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**CHALLENGES FACING IMPLEMENTATION OF LIFE SKILLS EDUCATION  
IN SECONDARY SCHOOLS IN TRANS-NZOIA WEST DISTRICT, KENYA**

**BY**

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## DECLARATION

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

  
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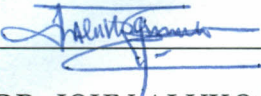
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## DEDICATION

To my dear parents, the late Stanley Abobo Mogoi and Trushira Nyabonyi Abobo for providing me with the basic education, which became the stepping stone to what I am currently. This thesis is also dedicated to my loving wife and friend Nancy Kwamboka Rasugu, my children, Fabian Mogeni Francis, Beverly Kerubo Francis and Keith Baraka Francis for their patience, kindness, support and encouragement during my studies.

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## **ABBREVIATIONS AND ACRONYMS**

AIDS	- Acquired Immune deficiency Syndrome
HIV	- Human immunodeficiency virus
MOEs	- Ministry of Education
NGOs	- Non-Governmental Organizations
PSABH	- Primary School Action for Better Health Kenya
PLWHA	- People Living With HIV and AIDS
STIs	- Sexually Transmitted Infections
STDs	- Sexually Transmitted Diseases
SEAR	- South East Asia Region
SPSS	- Statistical Package for Social Sciences
SSRS	- Social Skills Rating System
UNGASS	- United Nations General Assembly Special Session
UNICEF	- United Nations Children's Fund
UNESCO	- United Nations Educational, Scientific and Cultural Organization
UNDP	- United Nations Development Program
UNAIDS	- United Nations Joint Programme on HIV and AIDS
USAID	- United States Agency for International Development
WHO	- World Health Organization

## ABSTRACT

Though Life Skills Education is being implemented in secondary schools, effective teaching is hampered by several factors. The purpose of this study was to investigate challenges facing implementation of Life Skills Education in secondary schools in Trans-Nzoia West District. To achieve this purpose, the study was guided by the following objectives: to determine teachers' training on Life Skills Education, find out teachers' and students attitudes towards implementation of Life Skills Education in secondary schools, establish the level of availability and adequacy of teaching/learning resources for implementing Life Skills Education in secondary schools, analyze on the teaching/learning strategies adopted by teachers to implement Life Skills Education in secondary schools and find out suggestions of teachers and students on the ways of improving implementation of Life Skills Education in secondary schools. A descriptive survey design was used for the study. The target population for the study was secondary schools with a total population of 1965, which constituted: 1800 students, 150 teachers and 15 principals. Out of the 37 public secondary schools in the district, the study sampled 17 schools, giving 46% (including 2 schools for piloting which were not included in the actual study). Stratified sampling techniques were used to group schools into two strata. The study targeted principals, teachers and students of the sampled schools. Purposive sampling technique was used to sample teachers and principals, while simple random sampling technique was used to sample students. A total of 225 respondents were sampled for the study; this constituted: 15 principals, 30 teachers and 180 students. Questionnaires were used to collect data from teachers and students while interview schedules were used to collect data from the principals. Piloting was done to test the validity of the instruments of the study. Reliability was determined by seeking advice from the supervisors. Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data while qualitative data were analyzed thematically. The study found that most teachers had not been trained on Life Skills Education as indicated by (80%) of the teachers interviewed. It was also found that teachers had negative attitude while students had positive attitude towards teaching of Life Skills Education. Regarding the level of availability and adequacy of teaching and learning resources, the study found that teaching/learning resources such as: charts and pictures, magazines, newsletters, pamphlets and video tapes were available but inadequate in most secondary schools studied. The study finally found 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. The findings of the study will be significant to KIE as they will use them to revise the training curriculum to incorporate Life Skills Education. Though Life Skills Education is being implemented in most secondary schools studied, it was concluded that effective teaching is hampered by school context factors and therefore, making it difficult for teachers to deliver the relevant content appropriately. The study recommends that teachers should be trained on Life Skills; this was viewed as the best strategy for ensuring effective implementation of Life Skills curriculum in secondary schools.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

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

### **1.2 Background to the Study**

World Health Organization (1997) defines Life Skills, as abilities for adaptive and positive behaviour that enable persons to deal effectively with the demands and challenges of everyday life. Based on this definition, a working definition was formed for South East Asia Region (SEAR) countries on Life Skills as “abilities for adaptive and positive behaviour that enable them to deal effectively with the demands and challenges within the family, community and cultural context (World Health Organization, 2001). Cronin (1996) defines Life Skills as “those skills or tasks that contribute to the successful, independent functioning of a person in adulthood”. These skills may generally be grouped in five broad clusters: self-care and domestic living, recreation and leisure, communication and social skills, vocational skills, and other skills vital for community participation.

According to UNICEF (2002) definition of life skills, “Life Skills include cognitive skills, practical skills, person’s positive behaviour that enable persons to deal effectively with the demands and challenges of everyday life”. Life Skills are psycho-social skills including problem-solving and critical thinking skills, personal skills such as self-awareness, and interpersonal skills. Possessing life skills means having qualities such as high self-esteem, sociability, tolerance, action competencies to generate change, capabilities to have the freedom to decide what to do and who to be (UNICEF, 1999).

### **1.2.1 Importance of Life Skills Education**

Life Skills Education is a series of self-developmental sessions. Basic skills are taught in these sessions including communication skills, dealing with peer pressure and learning to resist negative peer pressure, assertive skills, understanding the changes that a person goes through in the stages of development; especially during the adolescence period and being aware of one’s self-feeling good about one’s self-learning to have (WHO, 2001).

In the USA, for example, evaluative studies of life skills programmes suggest that the methods used can help to improve teacher and pupil relationships, and there are indications that life skills lessons are associated with fewer reports of classroom behavior problems (Parsons et al., 1988). There are also research indications of improved academic performance as a result of teaching Life Skills (Weissberg et al., 1989). Other positive effects include improved school attendance, less bullying, fewer referrals to specialist support services and better relationships between children and their parents

(Zabin et al., 1986), and therefore, the researcher sought to find out challenges facing implementation of Life Skills in secondary schools in Trans-Nzoia West District.

The government of Kenya introduced the teaching of Life Skills Education as non-examinable subject in secondary schools in 2008 with the intention to empower students with psychosocial competencies that would help them make informed decisions, solve problems, think creatively and critically, communicate effectively, build health relationships, empathize with those in need and manage their life in a healthy and productive manner including the fight against HIV and AIDS infections. It is a comprehensive behaviour change approach that concentrates on the development of the psychosocial skills needed for life. The course goes beyond providing information to the development of the whole individual. One of the benefits of Life Skills Education is that the topics covered are adaptable to many different contexts (Secondary Life Skills Education Teacher's Handbook, 2008; KIE Syllabus for teaching of Life Skills Education, 2008). The researcher, therefore, sought to investigate challenges facing the implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.

### **1.2.2 Implementing Life Skills Education**

There are many factors that affect the implementation of a school curriculum. According to Oluoch (1982) and Shiundu and Omulando (1992), one of the factors in curriculum implementation is the pre -service and in-service training of teachers, pre-service is the

training of teachers on a certain curriculum before they start teaching while in-service is the training of teachers on how to implement a certain curriculum while they are already in the field. Given their vital role in curriculum implementation, teachers need appropriate relevant training to be able to handle a new programme including life skills education. This study therefore, sought to find out if training of teachers affect the implementation of life skills education in secondary schools.

Students also play a crucial role in the successful implementation of a curriculum innovation. Just as teachers, students must accept a curriculum for it to be effective (Ornstein and Hunkins, 1993). It is when students react to the experiences they encounter in the curriculum with the cooperation, that a successful implementation of a curriculum can be achieved at classroom level. If these students see little relevance in the curriculum activities taught, they are not going to be motivated to participate to learn.

It is the teacher who finally decides the arrangement of learning experiences and the methods of content presentation and he/she does most of the evaluation. It is the teacher therefore, who initiates, develops and directs students' learning. Therefore, a teacher who has a positive attitude towards Life Skills education and uses appropriate instructional strategies is likely to influence the students develop the same attitude (Oluoch, 1982; Omulando and Shiundu, 1992). This study therefore, sought to find out if students' and teachers attitude affect the implementation of life skills education in secondary schools.

Koech (1999) says that the quality and adequacy of such resources as physical, equipment, teaching and learning materials have a direct bearing on quality as they determine how effectively the curriculum is implemented. According to KIE (1999), a wide variety of materials are necessary for effective teaching of any subject. These must be suitable, relevant, interesting and durable to benefit the learning process. Educational facilities and instructional materials are essential because they make teaching more effective and meaningful, increase the learners' motivation, concentration span and simplify skills being taught. Lack of instructional materials could negatively affect the learning process. This study therefore, sought to find out if quality and level of availability and adequacy of teaching and learning resources affect the implementation of life skills education in secondary schools.

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 programmed (Ministry Education and Vocational Training, 2006). The participatory teaching and learning methods assume that learning is best achieved by requiring learners to be actively involved during lessons. The participatory teaching and learning methods recommended for the teaching of life skills education include teaching strategies such as case studies, brainstorming, field visits, panel discussions, story-telling, songs group discussion, debate, posters, role-play, games, projects, poetry-recitals and drama. This study therefore, sought to analyze on teaching strategies and if they affect the implementation

of life skills education in secondary schools.

Literature on the teaching of life skills education suggest that the subject is different from other subjects in that it is particularly concerned with teaching of values. Values are however not learned as other curriculum subjects. Values are better taught by living them. The question which the subject raises is whether values can be taught, and if so, whether it should be the role of schools to effectively teach them. In answering this question, Bunyi (2000) asserts that aspects of values are not found in books or documents but learned through social interactions in day-to-day life, hence they should be practiced. Students need to be aware of and fully understand the fact that classes on life skills education are different from other subjects in the school curriculum. Krilik (2008) argues that “values are learned as they do not pass from parents to children in the form of DNA”. Students learn values through observing and imitating their teachers’ behaviors (Jansen, 2008). Teachers thus need to be role-models of good behavior if they wish their students to develop the desired values. Thus having a subject like life skills education which teaches students what is wrong or right may not be a guarantee that the children are going to behave accordingly. This study therefore, sought to investigate challenges affecting the implementation of life skills education in secondary schools in Trans-Nzoia West District.

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

Life skills education was introduced in secondary schools in Kenya in 2008 by the MOE. The major reason for its introduction was to equip the students with psychosocial competencies that would help them make informed decisions, solve problems, think creatively and critically, communicate effectively, build health relationships, empathize with those in need and manage their life in a healthy and productive manner including the fight against HIV and AIDS infections. Despite the introduction of life skills education in schools, there are challenges which seem to affect its introduction in secondary schools. These challenges may reduce the possibilities of life skills education achieving the objectives for its implementation, for example, students may not acquire skills required to deal effectively with demands and challenges of everyday life. This study therefore, sought to investigate challenges facing implementation of life skills education in secondary schools in Trans-Nzoia West District.

### **1.4. The Purpose of the Study**

The purpose of this study was to investigate challenges facing implementation of Life Skills Education in secondary schools in Trans-Nzoia West District so as to improve ways of imparting such skills to students in secondary schools in Kenya.

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

The specific objectives of the study were to:

- i) determine teachers' training on Life Skills Education in secondary schools in Trans-

Nzoia West District.

- ii) find out teachers' and students attitude towards implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.
- iii) establish the level of availability and adequacy of teaching/learning resources for implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.
- iv) analyze the teaching/learning strategies adopted by teachers to implement Life Skills Education in secondary schools in Trans-Nzoia West District.
- v) find out the suggestions of teachers and students on the ways of improving implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.

### **1.6 Research Questions**

The research questions arising from the stated objectives of the study were as follows:

- i) How does teachers' training affect the implementation of Life Skills Education in secondary schools in Trans-Nzoia West District?
- ii) What are the teachers' and students attitude towards implementation of Life Skills Education in secondary schools in Trans-Nzoia West District?
- iii) What is the level of availability and adequacy of teaching/learning resources for implementation of Life Skills Education in secondary schools in Trans-Nzoia West District?
- iv) What teaching/learning strategies are teachers using in implementing Life Skills

Education in secondary schools in Trans-Nzoia West District?

- v) What are the teachers' and students suggestions on the ways of improving implementation of Life Skills in secondary schools in Trans-Nzoia West District?

