuse, school dropout and early pregnancy.

In Kenya, LSE has been introduced in the curriculum and it is supposed to be taught one lesson per week in all Secondary schools. Materials for training were developed by the Ministry of Education to harmonize training contents. Before the implementation of LSE started in Secondary schools, a cascade system of training was adopted. Education officers were trained who in turn trained principals and two teachers from every school (MoE 2009).

The education sector policy states that Life Skills Education should be taught in all schools from primary to secondary. It is therefore vital for the study to be done in the schools in Uriri and Awendo Districts to ascertain the effectiveness of implementation and impact of Life Skills education on the learners and teachers.

1.3 Statement of the Problem

There is concern over the rising cases of adolescence pregnancy, drug and substance abuse, poor academic performances, violence, high school drop out rate and HIV/AIDS prevalence in secondary school students. According to the studies to investigate challenges facing implementation of Life Skills Education in secondary schools in Trans- Nzoia West District, the grounds of these problems are considered to be related to inadequate knowledge on Life Skills Education which should equip the learners with psychosocial, competencies, the ability to make informed decision, solve problems, think creatively and critically, communicate effectively, build healthy

interpersonal relationships is lacking among the youths (Abobo, 2012). Since these cases mentioned are hindering the policy of the Ministry of Education to provide Education for All (EFA), there is urgent need to assess how effective the implementation of Life Skills education is in schools. This study was carried out to examine the effectiveness of the implementation of LSE in Awendo and Uriri District. Therefore findings of this research would be shared with appropriate authorities so that effective implementation could be done.

1.4 Purpose of the Study

The purpose of the study was to assess the effectiveness of the implementation of Life Skills Education in public secondary schools in Uriri and Awendo Districts.

1.5 Objectives of the Study

This study aimed at addressing the following broad objectives of implementation of Life Skills education in secondary schools:

- i. To establish the adequacy of Life Skills Education resource materials.
- ii. To establish approaches to teaching Life Skills Education in schools in Awendo and Uriri Districts.
- iii. To establish the challenges teachers/students are facing in secondary schools in implementing Life Skills Education.
- iv. To get students/teachers suggestions on how implementation of Life Skills Education can be improve.

1.6 Research Questions

The following research questions guided the research.

- i. How adequate are the resources for teaching/learning Life Skills Education?
- ii. What approaches are used in teaching Life Skills Education?
- iii. What challenges are teachers encountering as they teach life skills?
- iv. What are the head teachers' attitudes towards the implementation of Life Skills Education in schools?
- v. How effective is the implementation of Life Skills Education?
- vi. What are the teachers suggestions on the implementation of Life Skills Education

1.7 Significance of the Study

The findings of the study were expected to enrich available data on the subject and create awareness among teachers and students on the importance of LSE. The findings also provide a framework for policy makers and curriculum developers on how to improve and modify Life Skills Education syllabus. In addition, the findings provide information on how best educators can handle challenges in the teaching of Life Skills Education.

The findings would facilitate the MoE in making assessment and evaluation in all subjects. To the academia, the literature of the study will be reviewed by other researchers in academic institutions as a basis of further studies.

1.8 Limitations of the study

The study was limited in public schools only because it was where teachers feel reluctant to implement LSE because it was not directly examinable. For more comprehensive result, the researcher would have gathered information from parents, church leaders, but was limited only to students, teachers, and principles because of time. Even though there were many areas in LSE, only its implementation was studied.

1.9 Delimitation of the study

The study was limited to 12 public schools only because the researcher was familiar in the area for easy movement and private schools did not have any problem in implementing any policy. Only those teachers and students present during data collection day were used in the sample. Those absent were not included even if their contribution would have been useful.

1.10 Assumptions of the Study

The researcher assumed that the respondent were cooperative and responded to questions as expected. It was also assumed that teachers of Life Skills Education had been exposed to some training through workshops, seminars and in-service and therefore were capable of making decisions. The other assumption was that the sampled students and teachers for the study represented the whole population. It was also assumed that the study respondents willingly and truthfully provided information upon which the findings, conclusions and recommendations of the study were based.

1.11 Theoretical framework

This study was guided by Social Cognitive Theories (SCT) by Albert Bandura in 1986 and Maslow's motivation theory by Abraham Maslow (1962). SCT argue that, human functioning is viewed as a product of dynamic interplay of personal behavioral and environmental influences. For example, how people interpret the results of their own behavior informs and alters their environments and the personal factors they possess which in turn, inform and alter subsequent behavior. This is the foundation of Bandura's (1986) concept of reciprocal determinism, the view that personal factors in the form of cognition, affect and biological events, behavior and environmental influences create interactions that result in a triadic reciprocity.

In school for example, social cognitive theory contented that teachers have the challenges of improving the academic learning and confidence of the students in their charge. Using SCT as a framework, teachers can work to improve their student's emotional states and to correct their faulty self-beliefs and habits of themselves (personal factors), improving their academic skills and self-regulatory practices (behaviour), and alter the school classroom structures that may work to undermine students success. SCT is rooted in a view of human agency in which individuals are agents proactively engaged in their own development and can make things happen by their actions. Key to this sense of agency is the fact that, among other personal factors, individuals possess self-beliefs that enables them to exercise a measure of control over their thoughts, feelings and actions than what people think, believe and feel affects how they behave. Bandura (1986:25) provided a view of human behavior in which the beliefs that people have about themselves are article elements in the exercises of

control and personal agency. These individuals are viewed both as products and as producers of their own environments and of their social systems. Because human lives are not lived in isolation, Bandura expanded the conception of human agency to include collective agency. People work together on shared beliefs about their capabilities and common aspiration to better their lives.

Maslow's theory of motivation on the other hand, is applicable in this study in the sense that in education, the most important educational goal is for students to learn, to make this newly gained knowledge and information purposeful and meaningful to the students so that it may be retained and be useful throughout their lives. An essential factor involved in meeting these goals is motivation. If students are motivated they work harder than unmotivated students.

According to Maslow's theory, to educate, teacher's roles with regard to students relationships is for the teacher to have positive attitude, be a good listener, provide positive comments and feed back rather than negative, be available for students in need and listen to students, involve all students in class participation and responsibilities, organize classroom materials in a neat and appealing way with regard to student- student relationship. Maslow argue that teachers should allow students to engage in class discussions, peer tutoring, and have respect for others, help students develop self esteem, develop new knowledge based on background knowledge so as to help ensure success and develop a classroom environment where students are positive, non judgmental among others. SCT was therefore applicable in this study in the sense that the manner in which the teacher views Life Skills Education would influence the

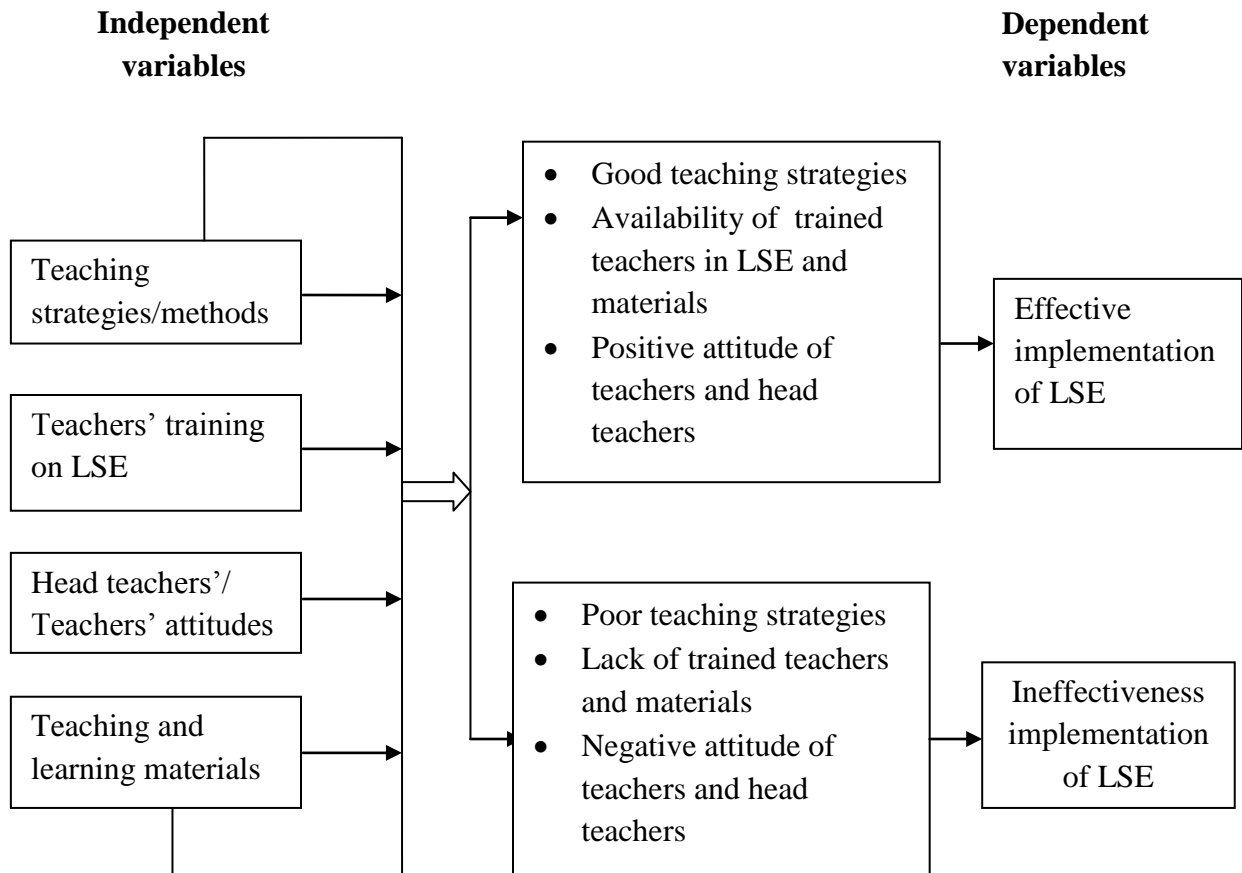
approach to teaching Life Skills Education. If teachers felt that the teaching of Life Skills is not their responsibility they would not prepare relevant and suitable teaching and learning materials for Life Skills Education as they would feel that it is an extra work.