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

The findings of the study would be of importance to the following groups of people:

The teachers' trainers who are striving to provide the necessary information to the teacher trainees concerning implementation of Life Skills Education in secondary schools.

The findings would be of importance to the national curriculum developers (KIE), field officers and quality assurance officers would benefit from the knowledge of the factors that hinder implementation Life Skills Education in secondary schools. They may also consider using this knowledge in revising the curriculum of teacher training programmes.

Scholars would benefit from this study in that the study will add knowledge to the existing literature on the teaching of life skills Education in secondary schools. The study would at the same time act as a base upon which other studies will be done.

The research would provide an opportunity for the teachers to express their views regarding the implementation of life skills Education. It would also make the teachers reconsider and re-examine their teaching strategies into life skills education and become more sensitive to the problems facing them in the teaching of life skills education.

## **1.8 Limitations of the study**

- i) The study involved 15 secondary schools in Rift Valley Province which is a small representative of all secondary schools in the province.
- ii) The study was limited by the inadequate funds available for the study.
- iii) The distance between secondary schools is far apart from each other and therefore, the researcher spent a lot of time travelling.

## **1.9 Delimitations of the Study**

- i) However, despite the shortcomings in selecting the schools for the study, the sample population selected was representative of the secondary schools in Trans-Nzoia West District and therefore the results can be projected to the entire population to draw logical deductions.
- ii) The researcher therefore, reduced the time by targeting only teachers, principals and students in the secondary school setup and leaving out other stakeholders like parents, quality assurance officers and MOE officers in the district in general who also influence implementation of Life Skills Education in secondary schools: By concentrating on the school setup, the researcher conserved on time.
- iii) The study was only carried out in 15 secondary schools in Trans – Nzoia West District thus leaving out the other secondary schools in the study area. By concentrating on the sampled secondary schools in the area, the researcher spent little time during data collection.

### **1.10 Assumptions of the Study**

The study was guided by the following assumptions that:

- i) That teachers had been trained to implement Life Skills education in secondary schools in Trans-Nzoia West District.
- ii) That teachers and students had positive attitudes towards implementation of life skills education in secondary schools in Trans-Nzoia West District.
- ii) That teaching/learning materials were available and adequate in secondary schools in Trans-Nzoia West District.
- iv) That all teachers implementing life skills education use the recommended teaching strategies.
- v) That teachers and students would suggest ways of improving implementation of life skills education in their secondary schools.

### **1.11. Theoretical Framework**

This study used Social Learning Theory or Social Cognitive Theory (SCT) by Albert Bandura (1986). This theory explains that children learn to behave through both formal instruction (for example how parents, teachers and other authorities and role-models tell them to behave) as well as observation, and for example, as they see adults and peers behaving). The children's behavior is reinforced or modified by consequences of their actions and responses of others to their behaviors. Students learn to behave, through observation and social interaction, rather than just verbal instruction. Similarly students taught skills through process of instruction, rehearsal, and feedback rather than just

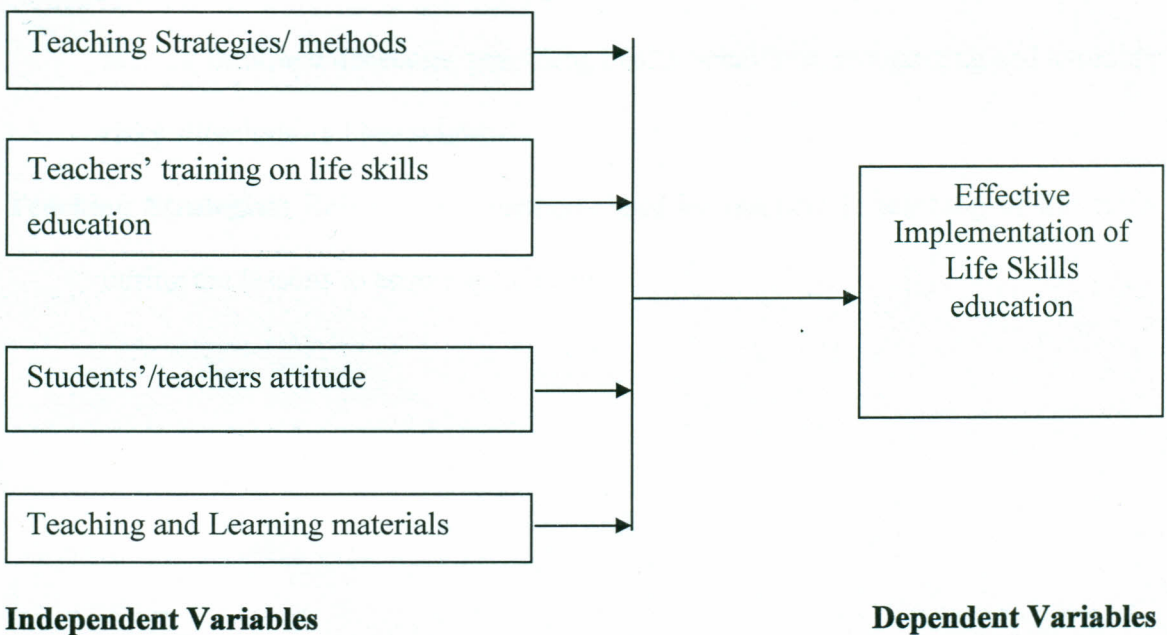
instruction. Bandura also stressed that self-efficacy, defined as confidence in one's abilities to perform appropriate behavior, is important to learning and maintaining behaviors.

In the school situation for example, social cognitive theory contends that teachers teaching life skills education need to create an appropriate environment where skills teaching need to replicate the natural process by which students learn positive behavior through role-modeling, observation and social interaction. Teachers' reinforcement is important in the teaching/ learning of life skills education and shaping students' behavior. Positive reinforcements by teachers are applied for behaviour skills that need to be adjusted to build more positive actions of students. Teachers are important role-models, standard setters and source of influence so that they need appropriate training to be able to handle life skills education, they also need positive attitude towards life skills education so that they make students develop similar attitudes towards the subject, teachers need to use teaching and learning materials which can effectively implement life skills education and finally use participatory methods in which students identify their own problems, discuss solutions, plan and carry out effective action.

### **1.12 Conceptual Framework**

The conceptual framework below shows the relationship between the variables of the study. According to Orodho (2010), a conceptual framework is a model of presentation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically. The dependent variable in this study was the implementation of Life Skills Education in secondary schools while the

independent variables were: teaching methods, teacher training, teaching/learning materials, teachers' attitudes and students' attitudes. The independent variables in the study have influence on the dependent variables in that they can lead into effective implementation of Life Skills Education in secondary schools. Teachers need appropriate training to be able to handle Life Skills Education in secondary schools, teachers' positive attitude towards teaching of Life Skills Education make their students develop same attitude towards Life Skills Education, teachers also need to use proper teaching and learning aids which leads to successful implementation of Life Skills Education and finally teachers should use partipatory methods which make students identify their own problems and hence lead into effective implementation of Life Skills Education in secondary schools.



**Figure 1.1 Conceptual Framework of the Implementation of Life Skills Education**

Source: Researcher's Own (2012)

### **1.13 Operational Definitions of Central Terms**

**Affected:** Refers to students who are affected in one way or the other by the impacts of the HIV and AIDS infection.

**Challenges:** Refers to the constraints to the implementation of teaching of life skills in secondary education in Kenya.

**Implementation:** Refers to the teaching stage which syllabuses and learning materials are being used by the target groups, usually the teacher and the students in school.

**Infected:** Refers to students who are already infected with the HIV virus.

**Life Skills** – Refers to the skills that students learn to prevent HIV infection and also to avoid stigma. Examples of these skills are self-awareness, self-esteem, assertiveness, negotiation skills and decision-making skills among others.

**Life Skill Education:** Refers to the programme that promotes positive health choices, making informed decisions, practising health behaviour, recognizing and avoiding risky situations and behaviour.

**Teaching Strategies:** Refers to the methods used by teachers in teaching of life skills during the lessons to ensure efficiency.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents related literature on: teachers' training, teachers' and students attitudes towards implementation of life skills education, the availability of the teaching/learning resources, teaching strategies, evaluation of the effectiveness of life skills programmes and summary of the literature review.

#### **2.2.1 Teacher Training**

There are many factors that affect the implementation of a school curriculum. According to Oluoch (1982) and Shiundu and Omulando (1992), one of the factors in curriculum implementation is the pre -service and in-service training of teachers, pre-service is the training of teachers on a certain curriculum before they start teaching while in-service is the training of teachers on how to implement a certain curriculum while they are already in the field.

Given their vital role in curriculum implementation, teachers need appropriate relevant training to be able to handle a new programme including life skills education. Curriculum specialists must utilize the saying that "No education is better than its teachers". It is the teacher who translates the broad general goals into instructional objectives.

Teachers are an important resource in the teaching and learning process and their training and utilization therefore requires critical consideration. The current government programmes for teacher education aim at providing qualified teachers and are, therefore, central to ensuring the provision of quality education. Current teacher training programmes cater for the production of teachers for pre-primary, primary, secondary, special, vocational and technical education. The objectives of teacher education programmes aim at developing communication skills, professional attitudes and values that equip teachers with the knowledge and ability to identify and develop the educational needs of the child (Republic of Kenya, 2004).

Republic of Kenya (2004), note 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. Currently, the class sizes in universities are too large for lecturers to pay special attention to methodology and therefore the quality of the teacher is often compromised. In addition, a lot of students take education courses for lack of alternatives. In order to improve the quality of teachers graduating out of our universities, it is imperative that the secondary school teacher training programmes is restructured to enable the trainees acquire sufficient subject mastery and pedagogy. This means that secondary school teachers have not received any life skills education training as part of their pre-service training.

According to Republic of Kenya (2004), point that continuous improvement in the quality of education services should also entail continuous skills upgrading for teachers. However, this has not been the case as lack of adequate opportunities for in-service training has denied most of practicing teachers the chance to enhance their skills beyond those acquired during their pre-service basic training. The current situation calls for an urgent development of a comprehensive in- service training programmes to empower teachers to deliver the changes that have been made in the existing school curricula including the introduction of Life Skills Education in secondary schools in 2008.

The life skills education teacher in Malawi receive in-service training through a cascade model where a national core team of trainers, consisting of education methods advisers and curriculum developers, 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 principals 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 life skills education but teach the subject (Kunje and Chimombo, 1999).

The training of teachers in life skills 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 sensitive topics with confidence. This model of training also undermines professional responsibility of each teacher to empower

themselves to become experts in the subject they teach (Rembe, 2006). The intention of the researcher was, therefore, to find out challenges facing implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.

### **2.3 Attitudes Towards Teaching of Life Skills in Schools**

This section presents relevant literature on students' and teachers attitude towards implementation of Life Skills Education in secondary schools. These are presented in the following sub-sections:

#### **2.3.1 Students' Attitude Towards the Implementation of Teaching Life Skills Education**

The other factor that affects the implementation of any curriculum is attitude. Thurstone (1931) defines attitude as the effect for or against a psychological object. Thurstone proposes that there is need to test people's attitude, these can be accomplished by assessing people's opinions and beliefs which he considers to be verbal expressions of attitudes. In proposes that there is need to test people's attitude, this can be accomplished by assessing people's opinions and beliefs which he considers to be verbal expressions of attitudes. In the implementation of a school curriculum, the teacher's attitude is very important. This is because teaching is an art guided by educational values, personal needs and by a variety of beliefs or generalizations that the teacher holds to be true.

The students also play a crucial role in the successful implementation of a curriculum innovation. Just as teachers, students must accept a curriculum for it to be effective (Ornstein and Hunkins, 1993). It is when students react to the experiences they encounter in the curriculum with the cooperation, that a successful implementation of a curriculum can be achieved at classroom level. If these students see little relevance in the curriculum activities taught, they are not going to be motivated to participate to learn.

Githinji (2007), on her study, on perceptions of primary school teachers and pupils on adequacy of HIV/AIDS life skills education in Nairobi and Thika Districts, found that there were inadequate teaching, in-sufficient knowledge and lack of enough life skills education to both teachers and pupils. The study also found that teachers found it difficult to explain and teach some of the ways in which AIDS is spread. They felt that some of HIV/AIDS life skills education teachers lacked training and adequate time, cultural differences, resistance from parents, and lack of support from the administration were other problems that teachers contend with.