It was anticipated that if teachers consider Life Skills to be serious they would motivate the learners to like it and learners would acquire Life Skills to cope with body changes for example skills for knowing and living with oneself, skills of knowing and living with others and skills of effective decision- making (KIE, 2002). Students would learn skills such as self awareness, self esteem, coping with emotion, assertiveness, effective communication and negotiation skills. The outcome of these skills would be the reduction of teenage pregnancies abortion, HIV/AIDs infection, school drop out, poor performance and drug and substance abuse and strikes in schools while on the other hand, if the implementation is not effective, all these will be rampant.

1.12 Conceptual framework

The schematic diagram below was used to illustrate possible factors affecting the implementation of Life Skills in secondary schools. This approach tied well with the aims and objectives of Life Skills Education as shown in figure 1.1. Effective implementation ultimately contributes to achievement of educational objectives. This included increase in enrolment and retention, participation and completion, leading to educational benefits which contribute to national developmental goals.

Figure 1.1 Conceptual representations of factors influencing the implementation of Life Skills Education in Secondary Schools



According to Orodho, a conceptual frame work is a model of presentation where a researcher presents the relationships between variables in the study and shows the relationship graphically.

The illustration shows that when LSE was implemented, positive effects were realized and this led to high performance in schools. When good methods were used, interests of learners were enhanced and they put more effort in learning. Similarly, if teachers were adequately trained on LSE, enough time and sufficient materials allocated for

teaching LSE were realized. Also, when teacher's attitudes towards LSE were positive, most learners participated and developed interest in learning life skills since they comprehended the significance of LSE in their life situations. However, if the above were not achieved, the implementation of LSE in secondary schools was not effective.

1.13 Operational definitions of Terms

Adaptive means that a person is flexible in approach and is able to adjust in different circumstances.

HIV/AIDs Human Immune Virus/ Acquired Immuno- Deficiencies

Life Skills This refers to the abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life.

Life Skills education It is a programme that promotes positive health choice making informed decisions, practicing health behavior, recognizing and avoiding risky situations and behavior

Relevance This refers to the level and background of the students in relation to Life Skills education and how they put the teachings into practice.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter represents related literature on: availability of the learning and teaching materials; teaching approaches; head teachers' and teachers' attitude towards implementation of Life Skills Education; challenges; evaluation of the effectiveness of LS programmes and summary of the literature review.

2.2 The need of Life Skills Education in schools

The school is an appropriate place for the introduction of Life Skills Education because of the role of schools in the socialization of the young people, access to children and adolescents on a large scale, (uses existing infrastructure), experienced teachers are already in place, high credibility with parents and community members, possibilities for short and long term evaluation. LSE is highly relevant to the daily needs of young people when it is part of the school curriculum; the indication is that it helps to prevent school dropout, indiscipline and adolescent pregnancies (UNAIDS 2003).

A part from the impact on the child health, there may be other benefits for the school as an institution. For example, evaluative studies of Life Skills programmes suggest that the methods used can help to improve teacher and student relationship and there are indications that Life Skills lessons are associated with fewer reports on classroom behavior problems (MOE 2008). There are also research indications of improved

academic performance as a result of teaching life skills, less bullying, few referrals to specialist support services and better relationship between children and parents (Weissberg et al, 1989). So LSE is education which equips the learner with abilities which enables her/him develop adaptive and positive behavior to deal effectively with challenges and demand of everyday life.

2.3 Availability of Teaching/Learning resources

According to KIE (1999), a wide variety of materials are necessary for effective teaching of any subject. These must be relevant and interesting to benefit the learning process. The teacher should determine the best resources for a particular lesson and the resource should be used in the most natural and logical manner known to reinforce a particular learning activity. Some resources can be bought or sourced from the environment or borrowed. They make learning of LSE interested, real and enjoyable and encourage students to retain knowledge (KIE 2008). On the use of teaching Aids, (Aila 2005) observed that they are important because they are used to increase learning, generate interest and create a situation where the students could fully engage in classroom activities. The materials and equipment presented in the classroom situation should be chosen to provide many and varied opportunities for students to acquire the learning they need (KIE 2008).

In her study, Abobo (2012) also found out that most schools of the sampled schools in Tran-zoia lacked adequate teaching learning materials which included textbooks, teacher's guides, reference materials, charts, video influenced negative implementation. This study therefore was to reveal the level of availability and

adequacy of teaching learning facilities whether they affect the teaching of LSE in secondary school. The researcher sought to find out whether there is effective implementation of LSE in Awendo and Uriri District.

2.4 Teaching methods

The Life Skills Education syllabus and the teachers guide suggest that teachers use participatory teaching and learning methods in which learners identify their own problems, discuss solutions, plan and carry out effective action programme (MOE, 2006). The participatory teaching and learning methods assume that learning is best achieved by requiring learners to be actively involved during lessons. Influential cognitive psychologists, like Piaget (1896-1980) believed that learners learn by constructing their own language. According to studies of Abobo (2012), the findings show that the participatory teaching and learning methods recommended for the teaching of LSE includes: case studies, brainstorming, field visits, pane discussions, story telling, song, group discussion, debates, posters, role play, games, projects, poetry recitals and drama (KIE 2008). These are illustrated in the following paragraph: Debates are discussions which involve two opposing parties with each group expressing opinion or views about a given topic. Each group competitively attempts to win the other to their side of the argument. When the discussion is over, the group with more points becomes the winner (KIE 2008).

Story-telling involves telling of narratives with particular theme based on actual event. They give accounts of detailed information about an event in an interesting way while still passing a moral message. Stories can be composed or collected based on specific

themes of life skills for example assertiveness, negotiations and decision making (KIE, 2008). When reading or telling stories, they should be dramatic and larger than real life experiences. The stories could be presented in a variety of ways for example, tone variation, use of facial expression, and involvement of audience. Students should, therefore, be encouraged to come up with their own stories from their communities or any other source.

Case studies are true or an imaginary which describe a problem, a situation or a character. It may be a dilemma in which the participants should come up with opinions on how they would resolve the conflict. Sometimes it offers clues on how to solve a problem or provoke the reader's abilities to solve the problem (KIE 2008).

Case studies should be interesting, appealing and relevant to the reader's imagination. They are useful when the teacher want to appeal to the learners' emotions, expect the learners to identify and internalize the concepts and issues raised in the case, expects the learners to:- apply the skills learned to solve similar problems that they may encounter and when he/she wants the learners to appreciate that others undergo similar challenges, case study can be developed by a teacher or selected from already developed ones in relevant books (KIE, 2008).

Role plays are short drama episode in which participants experience how a person feels in a similar real life situation. Role play can be used when: developing specific skills such as negotiation, assertiveness, communication and self awareness when discussing sensitive issues such as gender which the teacher may feel uncomfortable

with, clarifying new and unfamiliar concepts and demonstrating how a skill can be applied in a given situation. Role plays are considered to require little preparation and are not necessarily rehearsed. They should be spontaneous as possible. However, the teacher needs to bear in mind situations when and where to use them in the teaching process (KIE, 2008).

Games are interesting and exciting activities which have set rules. They can be used when: clarifying difficult issues, discussing sensitive issues enhancing the quality of interaction in a group, learning and practicing new life skills, increasing the participants' knowledge of each other and making presentations interesting (KIE, 2008).

Miming is acting without words by use of gestures, signs, physical movement and facial expression. Unlike drama, the idea or situation is solely communicated through actions. Miming is suitable for communicating sensitive messages. It helps in expressing messages which cannot easily be put into words (KIE, 2008).

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

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

Poetry and recitals: these are compositions which capture events, themes and situations in a short and precise manner. They communicate feelings, opinions, ideas, habit and their experiences. They can be in form of songs, recitations, charts or they can be dramatized to enhance acquisition of various LS. They can be used to appeal to people's emotions to enable them adopt behavior towards a desired direction (KIE, 2008). The researcher therefore intended to analyze teaching methods used in the teaching LSE and whether they are used effectively to implement LSE in Uriri and Awendo Districts.

2.5 Principal's attitudes towards the implementation of Life Skill Education

It is the principal and other teachers who finally decide the arrangement of learning experiences and the methods of content presentation and he/she does most of the evaluation Prinsloo (2007). In South Africa, it was found that lack of commitment by

some principals to make the programme a success at the school level is a challenge facing the implementation of LSE. Some principals indicated that it was difficult for them to support the implementation of LSE because many learners in their schools are “careless, irresponsible and have no “vision and mission in life”. The principals felt there was little impact LSE could make on the learners even if the principals provided some support for the teaching of the subject in their school. The principal excuse for their lack of commitment to make Life Skills programme a success in their schools may be considered a negative attitude. In Kenya, the principals complain of lack of time and overload which show a negative attitudes and thus inadequate implementation. In this study, the researcher intended to find out the head teachers attitudes towards the teaching of LSE as one of the reason for ineffective implementation in Awendo and Uriri District.

2.6 Challenges faced in implementing Life Skills Education.

Republic of Kenya (2004), notes that majority of secondary school teachers are trained at public universities and diploma colleges and are required to specialize in two teaching subjects upon graduation. Since LSE was introduced in 2005, this means that most secondary school teachers have not received any LSE training as part of their pre-service training.

The current situation calls for an urgent development of a comprehensive in-service training programme to empower teachers to deliver the changes that have been made in the existing school curricula including the introduction of LSE in secondary school in 2005.

The LSE teacher in Malawi received in service training through a cascade model where a national core team of trainers, orient trainers of teachers at district level. The national core team of trainers then trains the primary education methods advisers in a three day block. The primary education method advisers in turn train school principal and standard one to four teachers in two day blocks. Some principals are trained to offer professional support to those teachers in their schools who have not been trained in the teaching of LSE but teach the subject (Kunje and Chimombo, 1999).

Training of teachers in LS curriculum in Zimbabwe involves three days of training. This short duration of training is not sufficient to develop understanding of content and empower teachers to teach LSE topic with confidence (Rembe, 2006).

In Kenya, before the implementation of LSE started in schools a cascade system of training was adopted. Education officers were trained who in turn trained principals and two teachers from every school. The two trained teachers were to train other teachers in the school to teach LSE (MOEST, 2009).

In Kenya, Life Skills has been introduced in the curriculum and it is taught 1 lesson per week but nobody has done a follow up to establish whether the curriculum is being implemented or not. Although some teachers are willing to implement the programme, they still experience many challenges. These include: lack of support from the Ministry of Education; inadequate time allocation for teaching LSE and insufficient

support and monitoring from the LSE department. They are also burdened by a workload and shortage of materials (Francis, Abobo, 2012).

2.7 Evaluation of the effectiveness of LSE

Evaluating the effectiveness of a LS programme requires a clear programme design. What is the overall purpose of the programme and what are the measurable goals? What are the expected outcomes in terms of improvement in skills, changes in behavior, or changes in attitude or beliefs in adolescent? What changes could be expected in the programme provider? Although developing measurable indicator often lags behind advances in programme design, existing LS initiatives provider guidance on how to capture impact.

Process components measure extent to which the programme actually reaches the intended audience, and how the programme is implemented. Two important, dimensions are coverage and quality. Extent provider training, fidelity to the programme design, and programme duration are just some of the components of the implementation that may affect intervention outcomes. The outcome indicators selected for programmes generally analyze changes in skills levels, attitudes and beliefs as well as changes in behavioural outcomes. These can be both self-assessed and assessed by programme providers and parents.

In the substance abuse preventive skills like measured are assertiveness, refusal skills, locus of control, decision-making and problem solving (Botvin, 1986). The social skills rating (Gresham and Elliot, 1993) is one of many different rating systems that

have been used to assess students' social skills, including cooperation, assertion, empathy and self-control.

Depending on the desired behavioural outcomes, programmes can measure substance use, changes in sexual behavior, decision made about smoking, condom use, etc. substance abuse prevention programmes often apply objective measures of alcohol, tobacco use, such as breathalyzers, and violence prevention often looks at numbers of conflicts result in violence.

Change in attitudes and knowledge are other components of evaluation plan in the area of violence prevention, a number of self-report measures assess the attitude and knowledge of adolescents about violence. For example, belief, supporting aggression scale (Slaby and Guerra, 1988) measure normative beliefs about aggression and attitude toward conflict scale (Lam, 1989) measures how young people feel about different methods for resolving conflicts. Since LS programme tend to be comprehensive in scope. It is important to acknowledge proposed effects beyond changes in individual behaviours, attitudes or skills. Changes in social norms or norms among peers, changes in programme providers and changes in connection to community, family, parent or school are all potential effects and should be measured. The intention of the researcher therefore, was to find out effectiveness of the implementation of LSE in Awendo and Uriri Districts.

2.8 Summary and conclusion

The study has reviewed different literature in relation to the teaching of LSE in secondary schools. It has been found that most teachers have not been trained on LSE and those few who have attended the in-service training on LSE argue that the in-service training is inadequate and it has failed to equip teachers with requisite skills to handle it successfully. The Head-teachers' attitudes which are negative have been found to affect effective implementation of LSE in secondary schools. The literature review has also revealed that the level of availability and adequacy of teaching /learning resources affects effective implementation. The literature has also reviewed on teaching methodologies by teachers. Literature has also revealed that there are few studies on LSE as a subject in secondary schools which has been carried out. This study therefore sought to investigate whether effective implementation of LSE is taking place in Awendo and Uriri Districts. The research was also to feel the gap of what other writers had done.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on research methods and procedures that were used in this research. In particular the chapter described the research design, study location, the population, sampling procedures, research instruments, data collection and data analysis and reporting procedure.

3.2 Research Design

The research used descriptive research methodology, qualitative in approach. This methodology was adapted to enable the researcher to achieve, among other things an in-depth collection and analysis of data from single cases based on 12 different schools each with different background. Descriptive research methodology enabled the researcher to investigate and describe the current phenomena on focus (Mugenda and Mugenda 2003). The approach was appropriate because it enabled the researcher to describe situations, perceptions, opinions, attitude and general demographic information that were currently affecting the teachers when implementing the Life Skills Education in secondary school. The justification of using qualitative approach was due to the fact that the issues affecting the implementation were not satisfactorily captured or measured. The method also allowed the researcher to formulate open ended questions through which a wide and deeper range of responses were sought. Qualitative techniques were applied for instance such as presenting sampling size and groups. Criteria used considered the status and types of schools e.g. Provincial girls

and district mixed and also their geographical position e.g. town and urban. This was due to the fact that Life Skills Education were unique to each locality and could not easily be generalized as eliciting uniform responses, hence, the way students and teachers viewed its teaching might differ from one school to another depending on where the schools were located. For this study it was assumed that the category of school might influence the implementation of Life Skills education.

3.3 Study Location

This study was carried out in Uriri and Awendo Districts. Uriri district is situated in Southern Nyanza in Migori County. It borders Migori District to the south, Nyatike to the west, Ndhiwa to the North West Awendo to the North and Transmara to the East. Its area was approximately 4640 km². It had 15 secondary schools, 147 teachers and 1184 students. Awendo district is also situated in South Nyanza Migori County. It boards Uriri district South Transmara to the East Ndhiwa to the North West. It was approximately 4900 Km². It had 22 secondary schools, 210 teachers and 6852 students. Being that both districts are located within the sugar cane belt of Sony Company, there was a lot of interference of learning due to sugarcane activities which could be reduced by effective implementation of Life Skills education. The area was chosen because of its accessibility and familiarity to the researcher. Mugenda (1999) argues that the ideal setting for any study should be easily accessible to the researcher.

3.4 Target Population

According to Mugenda (1999), population is defined as entire groups of individual, events or objects having a common observable characteristic. The target population in

this study was the 37 public secondary schools in Uriri and Awendo districts. The study population comprised of 357 teachers since they were in charge of implementing the LSE syllabus in their respective schools. Teachers were targeted to give details in their schools concerning the implementation. According to the AEO record, Uriri District and Awendo districts had 37 public secondary schools and approximately 357 teachers, 37 principals and 8036 students.

3.5 Sample Size and Sampling Procedures

A sample is a small group obtained from the accessible population (Mugenda and Mugenda, 1999). For the purpose of this study out of 37 public secondary schools, 12 were sampled. According to Mugenda (2003), a fraction of at least 20% of the total population of less than 100 was acceptable sample in descriptive research. This sample accounted for 40% of the total population which would enhance the study representation. Stratified random was used. This method aimed at achieving desired representation from various sub groups in the population. The sample was groups to be selected from each sub group (Mugenda and Mugenda 1999). Out of 37 schools in Uriri and Awendo Districts, 12 schools were sampled.

3.5.1 Selection of schools

Purposive sampling technique was used to select the study subjects, in which all the categories; girls, boys and mixed secondary schools were included in the study subjects. In purposive sampling technique individuals are included in the sample because they are judged to possess important /special/ unique information that researcher feels that such information is a representation of that population (Mugenda

and Mugenda 1999). From each District, 2 girls, 2 boys and 2 mixed secondary school were selected on the basis of categories that were from provincial and district schools.

This sampling technique was necessary for the researcher to find out the differences in implementation of LSE in provincial and district schools. In carrying out the study in two districts various factors were considered; viz provincial and districts, age of students, forms, and qualification of teachers and trained teachers on LSE.

3.5.2 Selection of students

Purposive sampling technique was used to sample the respondents. It was hoped that forms 1, 2 and 3 in selected schools in Uriri and Awendo Districts would give adequate responses to the issues raised in the study. Four students were selected from 1, 2 and 3 in every school selected.

3.5.3 Selection of teachers and principals

Purposive sampling technique was used to sample 2 teachers who have been trained to teach LSE or who are teaching LSE in case there were no trained one in that school with the help of the head teacher. All the 12 head teachers of the 12 selected schools for sampling were interviewed.

3.6 Research instruments

Two research instruments were used namely; Questionnaire and Interview schedules

3.6.1 Questionnaire

Questionnaires were useful instrument for collecting a lot of information on a large sample. As Orodho (2008) argues a questionnaire normally has a greater reliability because it allows the selection of all areas and representative sample. In this study, the questionnaire were used for the teachers teaching Life Skills Education to help the researcher obtain information on the teaching activities used, time allocation, teaching resources needed, challenges encountered during the teaching of Life Skills Education and ways of improving the implementation. This study was used to obtain information from students on the important of Life Skills Education, classroom activities problems that they face in learning Life Skills Education and suggestions on ways of improving the teaching of Life Skills education. The questionnaire were filled by teachers teaching Life Skills Education in form One, two and three. The questionnaires were continuous open ended and closed in order to elicit an in-depth range of responses on the students and teachers in teaching life skills. The reason for this was that the group was capable of reading and writing. Also there was a bulk of the sample and it was not possible to conduct interviews with all of them.