Assessment in the form of examinations influences curriculum implementation in that due to great value given to public examination certificates by communities, schools, teachers and students to concentrate on subjects that are examinable and are thought to promote academic excellence. This affects the success of the broad goals and objectives of the curriculum (Whitaker, 1993). Rooth (2005) a study in South Africa indicate that life orientation is not being taken seriously because it is not an examinable subject. In some

cases, it is not taught at all despite the fact it is included on the timetable. In other schools, it is not even included on the timetable. The non-examinable status of life skills education makes students to have negative attitude towards it and hence undermining its implementation in secondary schools.

### **2.3.2 Teachers' Attitude Towards the Implementation of Teaching Life Skills Education**

It is the teacher who finally decides the arrangement of learning experiences and the methods of content presentation and he/she does most of the evaluation. It is the teacher therefore, who initiates, develops and directs students' learning. Therefore, a teacher who has a positive attitude towards Life Skills Education and uses appropriate instructional strategies is likely to influence the students develop the same attitude (Oluoch, 1982; Omulando and Shiundu, 1992).

Prinsloo (2007), in South Africa found that lack of commitment by some principals to make the programmed a success at the school level is a challenge facing the implementation of the life skills education. Some principals indicated that it was difficult for them to support the implementation of life skills education because many learners in their schools are "careless, irresponsible and have no vision or mission in life." The principals felt that there was little impact of life skills education could make on the learners even if the principals provided some support for the teaching of the subject in their schools. The principals' excuse for their lack of commitment to make life skills

programmed a success in their schools may be considered as a negative attitude; they were blaming learners for their problems in their schools.

Witt (2002), argues that teaching methods are influenced by the teacher's attitude towards the teacher's competence about the subject matter; a teacher uses teacher centred method which allows her full control of the class. If she/he is competent, she/he allows children to learn on their own and gives help when necessary. Grogran (1993), adds that cultivation of positive attitude is of paramount importance to a school teacher. In this study, the researcher intended to find out teachers' attitude towards the teaching of Life Skills Education as one of the challenges facing implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.

The successful making an implementation of a curriculum depends on the teacher's attitude towards work. In this study teacher's positive attitude means 'teacher's beliefs and interest towards teaching given the conditions of his or her work. (Jansen, 2002). The feeling that a teacher has about his or her work shapes his / her ability in implementing a curriculum policy. Kadzamira (2006), a study notes that low salaries and coupled with other poor working conditions in Malawi cause widespread teacher discontent so teaching is regarded as "employment of last resort." Teachers' discontent with their career may affect the implementation of any curriculum including life skills education.

Teacher's positive attitude towards implementing a curriculum depends on teacher's content knowledge of the curriculum. Teachers should understand the goals and content of syllabus well in order to implement it effectively. Teachers who are suppose to implement a new curriculum sometimes can not even identify its main features. The problem is likely to be encountered when teachers are required to change their educational approaches to teach this new curriculum (Pratt, 1980). Mahlangu, (2001) raises a concern about introducing a curriculum to teachers and leaving them to implement without further guidance. Mahlangu argues that such decisions are likely to have negative impacts on the success of the implementation of any curriculum including life skills education. He further says that, such implementation is likely to waste time, money and effort because the expected results will not be realized. He suggests that implementation decisions have to be made by people who know its possible effects on students. The intention of the researcher was, therefore, to find out challenges facing implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.

#### **2.4 Availability of Teaching/ Learning Resources**

Koech (1999) says that the quality and adequacy of such resources as physical, equipment, teaching and learning materials have a direct bearing on quality as they determine how effectively the curriculum is implemented. According to KIE (1999), a wide variety of materials are necessary for effective teaching of any subject. These must be suitable, relevant, interesting and durable to benefit the learning process. Educational

facilities and instructional materials are essential because they make teaching more effective and meaningful, increase the learners' motivation, concentration span and simplify skills being taught. Lack of instructional materials could negatively affect the learning process. This could be detrimental especially for children in pre-schools who are supposed to get involved in activities like sorting objects, drawing, and colouring among others in order to develop writing and reading skills.

KIE (2008) assert that resources are valuable possessions used to enhance the teaching/learning process. They may be tangible or intangible, human or non human. In Life Skills Education tangible resources include: material equipment, media and books among others. Intangible resources include time, human skills, energy and knowledge. Resources help in increasing learner's attention span thus making teaching/learning more effective. They make it easy for the students to acquire concepts and skills which enable them to relate to the world around them.

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. However, they should compliment teaching and learning and not replace the teacher. Some resources can be bought or sourced from the environment, locally made, borrowed or shared at departmental inter-school levels. The importance of teaching/learning resources is as follows: they make the learning of Life Skills Education interesting, real and enjoyable, they encourage students to retain knowledge, life skills

and attitudes learnt, they appeal to some senses such as sight, touch, smell, among others, they make it possible for students understand abstract ideas, and clarify concepts and ideas, and finally they provide stimulus variation in the teaching learning process thus making the lesson captivating (KIE, 2008).

Sifuna (1974) point out that learning materials are a major determinant to the success, or failure in a teaching/learning situation. However, the availability of materials does not in itself guarantee learning. They must be put in the proper order, use and be utilized at the right time with proper guidance to facilitate learning. Kieff and Casbergue (2000), point out that a class equipped with materials suggest learning activities and provide materials needed for activities to be invented or initiated by students. Dau (1999) notes that the provision of materials and organization of the space should be planned to work for students. Teachers need to use their creativity and inventiveness to extract every bit of value from the setting of teaching/learning materials in their classrooms.

On the use of teaching aids, Aila (2005) observe that they are important because they are used to increase learning, generate more interest and create a situation where the students could fully engage in classroom activities. Allen and Hart (1996), state that besides using teaching materials, teachers must ensure that a variety of the same are availed in class for effective teaching and learning. 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. This ensures that students are offered many opportunities

to practise and master Life Skills Education through a variety of materials, and hence lead into successful implementation of life skills education.

Molenda et al., (1996) support the subject by saying that the primary function of a visual aid as a communication device is to serve as a more concrete referent to meaning than the spoken or written word. They conclude that visuals are more clearly and easily understood than verbal messages. The type of materials in class shapes students' activities; however, students' use of teaching/learning materials varies based on each student's interest, previous experiences and immediate goals (Kessler et al., 1992). It is important to note that the arrangement of materials in the classroom has an impact on students' learning.

In her study, Ananda (1990) also found that most of the sampled schools in Emuhaya Division in Vihiga District lacked adequate teaching/learning materials which included: textbooks, teacher's guides, reference materials, maps, games facilities and stationery influenced negatively the implementation of a school curriculum including life skills education. This study, therefore, was to reveal the level of availability and adequacy of teaching/learning facilities whether they affect the teaching of Life Skills Education in secondary schools. The researcher, therefore, sought to find out challenges facing implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.

## **2.5 Teaching Strategies**

There are basically two approaches to teaching or learning Life Skills Education: the Teacher- Centred Approach (expository approach) where the teacher exposes knowledge to the learners and the Learner – Centred Approach (Heuristic Approach) where learners are encouraged to find information on their own. Although one can use any one of the these approaches, emphasis should be put on teaching learning experiences that promote or experiential learning. For effective delivery of subject content one should carefully choose suitable teaching methods and teaching or learning activities and sequence them in a logical manner to ensure smooth flow of dialogue with the learner and among learners. The methods chosen therefore should be learner centered and should help bring about positive behaviour change. Creativity and innovativeness should be used in whatever methods selected to help promote and sustain the positive behaviour change (Konchar, 1992).

The interactive teaching methods required by life skills programmes point towards choosing providers with the following characteristics: Competence in group process; someone who can enhance interaction and simultaneously focus and direct the group, ability to act as a guide as opposed to being dominating, respect for the adolescent and his or her freedom of choice and individual self-determination, personality traits that are: warm, supportive, and enthusiastic (Ladd & Mize, 1983).

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 (Ministry Education and Vocational Training, 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) believe that pupils learn by constructing their own knowledge. The participatory teaching and learning methods recommended for the teaching of life skills education include teaching strategies such as: case studies, brainstorming, field visits, panel discussions, story-telling, songs, group discussions, debates, posters, role-play, games, projects, poetry-recitals and drama.

The teaching of values in life skills education needs to be reinforced by teachers' professionally appropriate behavior if children are to develop the desired values. This position is confirmed by Prinsloo (2007), who found that life orientation programme made little impacts on the learners when teachers were not exemplary role-models. This means that the teacher's conduct may undermine what they try to teach. There is some contention therefore about the value of life skills programme such as the case in Malawi and whether or not such programme are able to achieve their objectives.

According to the KIE (2008), there are different methods used by teachers to teach life skills education. These methods include: discussions, debates, roles plays, story-telling, songs and dances, brainstorming, case studies, miming, poetry and recitals, games and questions and answer method. These are illustrated in the following paragraphs:

Discussion is a powerful proceeding towards a certain objective. It involves exchange and sharing of ideas, experiences, facts and opinions on given topics. It can be used in large or small groups. The method can be used when clarifying concepts, clarifying attitudes and values, gathering opinions from others, building consensus, gathering ideas and learning new skills like listening critically (KIE, 2008).

The following are the suggested procedures for conducting a discussion: identifying the subject of discussion, coming up with discussion groups, providing sufficient background on the subject, encouraging questions and answer sessions, moving round the class to see how learners are going on with the discussion on the task assigned and summarizing the views and ideas. Additionally, it is advisable that when dealing with gender issues between boys and girls who may cause hot arguments, it is advisable to divide boys and girls into their separate groups (KIE, 2008).

Debates are discussions which involve two opposing parties with each group expressing opinions or views about a given topic or subject. Each group competitively attempts to win the other to their side of the argument. At the end of the debate, the group with more

points is declared the winner. In this scenario, the teacher should correct misconceptions and explain any views expressed in the debate. These help the participants to reach a conclusion as per the intended motion objective (KIE, 2008).

The procedure for carrying out a debate should include: the identification for debate, instructing students to do research on the motion and give ample time, assisting the students to form groups on the material day, identifying the chair and the time keeper, allowing proposers and opposers to contribute to the motion, open the door for general discussion and summarizing the main points of the motion (KIE, 2008).

Role plays are short drama episodes in which participants experience how a person feels in a similar real-life situation. Role plays 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 time 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).

Story-telling involves telling of narratives with particular theme based on actual events. They give accounts of detailed information about an event or life situation 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, involvement of audience, Animal and human characters are used in narratives. Students should, therefore, be encouraged to come up with their own stories from their communities or any other source.

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 character building where positive characters/values are reinforced. Songs and dances can be used to develop and strengthen life skills, 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 to the students. They can be accompanied by a dance, re-enforced by use of puppetry. This is due to the interesting nature of the dances, their appealing and immediate impact on the listener (KIE, 2008).

Brainstorming: this is a free expression of ideas among participants on a given issue or question. All participants' contribution should be respected and accepted. The teacher should encourage many participants to give their ideas and views spontaneously. Brainstorming is used when seeking different views or opinions on a given situation,

establishing the entry behaviour of participants, exploring new concepts, encouraging involvement of all participants and building consensus or agreement.

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

Case studies should be interesting, appealing and relevant to the readers' imagination. They are useful when the teacher wants 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 studies can be developed by the teacher or selected from already developed ones in relevant books (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).

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 other experiences. They can be in form of songs, recitations, chants or they can be dramatized to enhance acquisition of various Life Skills. They can be used to appeal to people's emotions to enable them adopt behavior towards a desired direction (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 practising new Life Skills, increasing the participants' knowledge of each other and making presentations interesting (KIE, 2008).

Questions and answers method: It is where the teacher or the learner tries to find out information through asking questions and getting answers from the respondent. 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 Life Skills Education (KIE, 2008). . The researcher, therefore, intended to analyze teaching strategies used in the teaching of Life Skills Education and whether they are some of the challenges facing implementation of Life Skills Education in secondary schools in Tran-Nzoia West District.

## **2.6 Evaluation of the Effectiveness of Life Skills Programmes**

Evaluating the effectiveness of a life skills 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 behaviour, or changes in attitude or beliefs in the adolescent? What changes could be expected in the programme environment or programme provider? Although developing measurable indicators often lags behind advances in programme design, existing life skills initiatives provide guidance on how to capture impact.