3.6.2 Interview schedule for principals

The principals were considered to be very instrumental in the implementation of any educational policy at the school level. Life Skills Education being a new subject in Kenya secondary schools, the role of the principals for its successful implementation was also very important. For example, they decided on the staff establishments, and in most cases were crucial in solving school academic and administrative problems. They also had an overall responsibility of purchasing text books and teachers guides. An

open ended interview guide intended to get their view in the school setting. The problems they face in the teaching of Life Skills education, their views on the content of Life Skills education and generally what secondary schools in Kenya need to do to improve on the teaching of Life Skills education.

3.7 Validity of the instruments

The instruments were validated through content validity. Content validity refers to the degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2005). The researcher assessed content validity through the use of professionals or experts as advocated by Mugenda and Mugenda (1999).

3.7.1 Reliability of the Research instruments

Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho 2005). Reliability was assessed using the split half method where by the test was divided into two equivalent halves and scores got half were correlated with these of the other half Orodho (2005) observes that this method (split half) had the advantage of controlling the fatigue and practice effects that arise in other reliability methods. The self correlation of the whole test was then estimated by the use of the spearman Brown Prophecy formula which gave a correlation coefficient of 0.813. Gay (1992) says that any research instrument with a split half coefficient of between 0.8 and 1.00 are acceptable and reliable enough. For this research a co-efficient of 0.8 was considered reliable enough.

3.7.2 Piloting of research instruments

Before the data was collected, the research instrument was piloted in two schools in Uriri and Awendo which were not included in the study sample. The aim of the pilot study enhanced the validity and reliability of the research instruments. It also allowed the researcher to create familiarity with the instrumentation. Piloting was important because it helped in revealing deficiencies in questionnaires (Mugenda and Mugenda 1999). The researcher then addressed any deficiencies which were revealed by the piloting exercises.

3.8 Data collection procedure

The researcher obtained a letter from the graduate school at Kenyatta University to enable her to get a letter of authority and research permit from National Council of Science and Technology which allowed her to get permission letters from the Uriri/Awendo DEO/DC to allow her visit the schools. The researcher then visited the twelve schools to request the principals for permission to carry out research in their schools and also to familiarize with the students and teachers. Appointments were made with respondents in advance; students were given questionnaires first to fill under the supervision of the researcher. Thereafter, teachers were also given questionnaires to fill then the researcher interviewed the principals using interview schedules.

3.9 Methods of data analysis

Data were organized and coded to ease identification interpretation; a series of indices was developed to categorize the questionnaire in terms of types of information sought. The data were analyzed qualitatively and quantitatively guided by the study objectives. The qualitative analysis was presented using responses from the respondents while quantitative analysis used frequency tables and absolute percentages. Information and responses collected were analyzed shifted into groups with similar and related responses. This enabled the researcher to make comparison between responses and account for similarities and dissimilarities. The data was then interpreted and viable conclusions were drawn and recommendations based on these conclusions were arrived at.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter is a presentation, analysis and interpretation of data collected using questionnaires and interviews. The general objective of this research project was to investigate implementation of Life Skills Education in secondary schools in Uriri and Awendo districts, Migori County Kenya. The findings of the research were organised and presented inline with the research questions. The statistics were calculated and analysed using SPSS program.

4.1.1 Distribution of Questionnaires

A total of 276 questionnaires were administered to the 12 (4%) schools where research was carried out. In distribution, 240 (87%) questionnaires were given to students, 24 (9%) were given to teachers and 12 principals were interviewed. Items in the questionnaire that investigated on the implementation of Life Skills Education were tallied into frequencies then presented as percentages in tables.

4.2 Demographic characteristics of the respondents

This section represents the demographic characteristics of the respondents in this study. This was based on sex, age and status of education.

4.2.1 Gender

The response in regard to gender of students shows that (table 4.1), majority (60%) of the students who participated in the study were male while female students were represented

by 40%. While among the teachers (4%) who participated, the majority (58.3%) were females and males made 42.7 %. This was probably due to the fact that more female teachers had interest in implementing LSE in secondary schools in Uriri and Awendo districts than the male teachers. However, male principals (75%) were more than female ones (25%); probably the principals were not concern with the behavior change of the learners.

Table 4.1 Sex of the respondents

| | Students | | Teachers | | Principals | |
|--------------|-----------------|--------------|-----------------|--------------|-------------------|-------------|
| Sex | freq | % | freq | % | freq | % |
| Male | 144 | 60.0 | 10 | 41.7 | 9 | 75 |
| Female | 96 | 40.0 | 14 | 58.3 | 3 | 25 |
| Total | 240 | 100.0 | 24 | 100.0 | 12 | 92.3 |

4.2.2 Age of the respondents

Table 4.2 Age of the students

| Age | Frequency | Percent |
|--------------|------------------|----------------|
| 12-14 | 24 | 10.0 |
| 15-17 | 168 | 70.0 |
| 18-20 | 48 | 20.0 |
| Total | 240 | 100.0 |

As shown on table 4.2, the majority of students who participated in the research were aged between 15-17 years (70%). However, the number of students whose ages were between 12-14 years was represented by 10% only, while the number of students aged 18-20 years was 48 (20%). Probably, young learners of ages between 15-17 years of age were adolescents and therefore more active since they had developed high curiosity in studies and activities concerning LSE. Hence, LSE should be implemented for them due to passion and interest among the students. Also, the content of Life skill syllabus should be organized basing on the cognitive levels of the learners as indicated by the age brackets.

4.2.3 Level of education of the respondents

Table 4.3.1 Level of education of the students

| Form | Frequency | Percent |
|--------------|------------------|----------------|
| 1 | 24 | 10.0 |
| 2 | 120 | 50.0 |
| 3 | 96 | 40.0 |
| Total | 240 | 100.0 |

As shown from the table (Table 4.3.1), the majority (50%) who participated in the research were in Form 2. While 96 (40%) students were in form 3 and only 24 (10%) students were in form 1. From the above result it can be deduced that the majority of the respondents were in Form 2 due to the fact that at the form level, most students usually undergo adolescence development and might become curious on such topics

since they felt that it would help them boost their self and understanding and satisfy their curiosity.

Table 4.3.2 Professional qualification of the teachers

| Level | Frequency | Percent |
|--------------|------------------|----------------|
| Untrained | 18 | 75.0 |
| Trained | 6 | 25.0 |
| Total | 24 | 100.0 |

From the above table (Table 4.3.2), among the teachers who were interviewed, the majority (75%) were untrained teachers while only 6 (25%) were trained but were undergoing in-service teacher training. This provided an observation that even though schools lacked enough teachers, in-service programs of LSE were adequately facilitated to enhance the teaching and learning of LSE.

4.2.4 Teaching experience and duration of headship

Table 4.4.1 Teaching experience of the teachers

| Years of experience | Frequency | Percent |
|----------------------------|------------------|----------------|
| 1-5 | 4 | 16.7 |
| 6-10 | 12 | 50.0 |
| 11-15 | 6 | 25.0 |
| 16yrs and above | 2 | 8.3 |
| Total | 24 | 100.0 |

From the above table the majority (50%) of the teachers had years of experience ranging from 6-10 years. Only 2 (8.3%) teachers had teaching experience of 16 years and above; this probably could be due to retirement in teaching or transfer to other schools at such age. 25% of teachers had a teaching experience of between 11-15 years, while, 4 (16.7%) teachers had a teaching experience of 1-5 years.

Table 4.4.2 Duration of headship by principals

| Duration | Frequency | Percent |
|-----------------|------------------|----------------|
| 1-10yrs | 4 | 33.33 |
| 11-20yrs | 4 | 33.33 |
| 21-30 | 4 | 33.33 |
| Total | 12 | 100.0 |

The above table (Table 4.4.2) indicates that the number of principals with experience of 1-10 years (33.33%), 11-20 years (33.33%) and 31-30 years (33.33%) are equal in number. This predicts that it takes longer for the school management to be changed at a given period of time. The most experienced teachers should therefore actively support policies to be used in making teaching and learning LSE more effective in secondary schools.

Table 4.4.3 Nature of subjects taught by teachers

| Field | Frequency | Percent |
|--------------|------------------|----------------|
| Science | 8 | 33.3 |
| Arts | 12 | 66.7 |
| Total | 24 | 100.0 |

The above table (Table 4.3.3) shows that the majority (66.7%) of teachers teach Arts while only 8 (33.3%) teach sciences. Probably this can be due to the perception that it is better to pursue Arts than science. These results tend to agree with the current observation that the majority of undergraduate-students who pursue courses in education in both public and private colleges are pursuing Arts-subjects combination. Probably there were adequate teachers in LSE although they could not be able to teach LSE in secondary schools due to inadequate time allocation for teaching LSE.

Table 4.4.4 Teaching subjects by principals

| Subject | Frequency | Percent |
|----------------|------------------|----------------|
| English | 2 | 16.7 |
| History | 5 | 41.7 |
| C.R.E | 2 | 16.7 |
| Physics | 1 | 8.3 |
| Biology | 1 | 8.3 |
| Others | 1 | 8.3 |
| Total | 12 | 100.0 |

The above table shows that the majority (41.7%) of the principals who participated in the research were History teachers. While a minimum number were found to be teaching physics, Biology and other subjects apart from C.R.E (16.7%) and English (16.7%). These were each represented by 8.3%. The schools were dominated by Arts subjects and being that LSE is an art, probably teachers ignored it since it was not examinable like other subjects. Hence principals should be trained in LSE to encourage and facilitate teaching and learning LSE in secondary schools.

4.3 Analysis of adequacy of the content in life skills education

Table 4.5.1 Topics of Life Skills Education reported by students to be taught in school

| Topic | Frequency | Percent |
|--|------------------|----------------|
| Skills of knowing and living with one self | 24 | 10.0 |
| Skills of knowing and living with others | 12 | 5.0 |
| Skills of effective decision making | 60 | 25.0 |
| Creative thinking | 24 | 10.0 |
| Self esteem | 36 | 15.0 |
| Communication | 24 | 10.0 |
| Empathy | 12 | 5.0 |
| Skills of coping with stress | 48 | 20.0 |
| Total | 240 | 100.0 |

As shown from table 4.5, skills of effective decision making (25%) in LSE is the major topic taught by the teachers in the secondary schools. Possibly, teachers felt that effective decision making skills would help them in all ways towards their solving problems in their social lives. Similarly, such topics as self-esteem (15%), personal relationship (10%), creative thinking (10%), communication (10%) and Skills of coping up with stress (20%) were also appreciated to be taught in schools. While the topics; inter-personal relationship (5%) and empathy (5%) were rarely taught in the secondary schools. Probably teachers did not consider the topics inter-personal relationship and empathy as important in the LSE syllabus.

Table 4.5.2 Students' response on whether they were taught everything they need in Life Skills Education

| Adequacy | Frequency | Percent |
|-----------------|------------------|----------------|
| Adequate | 36 | 15 |
| Inadequate | 204 | 85.0 |
| Total | 240 | 100.0 |

From the above table (Table 4.5.2) the majority (85%) of students reported that they were not taught all the necessary skills in LSE. This might be due to lack of trained personnel and perhaps inadequate materials for teaching LSE in their schools. While only 36 (15%) students reported that they were taught everything they needed in Life Skills Education; perhaps there were trained teachers in their schools.

Table 4.5.3 Benefit students get from Life Skills Education

| Benefit | Frequency | Percent |
|--|------------------|----------------|
| Helping effective decision making | 36 | 15.0 |
| Help in coping with life difficult situation | 36 | 15.0 |
| Enhances social skills | 120 | 50.0 |
| Help in coping with stress | 48 | 20.0 |
| Total | 240 | 100.0 |

From the above table, the majority (50%) of students showed that Life Skills Education enhances their social skills. Perhaps they felt that socialization was more important in their lives due to adolescence experiences among them. A portion of 20% indicated that Life Skills Education helps them to cope up with stress as they underwent their secondary education; the stress might be due to personal growth experiences which are characterized by ego. While the students who reported that Life Skills Education aid them gain effective decision making and coping with life-difficulties were each represented by 15%. This shows that some students were experiencing difficulties such as lack of enough money for school fees and other basic needs like learning materials.

Table 4.5.4 Response on teaching frequency of LSE in a week

| Response | Frequency | Percent |
|-----------------|------------------|----------------|
| Once | 84 | 35.0 |
| Twice | 48 | 20.0 |
| Not at all | 108 | 45.0 |
| Total | 240 | 100.0 |

From the above table (Table 4.5.3), the majority (45%) of students reported that LSE lessons were not taught at all in their schools. Probably such schools were not implementing government policy on LSE. So assessment should be done to re-enforce the effective implementation of LSE in secondary schools. A total of 84 (35%) students responded that the lesson of Life skills education was scheduled only once in a week; might be due to the adequate time and materials for teaching LSE in the schools. While only 48 (20%) indicated that they were taught twice, which is not recommended by the policy guidelines of the ministry of education. This is probably due to the reason that teachers and students had realized the benefits of teaching and learning LSE in their schools hence utilized the free time possible for LSE lessons.

Figure 4.1 A bar graph showing response on teaching frequency of life skills in a week

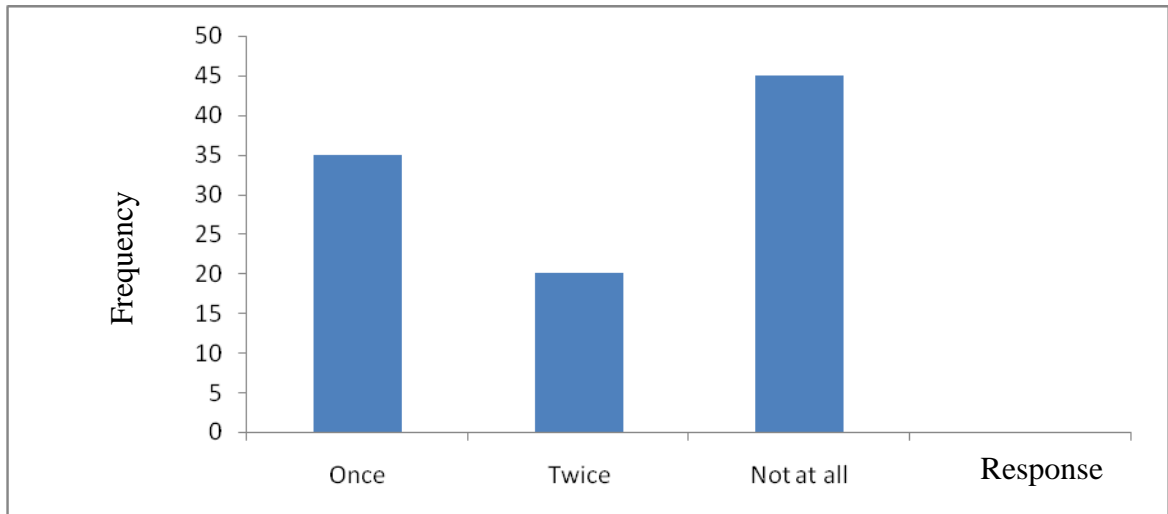


Table 4.5.5 Relevance of LSE to challenging issues according to teachers

| Response | Frequency | Percent |
|-------------------|------------------|----------------|
| Strongly agree | 12 | 50.0 |
| Agree | 6 | 25.0 |
| Strongly disagree | 2 | 16.7 |
| Disagree | 4 | 33.3 |
| Total | 24 | 100.0 |

The above results indicate that the majority (50%) strongly agreed that teaching of LSE is adequate and relevant in reducing the emerging issues in school community such as HIV/AIDS and drug abuse among the peers while those who agreed were represented by 25%. This is probably due to the reason that there was prevalence of HIV/AIDS and drug abuse experienced in those schools and the majority felt that

LSE education would reduce it. Teachers who disagreed were represented 33.3% only 2 (16.7%) strongly disagreed; probably the teachers lacked awareness on the importance of LSE implementation in schools.

Table 4.5.6 Adequacy of time allocation for teaching LSE by teachers

| Response | Frequency | Percent |
|-----------------|------------------|----------------|
| Inadequate | 14 | 58.3 |
| Adequate | 10 | 41.7 |
| Total | 24 | 100.0 |

As shown from the table (Table 4.5.4) above, majority (58.3%) of teachers indicated that time allocated for teaching life skills is not adequate to explore the topics in Life skills education. This is perhaps due to the reason that most teachers only concentrated on examinable subjects other than LSE. Only 10 (41.7%) teachers indicated that time allocation for teaching life skills education is adequate; possibly due to adequate trained teachers and materials for LSE.

Table 4.5.7 Suitability of LSE Syllabus content by principals

| Response | Frequency | Percent |
|-----------------|------------------|----------------|
| Yes | 4 | 33.3 |
| No | 8 | 66.7 |
| Total | 12 | 100.0 |

From the above results (Table 4.5.5), it is indicated that the syllabus content used in teaching life skills topics was not suitable to help the students acquire the knowledge. This represented by the responses of 8 (66.7%) principals who said no to the question which shows that possibly the principals had not revised the topics in LSE syllabus content. Hence, more workshops for LSE should be facilitated to make the principals aware of the policies for the implementation of LSE in secondary schools. However 33.3% of the respondents agreed that the syllabus was suitable to assist students acquire the knowledge of life skills education; perhaps the teachers were aware of the policies of implementing LSE in secondary schools and knew the importance of teaching LSE to learners.

Table 4.5.8 Suitability of textbooks used in teaching Life Skills Education

| Response | Frequency | Percent |
|-----------------|------------------|----------------|
| Adequate | 4 | 33.3 |
| Inadequate | 5 | 41.7 |
| Don't know | 3 | 25 |
| Total | 12 | 100.0 |

As shown from the above table (Table 4.5.5), 5 (41.7%) principals indicated that the suitability of the textbooks used in teaching Life Skills Education were inadequate. This is possibly due to the feeling that the contents need to be revised. 3 (33%) principals showed that the textbooks were suitable; maybe due to the reason that some

of the topics of LSE were found in the syllabus. Only 3 (25%) of them didn't know whether the textbooks were adequate or not; perhaps due to lack of interest in LSE.

4.4 Approaches used in teaching life skills education

In order to establish and verify the approaches used for teaching Life Skills Education in the schools, the researcher asked the respondents to list learning-teaching materials used by their teachers. Also teachers were asked to provide teaching materials, methods and activities used in teaching the Life skills education.

Table 4.6.1 Learning and teaching materials used by teachers as reported by students

| Learning material | Frequency | Percent |
|--------------------------|------------------|----------------|
| Video | 24 | 10.0 |
| Magazine | 24 | 10.0 |
| Newspapers | 36 | 15.0 |
| Books | 156 | 65.0 |
| Total | 240 | 100.0 |

As shown in table 4.6.1 above, the use of books was indicated as the major learning materials used which were represented by 65%. This probably because the textbooks were considered reliable since they could serve larger numbers of students for a longer time. Those who used Newspapers were represented by 15% while the users of video and magazines as learning materials were each represented by 24%. This is probably

due to the reason that most lessons of LSE employed discussion as a method of learning which would require students to make enquiries from different sources of information.

Similarly as shown from the below table (Table 4.6.2), it is clearly indicated that teachers used text books as the main material for teaching life skills education; this was represented by 58.3%. However only 10 (41.7%) of the teachers indicated the use of magazines as the materials used in their schools to teach the life skills education.