Process components measure the extent to which the programme actually reaches the intended audience, and how the programme is implemented. Two important dimensions are coverage and quality. Extent of provider training, fidelity to the programme design, and programme duration are just some of the components of implementation that may affect intervention outcomes.

The outcome indicators selected for the programme depend on the desired goals of the program. Life Skills 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 program providers and parents.

In the substance abuse prevention arena, the following are often the critical skills measured: assertiveness, refusal skills, locus of control, decision-making, and problem-solving (Botvin, 1986). The Social Skills Rating System (SSRS) (Gresham & Elliot, 1990) is one of many different rating systems that have been used to assess students'

social skills, including cooperation, assertion, empathy, and self-control. Social and emotional adjustment can be measured through many different scales including the Survey of Adaptation Tasks of Middle School. This survey asks teachers, parents and students about adjustment in middle school (generally ages 10-14 in the United States). Other scales include the Self-Perception Profile for Children, which measures children's perceptions of personal competency (Harter, 1985).

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

Changes in attitudes and knowledge are another component of an evaluation plan. In the area of violence prevention, a number of self-report measures assess the attitudes and knowledge of adolescents about violence. For example, the Beliefs Supporting Aggression Scale (Slaby and Guerra, 1988) measures normative beliefs about aggression, and the Attitude Towards Conflict Scale (Lam, 1989) measures how young people feel about different methods for resolving conflicts. Since Life Skills programmes 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. While a detailed guide to evaluating Life Skills programmes is beyond the scope of this study, existing life skills programmes give examples of measures, indicators and evaluation plans that can be adapted and tested in the local context. The intention of the researcher, therefore, was to find out challenges facing implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.

## **2.7 Summary**

The study has reviewed different literature in relation to the teaching of Life Skills Education in secondary schools. Regarding teachers' training; it has been found that most of secondary school teachers have not been effectively trained on life skills education and those few who have attended in-service training on life skills education argue that the in-service training is inadequate and it has consequently failed to equip teachers with requisite skills to handle it successfully. Both teachers' and students attitude have been found to affect implementation of Life Skills Education in secondary schools. The literature review has also revealed that the level of availability and adequacy of teaching / learning resources and how they affect implementation of Life Skills Education in secondary schools. The literature has also reviewed on the teaching/learning strategies used by teachers in implementing Life Skills Education in secondary schools. Literature which has been reviewed are studies on HIV and AIDS life skills education in primary schools and from these literature, it has been found that, there are problems affecting effective teaching of life skills education such as: teachers' training on HIV/AIDS life

skills education, inadequate time, inadequate content on HIV/AIDS life skills education and teacher's shyness in teaching it, affect the implementation of life skills education in primary schools studied. Literature has also revealed that there are very few studies on life skills education as a subject in secondary schools which has been carried out. This study, therefore, sought to investigate, challenges facing implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the researcher describes the methods which were used and how the study was conducted. The chapter contains: research design, study variables, the study locale, target population, sample size and sampling techniques, research instruments, piloting, data collection procedure and data analysis.

#### **3.2 Research Design**

This study used a descriptive survey. The purpose of descriptive survey is basically to observe, describe and document aspects of a situation as they naturally occur hence the choice for the study. The fact that it is not concerned with characteristics of persons, it provides information about population variables. According to Gay (2003), a descriptive survey is, a process of collecting data in order to answer questions concerning the current status of the subject. According to Kothari (2003), the main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. It was on the basis of these characteristics of descriptive survey that challenges facing implementation of life skills education in secondary schools were investigated. It involved direct observation where the required behaviour was observed in a particular setting. The design was therefore, deemed appropriate as it enabled the researcher to find out the challenges facing implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.

### **3.3 Variables of the Study**

The independent variables of the study were: teaching methods, teacher training, teachers' attitudes and students' attitude. The dependent variable for the study was implementation of Life Skills in secondary schools. The independent variables in the study have influence on the dependent variables in that they can lead into effective implementation of Life Skills Education in secondary schools. Teachers need appropriate training to be able to handle Life Skills Education in secondary schools, teachers' positive attitude towards teaching of Life Skills Education make their students develop same attitude towards Life Skills Education, teachers also need to use proper teaching and learning aids which leads to successful implementation of Life Skills Education and finally teachers should use participatory methods which make students identify their own problems and hence lead into effective implementation of Life Skills Education

### **3.4 Study Locale**

Trans-Nzoia West District is in Rift Valley Province, and is also in Trans-Nzoia County. The headquarter of the District is Kitale Municipality which is cosmopolitan in nature. Trans-Nzoia West District represents both rural and urban setting. The main objective was to fair a representative of the general circumstances that affects implementation of life skills education in secondary schools. The researcher chose the area because of limited time and financial resources. The area is accessible in terms of transport which prompted the researcher to choose it. Singleton (1993) observes that the ideal setting for any study is one that is directly related to research interest being a resident of Trans-

Nzoia West District and as a teacher teaching life skills education had a professional interest to conduct this study in the district. He further observed that ideal setting for any study area should be easily accessible to the researcher and that which allows immediate rapport with the participants. The sketch map of Trans-Nzoia West District is shown in appendix VII, pg 99.

### **3.5 Target Population**

The population for the study was public secondary schools in Trans-Nzoia West District. There are 37 secondary schools in the district. This population consisted of 37 principals, 555 teachers and 4173 students totaling to 4765. The study targeted 37 principals, 150 teachers and 1800 students. The total target population was 1965. Teachers were targeted because they are perceived to be the major agents for curriculum delivery and implementation. Teachers are in direct contact with students and have the responsibility of employing the recommended teaching/learning strategies and are directly involved in the teaching of Life Skills Education. Students from form two to four were targeted in the study because they were perceived to have information on the importance of Life Skills Education and the skills that they have learnt. The researcher left out form one students because they were just reporting at the start of the study. Principals were targeted because they supervise the curriculum implementation in their secondary schools. According to Borg and Gall (1989), target population is the number of a real or hypothetical set of people, events or study which a researcher wishes to generalize the study research on. Orodho, (2008) says that a population sometimes referred to as a target population is the

set of elements that the researcher focuses upon and to which the results obtained by testing the sample should be generalized.

### **3.6 Sample Size and Sampling Techniques**

Schools were stratified into two strata, for example boys and girls. For boys, eight secondary schools while girls, seven secondary schools were sampled. Principals and teachers were purposively selected. According to Shiundu (2008), purposive sampling is non-random sample selected because prior knowledge suggests it is representative, or because those who had the needed information to constitute a sample. He adds that in purposive sampling design, the researcher uses his/her personal judgment to select a sample. The researcher, therefore, purposively sampled teachers teaching Life Skills education in form two to four, but where there were more than two teachers teaching Life Skills education, simple random sampling technique was used to select the two teachers. For example, names of the teachers teaching life skills education were written on slips of paper, folded and shuffled using the lottery method, two slips of papers were picked from each school which formed the sample who participated in the study. Simple random sampling technique was used to sample students for the study. Four students from form two, three and four were sampled for the study using this method in the sampled schools.. Sampling means selecting some part of the population to represent the whole population or the group of interest. According to Babbie (2004), working with a sample reduces the length of time needed to complete a research, cuts the cost, is manageable and is almost a mirror of the sample population.

### 3.6.1 Sample Size

The 15 schools were sampled for the study. The 15 schools formed the sample population and therefore, the study sampled 180 students, 30 teachers and 15 principals. A total of 15 respondents were sampled from each of the selected schools, this comprised one principal, two teachers and 12 students (4 students per class). The researcher, therefore, sampled 225 respondents for the study which formed (11.5%) of the total target population of 1965. According to Gay (1992), for a descriptive research, a sample of (10%) of the targeted population is considered minimum. According to Welman and Kruger (2001), sample size is that finite part of a statistical population whose properties are studied to gain information about the whole population. The sampling was done as shown in Table 3.1.

**Table 3.1: Sample Size**

(N =225)

<b>Targeted Population</b>	<b>Sample per school</b>	<b>Sample (N =180)</b>	<b>Percentage (%)</b>
Principals	1	15	100
Teachers	2	30	20
Students	12	180	10
<b>Total</b>	<b>15</b>	<b>225</b>	

Source: Researcher's Own (2012).

### **3.7 Research Instruments**

In the selection of the instruments used in the study, the researcher ensured that the objectives of the study were clear and suitable. By considering the literacy level of the sampled respondents, the researcher concluded that they were able to read and understand the research instruments. The researcher used questionnaires, interview schedules and Observation schedule to collect the data for the study.

#### **3.7.1 Questionnaires for Teachers**

The researcher used questionnaires to collect data from teachers. The instrument was chosen because the sampled respondents were considered learned and they would be able to read and understand the questionnaire items; and therefore the data required for the study were easily extracted. The instrument was divided into different sections where each section was addressing questions aimed at achieving a particular objective. Section A contained questions on the general information of the respondents, B contained questions on teacher training, C contained questions on attitudes, D contained questions on availability of teaching/learning resources, E contained questions on teaching strategies and section F contained questions on suggestions on the way forward. The instrument contained both open-ended and closed-ended questions. Likert Scale was used for the questions testing on the degree or the extent of the factor under investigation. Wiersma (1980), states that a questionnaire is a list of questions or statements to which the individual is asked to respond in writing. Verma and Beard (1981), clarify that a good questionnaire should not only represent the aims of the researchers who send it out, but

should also allow for the full variety of possible answers. Best and Khan (1993) observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear.

### **3.7.2 Questionnaires for Students**

The researcher used questionnaires to collect data from students. The instrument was chosen because the students were considered literate enough to help them read and understand the questionnaire items which enabled the researcher to get the information required for the study. The instrument was divided into different sections where each section was addressing questions aimed at achieving a particular objective. Section A contained questions on the general information of the respondents, B contained questions on teacher training, C contained questions on attitudes, D contained questions on availability of teaching/learning resources, E contained questions on teaching strategies and section F contained questions on suggestions on the way forward. The instrument contained both open-ended and closed-ended questions. Likert Scale was used for the questions testing on the degree or the extent of the factor under investigation.

### **3.7.2 Interview Schedules**

Interview schedules were administered to 15 principals of the sampled secondary schools to establish the challenges facing implementation of Life Skills Education in secondary schools. The researcher personally held interviews with the principals participating in the study. Interview guide was meant to provide supplementary data which would not have

been captured by the questionnaires. The instrument contained questions on teachers' training on life skills education, teachers' and students attitude towards implementation of life skills education, schools' preparedness in terms of teaching/learning resources and teaching strategies used for teaching life skills education. Yin, (2003) states that interviews is one of the most important sources of data and defines the interview as a two-way conversation that gives the interviewer the opportunity to participate actively in the interview. The interview is structured and based on predetermined questions. According to Yin (2003), the open-ended type of interview is the most commonly used interview method as the researcher asks the respondent unstructured questions, thus allowing the interview to be more of a discussion. The respondents can be asked for facts as well as their personal opinions. Kerlinger (1973) observes that more people are willing to communicate orally than in writing and will, therefore, provide data more readily in an interview.

### **3.7.3 Observation Schedule**

The researcher used lesson observation schedule during the classroom teaching of Life Skills in form two and form three to collect the primary data in four secondary schools randomly selected from the actual study sample. This enabled the researcher to observe various teaching strategies, the level of availability and adequacy of the teaching/learning resources, availability of schemes of work, lesson plans, students' participation during discussions and lesson conclusions during the lessons of life skills education in the observed classrooms in the sampled secondary schools. According to Mugenda (2008),

observation is one of the most important and extensively used research methods in the field of social sciences.

### **3.8 Piloting**

The research instruments were pre-tested in two of the secondary schools not included in the actual study. Piloting was to provide an opportunity to make necessary adjustments to research instruments. Ambiguous statements were to be rephrased and unnecessary ones deleted to enhance the validity of the three research instruments before they are applied in actual research. Mugenda and Mugenda (1999) note that piloting ensures that research instruments are stated clearly and have the same meaning to all respondents. Piloting enables the researcher to have meaningful observations because it helps detect deficiencies in the instruments.