Table 4.6.2 Teaching materials used by the teachers

| Materials used | Frequency | Percent |
|-----------------------|------------------|----------------|
| Text Books | 14 | 58.3 |
| Magazines | 10 | 41.7 |
| Total | 24 | 100.0 |

As shown by the above table, majority (58.3%) of teachers used text books as the main teaching/learning materials in LSE. This is possibly due to the fact textbooks were considered reliable and could serve a larger group of students. However, only 10 (41.7%) teachers used magazines; possible for the reason that there were equipped library in such schools.

Table 4.6.3 Teaching methods used by teachers

| Method | Frequency | Percent |
|------------------|------------------|----------------|
| Discussion | 8 | 33.3 |
| Video | 6 | 25.0 |
| Magazines | 4 | 16.7 |
| Learner-centered | 6 | 25.0 |
| Total | 24 | 100.0 |

The results above indicate that discussion (33.3%) was the major teaching method used in teaching of Life skills education. This is possibly due to the reason that teachers considered organizing the students into groups because of students' personal indifferences. The uses of video and learner-centered methods were each represented by 25%. It is indicated that magazines (16.7%) were rarely used which may be due to lack of support from the school administration to buy these magazines.

Table 4.6.4 Teaching activities used in teaching Life Skills Education

| Activity | Frequency | Percent |
|-----------------|------------------|----------------|
| Case study | 6 | 25.0 |
| Role play | 4 | 16.7 |
| Games | 4 | 16.7 |
| Discussion | 6 | 25.0 |
| Story telling | 4 | 16.7 |
| Total | 24 | 100.0 |

As indicated by the above table (Table 4.6.3), the use of discussion and case study were the major teaching activities used in teaching Life Skills Education among the teachers in secondary schools of Uriri and Awendo districts. These were represented by 25% each. Teachers who used Role play, games and story telling were all represented by 16.7% each. Thus it is clearly indicated that all the methods are almost similarly utilized in teaching the content of LSE, so its effective implementation should be re-enforced in all secondary schools.

4.5 Challenges in implementing life skills education

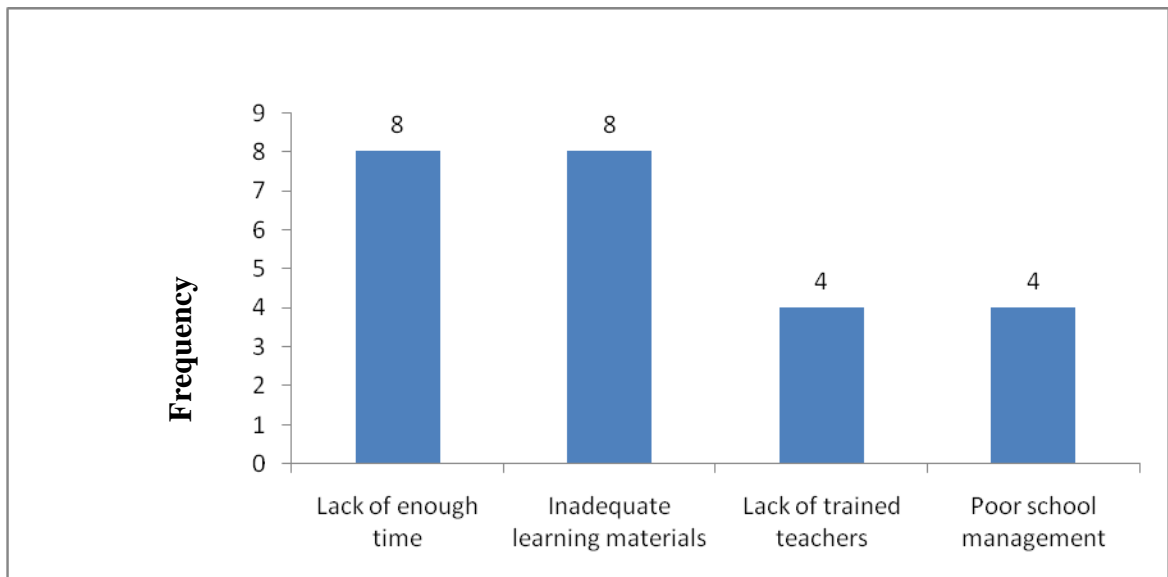
In order to establish the challenges that teachers or students were facing in secondary schools in implementing LSE, the researcher asked the students to list the major experienced challenges in their schools which make them not fully involve and participate in LSE. Also teachers were asked to provide major problems in teaching LSE and principals were asked to provide the factors hindering successful teaching of LSE.

Table 4.7.1 Challenges suggested by students

| Challenge | Frequency | Percent |
|---------------------------------|------------------|----------------|
| Lack of qualified personnel | 72 | 30.0 |
| Lack of materials and resources | 48 | 20.0 |
| Lack of interest | 48 | 20.0 |
| Lack of cooperation | 60 | 25.0 |
| Ignorance | 12 | 5.0 |
| Total | 240 | 100.0 |

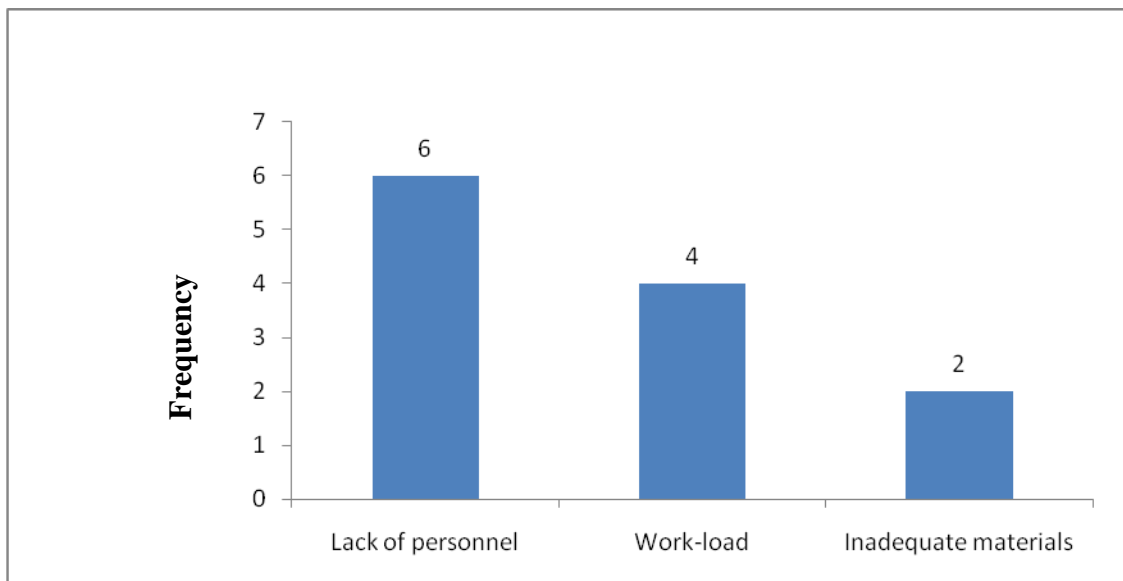
The above results (Table 4.7.1) indicate that majority (30%) of the students face challenges in learning the LSE due to lack of qualified teachers trained in the field of LSE. 25% of the students had the view that implementation of LSE was affected due to lack of cooperation among students and teachers. This might be possible due to poor management of school which fails to promote good student-teacher relationship. While the students who had views of lack of materials and those whose views were lack of interest, as challenges in implementing the life skills education, were each represented by 20%. Lack of interest among students might be probably due to the fact that they did not know the importance of learning LSE in their lives. However only 5% of the respondents suggested the implementation was hindered due to ignorance; they had no clue in LSE due to inadequate teaching and learning materials in schools.

Figure 4.2 Major problems in teaching LSE according to teachers



The results in the figure 4.1 above indicate that inadequate learning materials and time are the major problems faced by the teachers in the process of teaching Life Skills Education; which were each represented by 33% of the respondents. This is probably due to the fact that most teachers only emphasized on examinable subjects and had no time for LSE. While the respondents who had views of lack of trained teachers, and those who had as poor school management were totaling to 8 respondents; each was represented by 16.7%. Lack of trained teachers was noticed perhaps due to the fact that most teachers did not have interest in being trained in LSE.

Figure 4.3 Factors hindering successful teaching of LSE according to principals



From the figure 4.2 above, the majority of principals 6 (50%) indicated that main factors hindering successful teaching of LSE was lack of personnel. 33.3% (4) of the respondents provided work-load as a the hindering factor, while only 2 (16.7%) out of 12 respondents reported that the factor hindering the teaching and learning process of

LSE was inadequate materials. The problem of work-load was due to the fact that the schools had fewer teachers and could not be able to cover an extra subject which was not examinable.

4.6 Suggestions on how life skills education can be improved.

For analysis of students/teachers suggestions on how to improve implementation of Life Skills Education the researcher asked the teachers to provide the duration they took during training. Also teachers were asked to suggest who should teach the subject of Life Skills Education and ways on how to improve teaching of LSE. Also, principals were asked to suggest on how to improve teaching of LSE and to indicate whether the materials for implementing the LSE syllabus were available in their schools.

Table 4.8.1 Duration of training in LSE

| Duration | Frequency | Percent |
|------------------|------------------|----------------|
| 1-2 weeks | 16 | 66.7 |
| 1 month and more | 8 | 33.3 |
| Total | 24 | 100.0 |

From the above table, the results indicate that majority (66.7%) of teachers LSE in secondary schools were trained for 1-2 weeks which was considered adequate for training. However, only 33.3% of teachers were trained for more than 1 month. This shows that many teachers in training perhaps lacked interest and chose to be trained for a shorter period.