#### **3.8.1 Validity**

The researcher enhanced validity of the instruments, by employing content validity. This was done in terms of checking for items that were vague or not necessary, weaknesses of the instruments and whether respondents understood the items. The researcher also established the content validity by seeking his supervisors' opinion whether or not the items in the instruments were relevant. The supervisors reviewed the content of the instruments to determine validity to ensure the instruments accurately measured the variables it intended to measure. The researcher pre-tested the questionnaires on a likert scale which required the respondents to rate the objectives being investigated. Validity is concerned with establishing whether the instrument content is measuring what they/it is supposed to measure

(Orodho, 2008).

### **3.8.2 Reliability**

The reliability of the instruments was tested from the two piloting public secondary schools by the use of split-half method. The questionnaires for the teachers were tested on four teachers and the questionnaire for the students was tested from 24 students separately to get the correlation coefficients for each instrument. According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The lesser the variations produced by an instrument on subsequent trials, the more reliable it is.

The method involves scoring two halves usually odd and even items of a test separately for each person and then calculating the correlation coefficient for the two sets (halves) of scores. The coefficient indicates the degree to which the two halves of the test provides the same results and hence describes the internal consistency of the test.

#### **Split-Half Method**

The researcher used Spearman Brown Prophecy formula:

2 x Corr. between the halves

1+ Corr. between the halves

$$r = \frac{2r}{r+1}$$

r = reliability of the coefficient resulting from correlating the scores of the odd items with

the scores of the even items.

The researcher used sample data to test on the reliability of the questionnaires for teachers and students separately. A coefficient of 0.70 is considered adequate but a coefficient of 0.80 is good according to Gay (2003). The researcher got a coefficient of 0.76 for the students questionnaires and 0.78 from the teachers questionnaires. The researcher, therefore, concluded that the instruments were reliable for the study.

### **3.9 Data Collection Procedure**

A letter from the Ministry of Education was obtained to allow for data collection. The researcher made appointments with principals of the sampled schools to request them for permission to carry out the study in their schools. The researcher arranged with the principals to confirm the dates for data collection and got the consent of the school administration. This was to eliminate the cases of surprising entry into schools without prior visit to clarify the intention of the visit. The instruments were administered to the respondents who were given ample time to respond to the questions. This ensured achievement of a good return ratio and helped respondents to get a chance to seek clarification on the items that proved difficult. The researcher ensured confidentiality of the information given by the respondents. Confidentiality was to ensure respect for the dignity of participants in the study. Therefore, it was important that participants had no doubt that any identifying information provided would be regarded as confidential. Participants were informed that their confidential information provided would only be accessed by the researcher and the supervisor. They were not required to provide any

identifying information such as their names. This was done by using the information without mentioning the specific names or schools where the data were collected from.

### **3.10 Data Analysis**

The primary data collected from the field were first edited to remove errors from responses written which were not required. Coding was done to summarize the data, where code numbers were assigned to each of the research questions. The coded items were analyzed with the aid of computer software for analyzing data. Both quantitative and qualitative data analysis techniques were used to analyze data as per the study objectives. Quantitative data collected from questionnaires were analyzed, presented and interpreted using frequency tables, absolute percentages, pie charts, and bar graphs, while qualitative data from the interviews were presented thematically i.e. according to the objectives of the study. Statistical Package for Social Sciences (SPSS) was used to compute the statistics.

## **CHAPTER FOUR**

### **DATA PRESENTATION, FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the findings of the study. The purpose of the study was to investigate challenges facing implementation of Life Skills Education in secondary schools in Trans-Nzoia West District. A sample of 225 respondents was sampled for the study, this sample comprised 180 students, 30 teachers, and 15 principals. A total of 214 responded (170 (94.4%) students, 30 (100%) teachers and 14 (93.3%) principals) by giving the information required for the study, this gave a response rate of 95%. The findings of the study were as presented in the following sections.

#### **4.2 Respondents Demographic Data**

In this section, the researcher sought information on the gender, marital status, teaching experience and highest academic qualification for teachers, the class for students and age of students. The findings of the study were as presented in the following sections.

##### **4.2.1 Distribution by Gender**

The respondents were first asked to indicate their gender. It was of particular importance to the researcher as it gave general information on who participated in the study. It was found that 57% of the teacher respondents were male while 43% of teachers were female. The study also found that 51% of the student respondents were male while 49% of

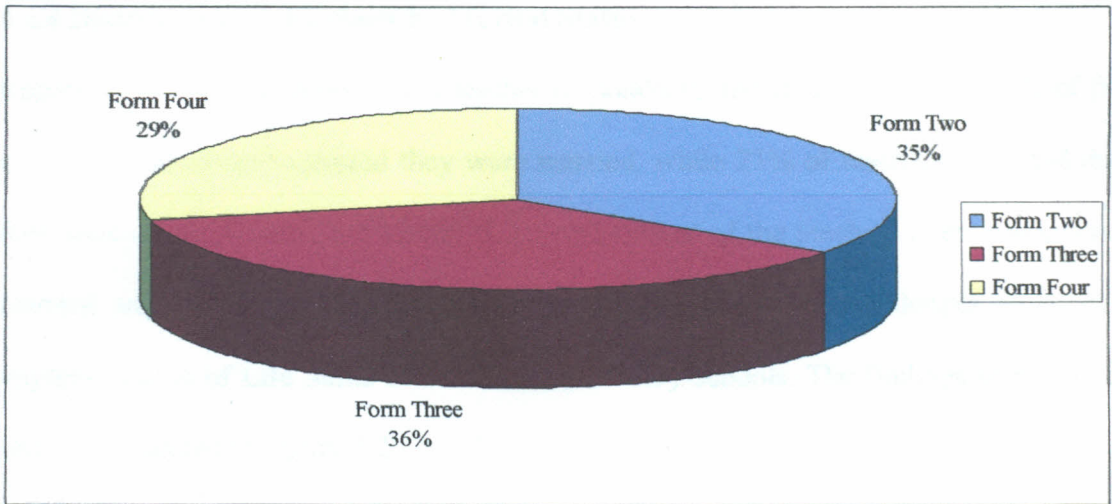
students were female. The findings of the study were as presented in Table 4.1.

**Table 4.1: Distributions of Respondents by Gender**

<b>Gender of Respondents</b>	<b>Teachers</b>		<b>Students</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Male	17	57	87	51
Female	13	43	83	49
<b>Total</b>	<b>30</b>	<b>100</b>	<b>170</b>	<b>100</b>

#### **4.2.2 Distribution of Student Respondents by Levels**

In establishing the classes of student respondents, they were asked to indicate their forms. The information on which classes/forms the students were, revealed whether the students were aware of the implementation of teaching Life Skills at various levels of secondary schools. The study found that 36% of the students were in form three, 35% of students were in form two and 29% of students were in form four. The findings of the study were as presented in Figure 4.1. From the findings of the study, it can be concluded that the students were well-represented in the study thus the information they gave on life skills education was considered reliable for the study.



**Figure 4.1: Distributions of Student Respondents by Levels**

#### 4.2.3 Distribution of Students by Age

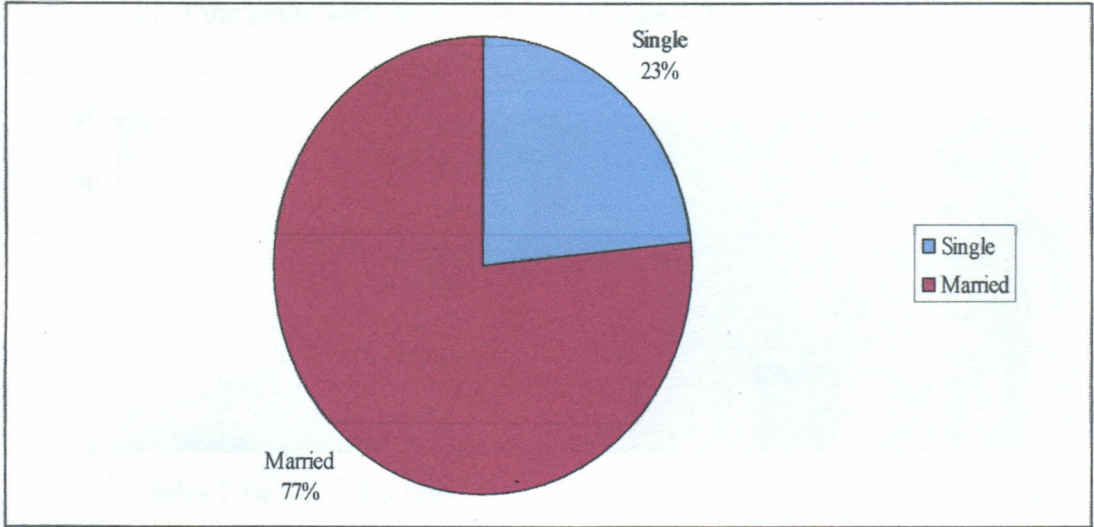
In establishing the ages of the students, they were asked to indicate their ages in years. The study found that 38% of the students were 18 years old. It was also found that 26% of the students were 17 years old, 25% of students were 16 years and below and that 11% of students were above 18 years. The findings of the study were as presented in Table 4.2

**Table 4.2: Distribution of Students by Age**

Respondent's Age	Frequency	Percentage
16 Years and Below	43	25
17	44	26
18	65	38
Above 18 Years	18	11
<b>Total</b>	<b>170</b>	<b>100</b>

#### 4.2.4 Distribution of Teachers by Marital Status

Regarding the marital status of the teacher respondents, the study found that 77% of the teachers respondents indicated they were married, while 23% of teachers indicated that they were single. From the findings of the study, most of the teachers interviewed were married and therefore, stood a better chance to point out the challenges facing the implementation of Life Skills Education in secondary schools. The findings of the study were as presented in Figure 4.2

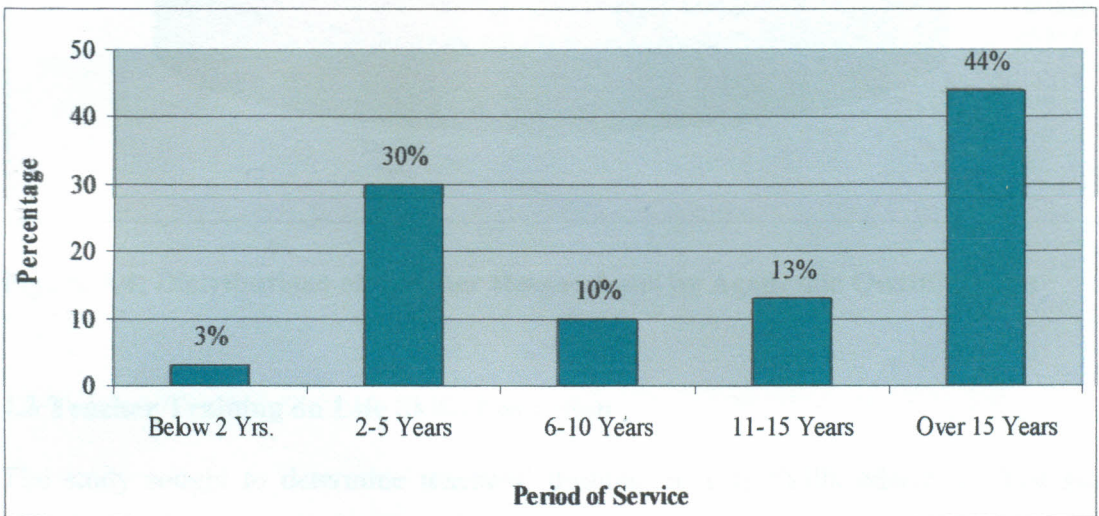


**Figure 4.2: Distributions of Teachers by Marital Status**

#### 4.2.5 Distribution of Teacher Respondents by Teaching Experience

To establish the teaching experience of the teachers, they were asked to indicate the duration for which they had served as teachers. The study found that 44% of the teachers had taught for over 15 years. It was also found that 30% of teachers had taught for a

period between 2-5 years, 13% of teachers had taught for a period between 11-15 years, 10% of teachers had taught for a period between 6-10 years and 3% of teachers had taught for less than two years. From the findings of the study, it can be concluded that most of the teachers 67% of the teachers had taught for a period more than five years hence most of the teachers interviewed were considered to have a lot of information on teaching of Life Skills Education in secondary schools. The researcher, therefore, considered the information collected from the teachers reliable because most of them had enough teaching experience hence information on the teaching of Life Skills Education. The findings of the study were as presented in Figure 4.3.

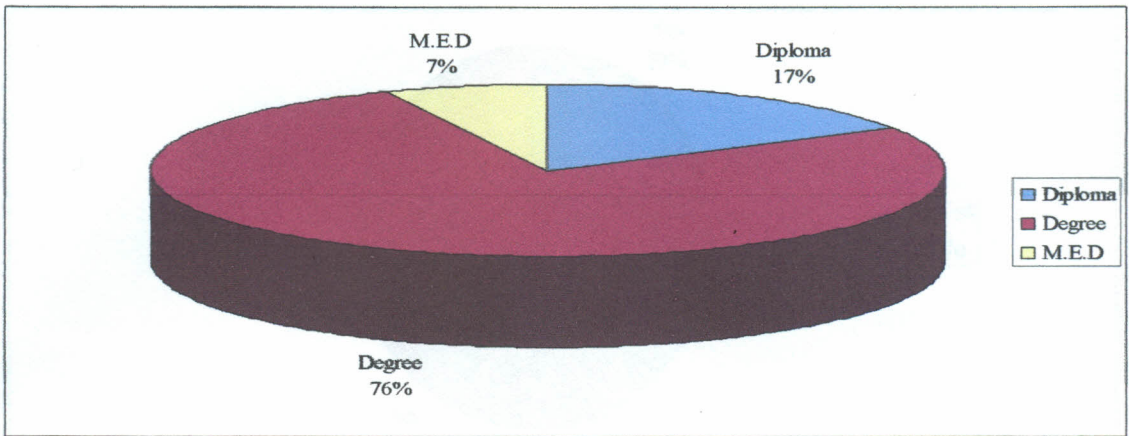


**Figure 4.3: Distributions of Respondents by Years of Teaching Profession**

**4.2.6 Distribution of Teacher Respondents by Academic Qualifications**

To establish the academic qualifications of the teacher respondents, they were asked to indicate their highest academic qualifications. The study found that 76% of the teachers

indicated that they were bachelor degree holders, 17% of teachers indicated they were Diploma holders while 7% of teachers had Masters Degree in Education. The findings were as presented in Figure 4.4. From the findings of the study, it can be said that teachers in secondary schools in Trans-Nzoia West District were qualified as most of them were degree holders.

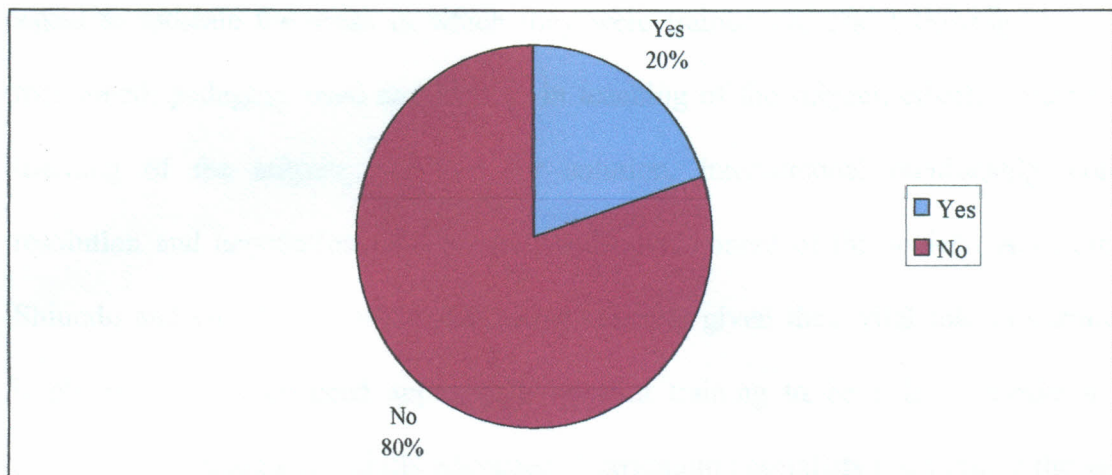


**Figure 4.4: Distributions of Teacher Respondents by Academic Qualifications**

### 4.3 Teacher Training on Life Skills Education

The study sought to determine teachers' training on Life Skills education. The study found that 80% of the teacher respondents had not attended the training while 20% had attended the training on life skills education. According to Republic of Kenya (2004), majority of secondary school teachers are trained at public universities and diploma colleges and are required to specialize in two teaching subjects upon graduation. Currently, the class sizes in universities are too large for lecturers to pay special attention to methodology and therefore the quality of the teacher is often compromised. In

addition, a lot of students take education courses for lack of alternatives. In order to improve the quality of teachers graduating out of our universities, it is imperative that the secondary school teacher training programmes is restructured to enable the trainees acquire sufficient subject mastery and pedagogy. This means that secondary school teachers have not received any life skills education training as part of their pre-service training. The findings of the study were as presented in Figure 4.5.



**Figure 4.5: Attendance on Training in Life Skills Education**

In an interview with principals on the attendance of their teachers on training in Life Skills Education, it was found the 57% of the principals interviewed indicated that teachers in their schools had not attended such trainings while 43% of the principals indicated that teachers in their schools had attended such trainings. According to Republic of Kenya (2004), the continuous improvement in the quality of education services should also entail continuous skills upgrading for teachers. However, this has not been the case as lack of adequate opportunities for in-service training has denied most of practising teachers the chance to enhance their skills beyond those acquired during their

pre-service basic training. The current situation calls for an urgent development of a comprehensive in- service training programmes to empower teachers to deliver the changes that have been made in the existing school curricula including the introduction of Life Skills Education in schools in 2008. From the findings of the study, it is clear that most of the teachers had not attended in-service trainings on Life Skills Education.

The teacher respondents who had attended training on Life Skills Education were further asked to indicate the areas in which they were trained on. The following areas were mentioned: pedagogy used and applied in teaching of the subject, effective decision in teaching of the subject, scouting for solution, interpersonal relationship, conflict resolution and negotiation management, and development of the society. According to Shiundu and Omulando (1992), point that teachers given their vital role in curriculum implementation, they need appropriate relevant training to be able to handle a new programme including life skills education. Curriculum specialists must utilize the saying that “ No education is better than its teachers”. It is the who translates the broad general goals into instructional objectives.

#### **4.4 Attitude on Implementation of Teaching Life Skills Education**

To test on the attitude towards implementation of life skills education in secondary schools, student respondents were asked to indicate their agreements with different statements towards implementation of life skills education in secondary schools. The findings of the study were as presented in Table 4.3

**Table 4.3: Attitude on Implementation of Teaching Life Skills Education**

<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither agree nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Total %</b>
Teaching of Life Skills in schools is not necessary because they are non- examinable.	35	17	7	32	9	<b>100</b>
Teaching of Life Skills consumes time that can be used to teach other examinable subjects.	11	35	7	39	8	<b>100</b>
Life Skills is an important subject in the school curriculum.	60	27	8	3	2	<b>100</b>
Content of Life Skills education is easy to understand.	42	34	15	6	3	<b>100</b>
Teaching of Life Skills will promote awareness and enhance change behaviour.	58	25	10	3	4	<b>100</b>
Provision of teaching and learning materials for Life Skills is expensive but not worthwhile.	20	23	19	33	9	<b>100</b>
The aims and objectives of teaching of Life Skills are irrelevant and unattainable.	15	10	10	62	11	<b>100</b>

Table 4.6 shows that 35% of the student respondents strongly agreed that teaching of Life Skills Education in schools was not necessary because they are non-examinable. The study also found that 35% of student respondents agreed that teaching of Life Skills Education consumes time that can be used to teach other examinable subjects. Regarding

the importance of life skills, it was found that 60% of the student respondents strongly agreed that teaching of life skills Education in secondary schools was very important. The study further found that 42% of the student respondents strongly agreed that content of Life Skills education was easy to understand and that teaching of Life Skills will promote awareness and enhance change behaviour as indicated by 58% student respondents. According to Oluoch (1982), a teacher who has a positive attitude towards life skills education and uses appropriate instructional strategies is likely to influence the students develop the same attitude. The study also found that students disagreed with the statement that the aims and objectives of teaching of Life Skills Education are irrelevant and unattainable. This is an indication that students recognized the importance of Life Skills Education in their schools. Regarding the attitude of the teachers to the teaching of Life Skills, the study found that most of the teachers had negative attitude towards the teaching of Life Skills Education. This was evidenced by the fact that many of the teachers had not been trained on the Life Skills Education. Witt (2002) argue that teaching methods are influenced by the teacher's attitude towards the teacher's competence in regard to the subject matter; a teacher uses teacher centred method which allows her full control of the class. If she/he is competent, she/he allows children to learn on their own and gives help when necessary. Grogarn (1993) adds that cultivation of positive attitude is of paramount importance to a school teacher.

On the provision of teaching and learning materials, the study found that 33% of student respondents disagreed that provision of teaching and learning materials for Life Skills Education is expensive but not worthwhile. The study finally found that 62% of student respondents disagreed that the aims and objectives of teaching Life Skills Education were irrelevant and unattainable.

In an interview with the principals 93.3% on the perception of teaching Life Skills Education by teachers and students, the study found that teachers and students do not take Life Skills Education seriously since it is not examinable. Rooth (2005), his study in South Africa agree with these findings that life skills education is not being taken seriously because it is not examinable subject. Whitaker (1993), assert that assessment in the form of examination influences curriculum implementation due to the great value given to public examination certificates by schools, teachers and students tend to concentrate on subjects that are examinable and are thought to promote academic excellence. It was further found that teachers had negative attitude towards the subject thus affecting its implementation in the curriculum. Regarding students' attitude, it was found that students take the teachings of life skills education positively especially those on how to manage their lives in a healthy and productive manner including the fight against HIV and AIDS and students are receptive as they participate by asking questions.

## 4.5 Availability of Teaching Resources Used for the Implementation of Life Skills

### Education in Schools

#### 4.5.1 Teaching/learning Resources for Life Skills Education

In establishing the level of availability and adequacy of various resources used in teaching Life Skills Education in secondary schools, the teacher respondents were asked to indicate the level of adequacy of various resources used in teaching Life Skills Education in their secondary schools. The findings of the study were as shown in Table 4.4.

**Table 4.4: Teaching Resources for Teaching Life Skills Education**

Resources	Very adequate	Adequate	Average	Inadequate	Not available at all	Percentage (%)
Charts or pictures	47	30	3	13	7	100
Magazines	30	44	13	3	10	100
Newsletters	20	33	20	17	10	100
Pamphlets	40	23	7	23	7	100
Video tapes	27	33	23	3	14	100

Table 4.4 shows that charts and pictures were available and adequate as indicated by 47% of teachers who said that they were very adequate and 30% of teacher respondents who said that they were adequate. On the availability of magazines, the study found that the magazines were adequate as indicated by 44% of teachers who said that they were

adequate and 30% of teachers who said that they were very adequate. Regarding the adequacy of newsletters, the study found that 33% of teachers indicated that the resources were adequate while 17% of teachers who said that they were inadequate. On the adequacy of pamphlets, 40% of teachers indicated that they were very adequate. The study finally found that 33% of the teacher respondents indicated that video tapes were adequate while 14% of teachers indicated that they were not available at all. The study found that resources such as charts and pictures, magazines, newsletters, pamphlets and video tapes were available in some schools though they were inadequate. Koech (1999) says that the quality and adequacy of such resources as physical, equipment, teaching and learning materials have a direct bearing on quality as they determine how effectively the curriculum is implemented. Other resources that were available included: peer counsellors, resource persons, textbooks, radio tapes, radio programs, organizing drama among students and theatre. Sifuna (1974) points out those learning materials are a major determinant to the success, or failure in a teaching/learning situation. However, the availability of materials does not in it self guarantee learning. They must be put in the proper order, use and be utilized at the right time with proper guidance to facilitate learning. Kieff et al., (2000) point out that a class is equipped with materials that suggest activities and provide the materials needed for activities invented or initiated by students. It can be said that even though the resources for teaching Life Skills Education were available in most of the schools studied, they were not adequate. From the findings of the study, it can be said that even though the resources were available in most schools studied, some schools in total had none of the resources.

The respondents were further probed to mention other resources available in their schools which are used in the teaching and learning of life skills Education. The following resources were mentioned: Peer counsellor, resource persons, textbooks, radio tapes, radio programmes, organizing drama among students and theatre.