Table 4.8.2 Who should teach the topic of Life Skills Education according to teachers

| Response | Frequency | Percent |
|---|------------------|----------------|
| Class teacher | 10 | 41.7 |
| C.R.E Teacher | 2 | 8.3 |
| Specific trained teacher on Life Skills Education | 12 | 50.0 |
| Total | 24 | 100.0 |

The above table indicates that the majority (50%) of teachers felt that it was the responsibility of the specific trained teacher on LSE to monitor all the teaching and learning activities that take place during learning LSE. This is probable due to the fact that teachers emphasized on professionalism. 41.7% of the teachers suggested that it is the work of the class teacher to teach the topic of LSE; perhaps they felt that it was the role of class teachers to handle all the issues affecting the class. However, only 2 responded by suggesting that the Christian Religious Education teacher to carry out the task; represented by 8.3% of the respondents. This is probably due to the fact that philosophy is closely related to LSE.

Table 4.8.3 How to improve teaching of LSE

| Ways | Teachers | | Principal | |
|-------------------------|------------------|----------------|------------------|----------------|
| | Frequency | Percent | Frequency | Percent |
| Training | 12 | 50.0 | 6 | 50.0 |
| Allocation of materials | 12 | 50.0 | 6 | 50.0 |
| Total | 24 | 100.00 | 12 | 100.0 |

As shown from the above (Table 7.8.3), training and allocation of teaching materials were suggested by the same number of teachers. These were each represented by 50%. Similarly, those who suggested training and allocation of teaching materials were suggested by the same number of school principals and were each represented by 50%. This clearly showed that both ways were equally effective in improving teaching of LSE.

Table 4.8.4 Availability of materials for implementing the Life Skills Education

| | Frequency | Percent |
|--------------|------------------|----------------|
| No | 7 | 58.3 |
| Yes | 5 | 41.7 |
| Total | 12 | 100.0 |

As shown above (Table 7.8.4), it is clear that the majority (58.3%) of the respondents indicated that the materials for implementing the syllabus of LSE were not available. This is probably because the school management could not afford to avail the teaching/learning materials required. However, only 5 (41.7%) respondents indicated that there were materials available for implementing the life skills education syllabus in their schools. This shows that in-service programs of LSE were facilitated.

4.7 Discussions

This analysis was set to try to answer the research question and to achieve the objectives of the study. This section discusses the results from the findings in relation to research questions and existing knowledge. It helps to highlight how the research

reflects, differs from and extends knowledge of the study area. It outlines, interprets and explains the findings of the study.

Investigation on adequacy of LSE implementation in secondary schools, the foregoing has shown an analytical review of the implementation of Life Skills Education in public secondary schools in Uriri and Awendo Districts the findings show that, Life Skill Education has not been effectively implemented in public secondary schools in the two districts. This was evidenced in the cases where majority of teachers in the schools were found untrained. Majority of teachers reported that time allocated for teaching life skills was not adequate to explore the topics in Life skills education. This indicates that most teachers only concentrated on examinable subjects other than LSE. The findings were consistent with the findings of Githinji (2011), who noted that while students highly valued some of the life skills such as goal setting, communication, being assertive and negotiation skills, there were others that they considered less important such as consumer awareness and self awareness. The findings also agreed with the previous findings of Abobo (2012) who noted that teachers had negative attitude while students had positive attitude towards teaching of Life Skills Education.

The findings on the approaches used for teaching Life Skills Education in the schools major learning materials used were books. Even though the use of discussion, newspapers, video and magazines was experienced in schools were considered reliable since they could serve larger numbers of students for a longer time. As reported by teachers text books were the main teaching/learning materials in LSE. Teachers also

inadequately used Role play, games and story telling in teaching LSE. Abobo (2012) maintained that teaching strategies such as: discussions on relevant topics, having debates on relevant topics, having story-telling sessions on different topics, use of case studies on how to solve particular problems, having sessions for questions and answers and the use of songs and dances on relevant themes were inadequately used in the teaching of life skills education.

Investigation on the challenges that teachers or students were facing in implementing LSE in schools revealed that inadequate learning materials (though available) and time were the major problems. Majority of principals reported that the main problem hindering successful teaching of LSE was work-load due to the fact that the schools had fewer teachers and could not be able to cover an extra subject which was not examinable. This indicates that most teachers only emphasized on examinable subjects and had no time for LSE. The findings were consistent with the findings of Abobo (2012) who maintained that teaching/learning resources such as: charts and pictures, magazines, newsletters, pamphlets and video tapes were available but inadequate in most secondary schools studied.

Investigation concerning how implementation of LSE could be improved revealed a number of draw backs in the district. It indicates that indicate that majority of LSE teachers in secondary schools were inadequately trained. Majority of students and teachers suggested that time and materials necessary for teaching/learning life skills to be adequately allocated in secondary schools in the district in order to improve its implementation. Also they indicated that it was the responsibility of the specific LSE

trained teacher to monitor all the teaching and learning activities in LSE. Thus, a wide variety of materials are necessary for effective teaching of any subject; these must be relevant and interesting to benefit the learning process. The teacher should determine the best resources for a particular lesson and the resource should be used in the most natural and logical manner known to reinforce a particular learning activity. On the use of teaching aids, Aila (2005) observed that they were important because they were used to increase learning, generate interest and create a situation where the students could fully engage in classroom activities.

LSE have effects on student's health and social behaviours through fighting drugs and substance abuse, HIV-AIDS and teenage pregnancies. Secondary education in Uriri and Awendo Districts had not fully addressed life skills since there were some important aspects of education such as communication skills, family life education and extra curriculum activities which were not being taught effectively. Hence, based on the findings this study recommended that Life skills be emphasized just like the other subjects so that education can be at the forefront in the fight against social evils.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, draws conclusion and makes recommendation and suggestion for further research.

5.2 Summary and Findings

Chapter one set up the main objectives of the research which were to establish: the adequacy of Life Skills Education resource materials; approaches to teaching Life Skills Education; the challenges teachers and students are facing in secondary schools in implementing Life Skills Education and to assess students/teachers suggestions on how implementation of Life Skills Education can be improve in schools in Awendo and Uriri Districts. Chapter two presents the literature review on the need of Life Skills Education in schools and its Implementation in various continents including Africa.

Chapter three also presents the methods and instruments used in the research. The research used descriptive research methodology, qualitative in approach which was appropriate since it enabled the researcher to describe situations, perceptions, opinions, attitude and general demographic information that were currently affecting the teachers when implementing the LSE in secondary school. Out of the total sampled population, a total of 240 (87%) students and 24 (8.7%) teachers were interviewed. Also 12 (4.3%) principals were interviewed. The data were analyzed

qualitatively guided by the study objectives. The qualitative analysis was done using responses from the respondents while quantitative analysis used frequency tables and absolute percentages. While chapter four provides a presentation, analysis and interpretation of data which was done by use of frequency tables, percentages and graphs. Critically drawing observations from the analysis, as guided by the research objectives, results were obtained based on the following elements of research questions:

When analysis on importance of teaching LSE among schools was done after the research, the following results were revealed:

LSE is highly relevant to the daily needs of young people when it is part of the school curriculum. When taught, LSE allow people to discuss sex and sexuality directly; which would reduce adolescent pregnancy, drug and substance abuse, violence, riot and dropout rate.

Evaluative studies of LSE programs suggest that the methods used can help to improve teacher-student relationship and there are indications that LSE lessons are associated with fewer reports on classroom behaviour problems. However, other schools did not have the teaching curriculum of LSE due to the fact that the schools had no LSE syllabus, text books and other materials necessary for learning LSE.

Discussion was the major teaching method used in teaching LSE. The use of text books was the major learning materials considered reliable in teaching and learning

LSE according to teachers as it could serve good number of learners for a longer period of time.

Majority of students did not get access to LSE due to lack of qualified teachers trained in LSE; cooperation among students and teachers, and interest in secondary schools.

Both the teachers and students emphasized that: LSE should be examinable; seminars should be held occasionally on the proper implementation of life skills education; and there should be variety of text books for teaching LSE. Also, both principals and teachers suggested that teaching materials should be allocated adequately in order to enable learners develop passion in learning LSE and for personal interest and benefits.

5.3 Conclusion

Based on findings the study concludes that Student and teachers considered the teaching of LSE as an important subject to be taught in secondary schools. Despite their consideration, the teachers had not however managed to teach the entire topics in the LSE syllabus since they only emphasized on examinable subjects. This led to lack of enough time allocation which could be useful in teaching the entire topics in LSE.

In fulfilling the first objective of the research it is revealed that the teaching and learning LSE in secondary schools in Uriri and Awendo Districts was not adequate. This is based on the fact that the majority of principals indicated that the textbooks used in teaching LSE were not suitable. In addition, implementation of LSE is revealed as ineffective due to inadequate time allocation, lack of teaching materials and trained teachers on LSE which could facilitate the learning/teaching process.

Effective Implementation of LSE is influenced by lack of qualified teachers trained in the field of LSE, inadequate time allocation and materials for teaching and learning in secondary schools.

5.4 Recommendations

To ensure adequate teaching and learning of LSE, the study recommended the following:

5.4.1 School administration

The principals should ensure that schools should teach LSE in accordance to the ministry guideline whose reinforcement should start immediately students join the school form one. This would help learners to acquire skills like decision making in order to cope with challenges. This would also help to reduce cases like poor performance, repetition, drug and substance abuse and school drop out among the learners.

Principals should sponsor teachers in the field to attend in-service training on LSE seminars and workshops where they can get acquainted with the relevant knowledge and skills which is necessary for them in teaching and guidance roles to their students. In-service workshops are likely to help teachers develop the essential LSE educational both in content and methodologies. The school administration should also provide teaching/learning resources on the subject.

5.4.2 Teachers

Teachers should consider LSE as important as other subjects taught in secondary schools. They should also be willing to improvise teaching/learning materials on LSE in order to equip learners with adequate knowledge on LS.