In an interview with the principals on how their schools were prepared for the implementation of teaching Life Skills Education, the study found that resources for teaching Life Skills Education were inadequate in their secondary schools. Using an observation checklist, it was found that resources such as charts and pictures, magazines, newsletters, pamphlets and video tapes were available in some secondary schools though they were inadequate. This was an indication that most secondary schools did not have enough resources for the teaching and learning of Life Skills Education.

#### **4.6 Strategies for Teaching Life Skills Education**

In this section, the researcher sought to establish the extent to which different teaching strategies are used in teaching Life Skills Education, their effectiveness in the teaching of Life Skills Education, and students' suggestions on other strategies which can be used in the teaching of Life Skills Education. The findings were as presented in the following sub-sections.

##### **4.6.1 Use of Different Strategies for Teaching Life Skills Education**

In establishing teachers' use of different strategies in teaching Life Skills Education, student respondents were asked to indicate the extent use of different strategies for

teaching Life Skills Education. The findings of the study were as presented in Table 4.5.

**Table 4.5: Use of Different Strategies for Teaching Life Skills Education**

<b>Strategies</b>	<b>Very Large extent</b>	<b>Large extent</b>	<b>Moderate extent</b>	<b>Small extent</b>	<b>No extent</b>	<b>Total %</b>
Discussing relevant topics with student.	73	23	1	1	2	<b>100</b>
Having debates on relevant topics	29	49	9	6	7	<b>100</b>
Having story-telling sessions on different topics.	21	32	25	13	9	<b>100</b>
The use of case studies (on how to solve particular problems).	28	39	15	9	9	<b>100</b>
Having sessions for questions and answers.	40	33	15	4	8	<b>100</b>
By the use of songs and dances on relevant themes.	34	19	12	11	24	<b>100</b>

Table 4.5 shows use of different strategies for teaching life skills. The study found that 73% of the student respondents indicated that discussion of relevant topics with students was used to a very large extent. The study also found that 49% of the student respondents indicated that debates on relevant topics was used to a large extent. The study further found that 39% of the student respondents indicated that case studies to solve problems were used to a large extent. It was finally found that songs and dances on relevant themes were used to a very large extent as indicated by 34% of the student respondents. According to the KIE (2008), note that there are different methods used by teachers to

teach Life Skills Education. These methods include: discussion, debates, role plays, story-telling, songs and dances, brain-storming, case-studies, miming, poetry and recitals, games and question and answer method. The study found that discussion of relevant topics with the students, having debates on relevant topics and having sessions for questions and answers were inadequately used in the teaching of Life Skills Education in secondary schools sampled.

#### **4.6.2 Effectiveness of Strategies for Teaching of Life Skills Education**

To test on the effectiveness of the strategies used in teaching Life Skills Education in secondary schools, the teacher respondents were asked to indicate the level of effectiveness of each of the perceived strategies. The findings of the study were as presented in Table 4.6

**Table 4.6: Effectiveness of Strategies for Teaching of Life Skills**

	<b>Very effective</b>	<b>Effective</b>	<b>Not sure</b>	<b>Ineffective</b>	<b>Not used at all</b>	<b>Total %</b>
<b>Strategies</b>						
Discussing relevant topics with students	70	24	1	2	3	<b>100</b>
Having debates on relevant topics	30	47	9	7	7	<b>100</b>
Having story telling sessions on different topics	20	33	25	13	8	<b>100</b>
The use of case studies (on how to solve particular problems)	32	33	17	9	9	<b>100</b>
Having sessions for questions and answers	40	35	12	6	7	<b>100</b>
By the use of songs and dances on relevant themes.	36	22	10	9	23	<b>100</b>

Table 4.6 shows that discussion on relevant topics with students was very effective in teaching life skills as indicated by 70% of the teacher respondents. The study also found that other strategies such as having debates on relevant topics was effective as indicated by 47% of the teacher respondents, having story-telling sessions on different topics was effective as indicated by 33% of the teacher respondents, use of case studies on how to solve particular problems was effective as indicated by 33% of the teacher respondents, having sessions for questions and answers was very effective as indicated by 40% of the teacher respondents and the use of songs and dances on relevant themes was very effective as indicated by 36% of the teacher respondents. From the findings of the study, it can be said that even though different strategies were used in teaching of life skills

education, there was a variation on the effectiveness of each of the strategies so it can be concluded that teaching strategies were ineffective in the teaching of life skills education.

The teacher respondents were further probed to give other strategies they use in improving the teaching of Life Skills Education. The following strategies were mentioned: drawing and paintings, experience sharing, using charts and pictures, workshops and seminars and use of reference books, through resource persons, use of peer counsellor and youth groups, reading out stories and relating to student experience, dramatization use of guidance and counselling sessions and co-curricular activities.

#### **4.6.3 Adequacy of Strategies in Teaching Life Skills Education**

To determine the level of availability and adequacy of the strategies used in teaching Life Skills Education in the secondary schools studied, the teacher respondents were asked to indicate whether the teaching strategies for Life Skills Education were adequate. The study found that 57% of the teacher respondents indicated that the strategies were inadequate while 43% of the teachers indicated that the strategies were adequate. Krilik (2008), argue that, “ values are learned, as they do not pass from parents to children in the form of D.N.A.” Students learn values through observing and imitating their teachers’ behaviors. Jansen, (2008) say that teachers thus need to be role-models of good behavior if they wish their students to develop the desired values. From the observation schedule, the study confirmed that teachers mainly used group discussions and session for question and answer methods in teaching life skills education in secondary schools. The findings of the study were as presented in Table 4.7. From the findings of the study, it can be said

that the strategies for teaching Life Skills Education in secondary schools were inadequate.

**Table 4.7: Adequacy of Strategies in Teaching Life Skills Education**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	13	43
No	17	57
<b>Total</b>	<b>30</b>	<b>100%</b>

#### **4.6.4 Suggestions on other Strategies for Teaching Life Skills Education in Schools**

The teacher respondents were asked to suggest on other strategies which can be used in the teaching of Life Skills Education in schools. The following strategies were suggested: use of videos where students are shown real-life situations and how to handle them, by encouraging interaction between students, encouraging students to participate in games and sports which ensures that students interact with others from different schools, inviting guest speakers on different aspects of life and how students are expected to behave and through outings where students are taken to interact in a given setup with others.

#### **4.7 Suggestions on Ways of Improving Teaching of Life Skills Education**

The teacher, principal and student respondents were finally asked to give suggestions on the ways of improving the implementation of Life Skills Education in secondary schools. The suggestions were given as presented in the following sub-sections.

#### **4.7.1 Suggestions for Teachers on Ways of Improving Teaching of Life Skills Education**

The following were the suggestions made by students, teachers and principals on the ways teachers can improve teaching of life skills education in secondary schools:

- i) It was suggested that teachers should promote interaction among the students and between students and teachers. This is to create conducive environment for teaching and learning of Life Skills Education being that it is a skills acquired through interaction.
- ii) That guidance and counselling teachers should always be ready to help students on the issues affecting them. This is perceived to have an impact of building the ground for the acceptance of teaching Life Skills Education in schools.
- iii) Teachers should come up with charts, pictures and video to ensure that particular life skills are clearly illustrated. This is perceived to be an effective strategy for teaching Life Skills Education among students.
- iv) Teachers should be willing to attend training on life skills education. Through this training, their knowledge on Life Skills Education will be improved thus enhancing their efficiency in the teaching of skills to students.
- v) Teachers should apply various teaching strategies to ensure that teaching of Life Skills Education achieves its goals. Different strategies will enhance learning among students.
- vi) It was finally recommended that teachers should change their attitude towards the teaching of Life Skills Education in secondary schools. By viewing the teaching of

life skills education positively, teachers will be motivated to impart Life Skills into students.

#### **4.7.2 Suggestions for Students on Ways of Improving Teaching of Life Skills Education**

The following were the suggestions made by students, teachers and principals on the ways students can improve teaching of life skills education in secondary schools:

- i) It was suggested that students should take the teachings on Life Skills Education seriously like any other examinable subject offered by the curriculum. By this, Life Skills Education will also become valued like any other examinable subjects.
- ii) Students should interact with others to gain the life experiences which are very critical in the learning of Life Skills Education. This is perceived to enhance the achievement of the goals for the introduction of the teaching of Life Skills Education in the curriculum.
- iii) Students should develop positive attitude towards the teaching of Life Skills Education. This will enhance learning of Life Skills Education as the students will be ready to cooperate during the lessons.
- iv) Students should practise what they have learnt in real-life situation. This will help in the achievement of the objectives of the introduction of the teaching of Life Skills Education into the school curriculum.

#### **4.7.3 Suggestions for Schools on Ways of Improving Teaching of Life Skills Education**

The following were the suggestions made by students, teachers and principals on the ways schools can improve teaching of life skills education in secondary schools:

- i) It was suggested that schools should ensure that the resources required for the teaching and learning of Life Skills Education are available. This will improve the learning of Life Skills Education among students and ease the implementation for the teachers.
- ii) The schools should organize sessions with different schools where students are to come together and interact as they are being taught.
- iii) Schools should ensure that the learning environment is favourable for the learning and application of learnt Life Skills Education. This will enhance teaching and learning of Life Skills Education.

#### **4.7.4 Suggestions for the Government on Ways of Improving Teaching of Life Skills Education**

The following were the suggestions made by students, teachers and principals on the ways the Government can improve teaching of life skills education in secondary schools:

- i) That the Ministry of Education should ensure that the teaching of Life Skills Education is allocated separate time in the school timetables. This is to ensure that it is also taught as any other examinable subject.
- ii) Teachers should be trained on Life Skills Education. This is to equip them with

knowledge to enhance its effectiveness in schools thus the achievement of the goals for its introduction into the curriculum.

- iii) That the Ministry of Education should examine students on Life Skills Education. This will ensure that the teachings are taken seriously thus improving knowledge on Life Skills Education among students in school and out of schools.
- iv) The government through the Ministry of Education should organize for short-term courses for teachers to improve their skills in teaching of Life Skills Education in secondary schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of the study was to investigate challenges facing implementation of teaching Life Skills in secondary schools in Trans-Nzoia West District. The study was guided by the following objectives; to determine teachers' training on Life Skills Education in secondary schools, find out teachers' and students attitude towards implementation of Life Skills Education in secondary schools in Trans-Nzoia West District, establish the level of availability and adequacy of teaching/learning resources for implementation of Life Skills Education in secondary schools in Trans-Nzoia West District, to analyze on the teaching/learning strategies adopted by teachers to teach Life Skills Education in secondary schools and to find out the suggestions of teachers' and students on the ways of improving implementation of Life Skills Education in secondary schools in Trans-Nzoia West District.

#### **5.2 Summary**

This section presents the summary of the study objectives

##### **5.2.1 Teacher Training on Life Skills Education**

In establishing the training of teachers on Life Skills Education, the study found that most of the teachers had not been trained on Life Skills Education as indicated by 80% of the teachers interviewed. This was confirmed with the findings from an interview with the

principals where 57% of the principals indicated that teachers in their schools had not attended such trainings. Those who had attended the trainings on Life Skills Education were trained on, interpersonal relationship, conflict resolution and negotiation management, importance of Life Skills Education, living values and on methodologies for teaching Life Skills Education.

### **5.2.2 Teachers' and Students' Attitude on Teaching of Life Skills Education in secondary Schools**

In establishing the teachers' and students attitude towards teaching of Life Skills Education in secondary schools, the study found that students had positive attitude towards the teaching of Life Skills Education in schools. On the other hand, it was found that teachers had negative attitude towards teaching of life skills Education due to the fact that it was not examinable and had not trained on life skills education thus affecting its implementation in secondary schools. This was evidenced by the fact that 55% of the students agreed with the statements that teaching of Life Skills Education will promote awareness and enhance behaviour change and that the content of Life Skills education is easy to understand. It was also found that 62% students disagreed with the statement that the aims and objectives of teaching of Life Skills Education are irrelevant and unattainable. This is an indication that students recognized the importance of Life Skills Education in their secondary schools.

### **5.2.3 Availability and Adequacy of Resources for Teaching and Learning of Life Skills Education**

The study found that resources such as charts and pictures, magazines, newsletters, pamphlets and video tapes were available in some schools though they were inadequate. Other resources that were available included: peer counsellors, resource persons, textbooks, radio tapes, radio programmes, organizing drama among students and theatre. It can be said that even though the resources for teaching Life Skills Education were available in most secondary schools studied, but they were not adequate.