5.4.3 Ministry of Education

There is a need for teachers to receive training on LSE in the teachers training colleges and universities so that they enjoy teaching it and act as role model. Also the necessary materials for teaching and learning should be made available in secondary schools in order to create an effective environment for students who have interest in LSE.

The Ministry should also ensure there is monitoring and evaluation of LSE. The government should re-enforce the need to plot one lesson per week for LSE into the existing school curriculum in all learning institutions. Also, making LSE examinable will ensure that the subject is taught in all secondary schools.

5.5 Suggestion for further research

The present study has not addressed a wide scope. It is recommended that more extensive study that would cover larger sample to be conducted. This will assist in effective implementation of LSE in secondary schools through giving ways and direction on how to improve teaching and learning LSE. The following researches were suggested:

1. A research study on factors affecting implementation of LSE in secondary schools in the whole County of Migori.
2. A research study on students' and teachers' attitudes towards teaching and learning LSE in secondary schools in Uriri and Awendo Districts, Migori County.
3. A research study on the impacts of LSE implementation in secondary schools in Uriri and Awendo Districts, Migori County.
4. A research on parents' and church leaders' opinions on the implementation of Life Skill Education in secondary schools in Awendo and Uriri Districts, Migori county.
5. A research on assessment of Life Skills Education implementation in secondary schools in Uriri and Awendo Districts, Migori County.

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APPENDICES

APPENDIX A: STUDENTS QUESTIONNAIRE

Introduction

My name is Langi Phoebe a master student at Kenyatta University. The purpose of my visit to your school is to carry out a research on the implementation of Life Skills education in Kenyan secondary schools.

Instruction

The following questions are seeking your view and opinion on the implementation of Life Skills education. Please read the questions carefully and respond to each question as required. Your answers will be treated confidentially and shall not be revealed to anybody. The answers you will provide will help in improving the teaching of Life Skills education in Kenyan secondary schools. Do not write your name.

- i. Your age _____ (years)
- ii. Sex : Boy [] Girl []
- iii. Form _____

Section A: Adequacy of the content

1. Below is a list of topics that you are taught by your teachers. Tick the ones you have learnt

- i. Skills of knowing and living with oneself []
- ii. Skills of knowing and living with others []
- iii. Skills of effective decision making []
- iv. Creative thinking []

- v. Self esteem []
- vi. Communication []
- vii. Empathy []
- viii. Skills of coping with stress []

2. Do you think you are taught every thing you need to be taught?

Yes []

No []

3. Give the meaning of the following words

i. Self awareness_____

ii. Self esteem_____

iii. Empathy_____

iv. Negotiation _____

v. Assertiveness_____

4. Name some of the problems that you may be experiencing in learning Life Skills education

a. _____

b. _____

c. _____

d. _____

5. Give two benefits you get from learning Life Skills education

i) _____

ii) _____

6. This is a list of learning teaching materials used by your teachers. Tick the one used in your school

a. Video []

b. Magazine []

c. Newspapers []

d. Books []

7. How many times are you taught Life Skills in a week?

i) Once []

ii) Twice []

iii) Not at all []

Thank you for your time and co- operation.

APPENDIX B: TEACHERS QUESTIONNAIRES

Introduction

My name is Langi Phoebe a master student at Kenyatta University. The aim of visiting your school is to carry out a research on the implementation of Life Skills education in your school.

Instruction

Your school has been selected for study. Please answer the following questions as truthful as possible. All information will be treated confidentially and your identity will not be revealed.

General information

Sex: Male female (Please tick)

Teaching experience years

Professional qualification _____

Teaching subjects _____

For how long have you been teaching in this school?

- a) 1-5 years
 - b) 6-10 years
 - c) 11-15 years
 - d) 16-20 years
1. How many times do you teach Life Skills education in a week? _____
 2. Which topic to you find challenging _____
 3. Which methods to you use _____

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

4. What do you think are the importance of teaching Life Skills education?

5. Do you think time allocated for it is adequate?

Yes [] No []

If No, what recommendations can you give.

6. Do you think content given in the syllabus is adequate?

Yes [] No []

If no, what needs to be added

7. Name some of the materials you use for teaching Life Skills education.

8. In your opinion, are the materials given adequate

Yes [] No []

Explain

9. The teaching of Life Skills education in secondary curriculum is adequate and relevant to reduce the emerging issues in school community.

- a. Strongly agree []
- b. Agree []
- c. Strongly disagree []
- d. Disagree []

10. What problems do you encounter in the teaching of Life Skills education from

- a. Your students _____
- b. Your administration _____
- c. Other teachers _____
- d. Parents _____
- e. Community _____
- Other specify _____

11. Which methods are you using to assess, whether the objectives have been achieved teaching activities.

12. The following are some of the teaching activities used in teaching Life Skills education. Tick the ones you use.

- | | | | |
|---------------|-----|------------------|-----|
| a. Case study | [] | e. Story telling | [] |
| b. Role play | [] | f. Songs | [] |
| c. Games | [] | g. Poem | [] |
| d. Discussion | [] | h. Debates | [] |

13. Are you comfortable with the teaching of Life Skills education?

Yes [] No []

If no, give your reasons

14. Have you been trained to teach Life Skills education?

Yes [] No []

If yes, how long was the training?

15. Who do you think should be responsible for teaching Life Skills education? Tick one

- | | |
|---|-----|
| a. Class teacher | [] |
| b. Religious education teachers | [] |
| c. Specific trained teachers on Life Skills education | [] |
| d. Any teacher can teach life skills | [] |

16. Do you consider time for teaching Life Skills education is enough to make your students learn it.

Yes [] No []

If yes why_____

No why _____

17. What do you consider to be major problems in teaching Life Skills education

18. Suggest ways in which teaching of Life Skills education can be improved.

19. (a). Do you think the teaching of Life Skills education is important to students in prevention and control of the emerging issues like drug and substance abuse, rioting, violence, abortion, teenage pregnancy, truancy, indiscipline

Yes [] No []

(b). If yes, how?_____

(c). If no, why?_____

APPENDIX C: INTERVIEW SCHEDULE FOR PRINCIPALS

Introduction

My name is Langi Phoebe a master student at Kenyatta University. The purpose of my visit to your school is to carry out a research on the implementation of Life Skills education in Kenyan secondary schools.

Instruction

Your school has been selected for study. Please answer the following questions as truthful as possible. All information will be treated confidentially and your identity will not be revealed.

General information

Sex: Male Female (please tick)

Professional qualification

Teaching subjects

Duration of headship

Section A: Adequacy

1. What is the government policy on Life Skills education_____

2. Is it being taught in your school?

Yes No

If No, why_____

3. How much time is allocated for Life Skills in a week? _____

4. Do you think the time allocated is enough?

Yes [] No []

If No, suggest appropriate time _____

5. What do you say about the teaching of Life Skills education in secondary school.

6. What is your opinion about the suitability of text books used in teaching Life Skills education currently

7. How successful has been the teaching of Life Skills education in your school?

Section B: Relevance

8. Are you conversant with the content of Life Skills education?

Yes [] No []

9. Does your school have all the stipulated materials for implementing the Life Skills education syllabus

Yes [] No []

10. Do you think the content used to teach Life Skills education is adequate to assist your students in acquiring Life Skills education knowledge?

11. What hinders successful teaching of Life Skills education in your school.

12. How do you think the teaching of Life Skills can be improved?

Thank you for your time and co-operation

APPENDIX D: TIME FRAME

| Months | Activities |
|----------------------------------|--|
| January- May 2011 | Collection of information, writing and typing of draft proposal |
| May – June 2011 | Collecting and typing g final proposal submission of research proposal |
| August 2011- January 2012 | Drafting the research report and making correction |
| February- March 2012 | Resubmission of research report |

APPENDIX E: BUDGET ESTIMATES

| | | |
|---|--------------|-------|
| Collection of preliminary information | 6 trips x120 | 7200 |
| Typing services and correction for 4 copies @1500 | 4 x1500 | 6000 |
| Photocopying services 50 pages x 23.00 | 50 x4 x3 | 600 |
| Binding 4 copies 2 120 | 4 x 150 | 600 |
| Production of the project | | |
| Piloting and data collection | | 2,500 |
| Computer services | | 1,500 |
| Typing and correction | | |
| Photocopying services | | 4,000 |
| Binding of 4 copies | | 3,000 |

**APPENDIX F: RESEARCH AUTHORIZATION BY NATIONAL
COUNCIL AND TECHNOLOGY**



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/012/1544

Date:

6th November 2012

Phoebe Adhiambo Langi
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority dated *2nd November, 2012* to carry out research on *“Implementation of life skills education in secondary schools in Uriri and Awendo Districts, Migori County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Uriri and Awendo Districts** for a period ending **31st December, 2012.**

You are advised to report to **the District Commissioners and the District Education Officers, Uriri and Awendo Districts** before embarking on the research project.

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

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

Copy to:

The District Commissioners
The District Education Officers
Uriri District
Awendo District.

APPENDIX G: RESEARCH CLEARANCE

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Research Permit No. **NCST/RCD/14/01**

THIS IS TO CERTIFY THAT: Date of issue **6th November, 2012**

Prof./Dr./Mr./Mrs./Miss/Institution **Fee received **KSH. 1,000****

Phoebe Adhiambo Langat

of (Address) Kenyatta University

P.O. Box 43844-00100, Nairobi

has been permitted to conduct research in

Location

Urriri & Awendo

Districts


Nyanza

Province

on the topic: Implementation of life skills

education in secondary schools in Urriri and

Awendo District, Migori County, Kenya.



Applicant's **Secretary**

Signature **National Council**

for a period ending: 31st December 2012. **Science & Techno**