### **5.2.4. Strategies for Teaching Life Skills**

Different strategies were found inadequate in the teaching of Life Skills Education in secondary schools. These included: discussions on relevant topics was found to be commonly used by teachers to a very large extent as indicated by 73% of the student respondents. Other strategies included: having debates on relevant topics, having storytelling 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. On the effectiveness of strategies used in teaching Life Skills Education, the study found that discussion on relevant topics with the students, having debates on relevant topics and sessions for questions and answers were not effective strategies in teaching Life Skills Education in secondary schools. The teaching strategies were found inadequate as indicated by 57% of the teachers. Other strategies included: drawing and paintings, experience sharing, using charts and pictures, workshops and seminars and use of

reference books, through resource persons, use of peer counsellor and youth groups, reading out stories and relating to student experience, dramatization use of guidance and counselling sessions and co-curricular activities.

### **5.3 Conclusions**

From the findings of the study, it was concluded that most of the teachers in secondary schools in Trans-Nzoia West District are not trained on Life Skills Education. This is viewed to be one of the challenges facing implementation of Life Skills Education in secondary schools.

Regarding teachers' and students attitudes towards teaching of Life Skills Education in secondary schools, it was concluded that teachers have negative attitude towards the teaching of Life Skills Education on the basis that most of them have not been trained on Life Skills Education and because life skills education is not examinable subject. Students are perceived to have positive attitudes towards the teaching of Life Skills Education as evidenced by their participation through asking questions and discussions during the teaching of life skills education in secondary schools.

On the level of availability and adequacy of resources for teaching and learning of Life Skills Education, the study concluded that most of the secondary schools studied had resources such as: charts and pictures, magazines, newsletters, pamphlets and video-tapes, but they were inadequate.

The study finally concluded that different strategies such as having 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 in most secondary schools studied in Trans-Nzoia West District.

Though Life Skills Education is being implemented in most secondary schools studied, It was generally concluded that effective implementation is hampered by several school factors in Trans-Nzoia West District and therefore, making it difficult for teachers to deliver the relevant content appropriately.

#### **5.4 Recommendations**

Teachers should be trained on Life skills Education in teacher training colleges. Teachers in the field should also attend in-service training on Life Skills Education, seminars and workshops where they can get acquainted with the relevant knowledge and skills which are necessary for their and guidance roles to their students.

Teachers should change their attitude towards the teaching of Life skills Education in secondary schools. By viewing the teaching of life skills education positively, teachers will be motivated to impart life skills into students. Teachers' negative attitude towards Life Skills Education should be considered before allocating Life Skills Education to teachers. There is need to review the tradition of schools of teachers taking up the teaching of Life Skills Education because they are C.R.E and Biology teachers and are expected to teach it. It should be assigned to teachers who have some interest in the

subject. Finally Life Skills Education should be examinable so that students and teachers take it seriously like other examinable subjects in the school curriculum.

The government through the Ministry of Education should provide adequate resource materials as such text books, teaching aids and stationery in order to enable teachers implement life skills education effectively. Teachers should improve wise teaching aids for teaching and learning of Life Skills Education in their secondary schools, and schools should also supplement the teaching and learning materials for successful implementation of life skills education by either buying or sourcing them from the environment, locally made, borrow or share at departmental or inter-school levels.

Teachers should come up with strategies which they view to be effective in the teaching and learning of Life Skills in schools. Teachers should change their classroom activities to be more participatory. Teachers should come with a forum where teachers share how they approach the teaching of life skill should be created, and class of teachers who demonstrate the best practice in the teaching of the subject could be visited by other teachers.

### **5.6 Recommendations for Further Research**

This study was carried out in secondary schools in Trans-Nzoia West District. The researcher suggests that another study be replicated in other areas in Kenya on the students' and teachers perception of the inclusion of Life Skills Education in the secondary school curriculum.

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## APPENDICES

### Appendix I: Cover Letter

November, 2010

Dear Madam/Sir,

**RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I am a Master of Education (M.Ed) student at Kenyatta University. I am required to submit as part of my research work assessment, a thesis on **“CHALLENGES FACING THE IMPLEMENTATION OF TEACHING OF LIFE SKILLS IN SECONDARY SCHOOLS IN TRANS-NZOIA WEST DISTRICT, KENYA”**. To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Neither your name nor the name of your institution will be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

---

Francis Abobo.

Kenyatta University

## Appendix II: Questionnaire for Teachers

### Section A: General Information

1. Gender                      Male [ ]                      Female [ ]
2. Marital Status              Single [ ]                      Married [ ]
3. How long have you been in the teaching profession ?
- Less than two years [ ]                      2-5 yrs [ ]                      6-10 yrs [ ]
- 11-15 yrs [ ]                      Over 15 years [ ]
4. What is your highest academic qualification?
- Diploma [ ]                      Bachelors Degree [ ]
- Masters Degree [ ]                      Any other ( specify) \_\_\_\_\_

### Section B: Teacher Training

5. Have you been trained on life skills education? Yes [ ] No [ ]
6. If your answer to the question above is yes, which areas have you been trained on?

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### Section C: Attitude Towards Implementation of Teaching Life Skills Education in Secondary Schools

7. Indicate the extent of your agreement with the following statements on the attitude towards teaching life skills education in secondary schools. The numbers have been used as follows:

- 1- Strongly Agree      2- Agree                      3- Neither Agree nor Disagree**
- 4- Disagree              5- Strongly Agree**

Statements	Ratings				
	1	2	3	4	5
Teaching of life skills in schools is not necessary because they are non-examinable.					
Teaching of life skills consumes time that can be used to teach other examinable subjects.					
Life skills is an important subject in the school curriculum.					
Content of life skills education is easy to understand.					
Teaching of life skills will promote awareness and enhance change of behaviour.					
Provision of teaching and learning materials for life skills is expensive but not worthwhile.					
The aims and objectives of teaching of life skills are irrelevant and unattainable.					

**Section D: Availability of Teaching/Learning Resources**

8. The following are the resources used in teaching/learning of life skills education in secondary schools. Please indicate the level of availability and adequacy of each of the resources in your schools.

- 1- Very adequate**      **2-Adequate**      **3- Average**  
**4- Inadequate**      **5- Not available at all**

Resources	Ratings				
	1	2	3	4	5
Charts or pictures					
Magazines					
Newsletters					
Pamphlets					
Video tapes					
Others resources					

**Section E: Teaching Strategies Used in Implementation of Teaching Life Skills Education**

9. The following are some of the teaching strategies used to teach life skills education in schools. Please indicate the extent to which each of the strategies are used in your school?

- 1- Very large extent                      2- Large Extent                      3- Neutral**  
**4- Small Extent                              5- No extent at all**

Strategies	1	2	3	4	5
Discussing relevant topics with students.					
Having debates on relevant topics.					
Having story-telling sessions on different topics.					
The use of case studies (on how to solve particular problems).					
Having sessions for questions and answers.					
By the use of songs and dances on relevant themes.					

10. What are other strategies used in the teaching life skills education in your school?

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11. Do you think the strategies for teaching life skills education in secondary schools are adequate?    Yes    [ ]    No    [ ]

12. If no, what strategies/methodologies do you think should be incorporated to improve implementation of teaching life skills education in secondary schools in Trans-Nzoia West District?

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**Section F: Suggestions**

13. What would you suggest to be done by the following groups of people to improve implementation of teaching life skills education?

- i) Teachers \_\_\_\_\_  
\_\_\_\_\_
- ii) Students: \_\_\_\_\_  
\_\_\_\_\_
- iii) The school: \_\_\_\_\_  
\_\_\_\_\_
- iv) The government through the Ministry of Education: \_\_\_\_\_  
\_\_\_\_\_

**Thank you for you precious time and participation**

## Appendix III: Questionnaire for Students

### Section A: General Information

1. Gender: Male                Female
2. Form:    Form 2                Form 3        Form 4
3. Age: \_\_\_\_\_

### Section B: Attitude Towards the Teaching of Life Skills Education in Secondary Schools

4. Indicate the extent of your agreement with the following statements on the attitude towards teaching life skills education in secondary schools. The numbers have been used as follows:

- 1- Strongly Agree      2-Agree                      3- Neither Agree nor Disagree**  
**4- Disagree              5- Strongly Agree**

Statements	Ratings				
	1	2	3	4	5
Teaching of life skills in schools is not necessary because they are non-examinable.					
Teaching of life skills consumes time that can be used to teach other examinable subjects.					
Life skills is an important subject in the school curriculum.					
Content of life skills education is easy to understand.					
Teaching of life skills will promote awareness and enhance change of behaviour.					
Provision of teaching and learning materials for life skills is expensive but not worthwhile.					
The aims and objectives of teaching of life skills are irrelevant and unattainable.					

**Section C: Availability of Teaching/Learning Resources**

5. The following are the resources used in teaching/learning life skills education in secondary schools. Please indicate the level of availability and adequacy of each of the resources in your schools.

- 1- Very adequate      2- Adequate      3- Average**  
**4- Inadequate      5- Not available at all**

Resources	Ratings				
	1	2	3	4	5
Charts or pictures					
Magazines					
Newsletters					
Pamphlets					
Video tapes					

6. Which other resources do teachers use in teaching learning skills education?

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**Section D: Teaching Strategies Used in Implementation of Teaching Life Skills Education**

7. The following are some of the teaching strategies used to teach life skills education in secondary schools. Please indicate the level efficiency of each of the strategies used in your school? The letters have been used as follows:

- 1- Very effective      2- Effective      3- Not sure**  
**4- Ineffective      5- Not used at all**

Strategies	Ratings				
	1	2	3	4	5
Discussing relevant topics with students.					
Having debates on relevant topics.					
Having story-telling sessions on different topics.					
The use of case studies (on how to solve particular problems).					
Having sessions for questions and answers.					
By the use of songs and dances on relevant themes.					

8. What are other strategies used by teachers to improve implementation of teaching life skills in schools? \_\_\_\_\_

9. Which other methods/strategies would you suggest to be used to improve teaching life skills education in secondary schools? \_\_\_\_\_

**Section E: Suggestions**

10. What would you suggest to be done by the following groups of people to improve implementation of the teaching life skills education?

v) Teachers \_\_\_\_\_

vi) Students: \_\_\_\_\_

vii) The school: \_\_\_\_\_

viii) The government through the Ministry of Education: \_\_\_\_\_

**Thank you for your precious time**

## Appendix IV: Interview Schedules for Principals

1. For how long have you served as a school principal? \_\_\_\_\_
2. Concerning training on life skill by educators, have your teachers attended any of such trainings? (Briefly explain) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. How do teachers perceive implementation of teaching life skills education in your school? (i.e. what is their attitude towards teaching life skills education?)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How do students perceive implementation of teaching life skills education in your school? (i.e. what are their attitudes towards teaching life skills education?)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How is your school prepared in terms of resources required for teaching teaching/learning life skills education?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What are the strategies/methods used in implementation of teaching life skills education in your school?  
\_\_\_\_\_
7. Which other strategies/methods can be used in teaching life skills education to improve its implementation in secondary schools.  
\_\_\_\_\_  
\_\_\_\_\_

8. What would you suggest to be done by the following groups of people to improve implementation of teaching life skills education?

i) Teachers \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ii) Students: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

iii) The school: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

iv) The government through the Ministry of Education: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for your precious time.**

## **Appendix V: Observation Schedule**

School:

Class/Form:

Objective:

Availability of resources for teaching life skills education:

Number of pupils per group/lesson:

Availability of scheme of work:

Availability of lesson plan:

Students' participation during discussions:

Methods of teaching life skills education:

## Appendix VI: List of Sampled Schools

### Students sample (N=180)

School	Sample
1. ST. Anthony's Boys	12
2. ST. Monica's Girls	12
3. ST. John's Sirende Secondary School	12
4. ST. Joseph's Boys	12
5. Boma Boys Secondary	12
6. Boma Boys Secondary School	12
7. Kitale Academy Girls	12
8. ST. Joseph's Girls	12
9. Kibomet Secondary School	12
9. ST. Teresa Bikeke Secondary School	12
10. ST. Columban's Secondary School	12
11. Matisi Friends Secondary School	12
12. ST. Michael Secondary School	12
13. Friends Secondary School	12
14. ST. Bridgid Kimimini Girls Secondary School	12
15. Kabuyefwe Boys Secondary School	12
Total	180

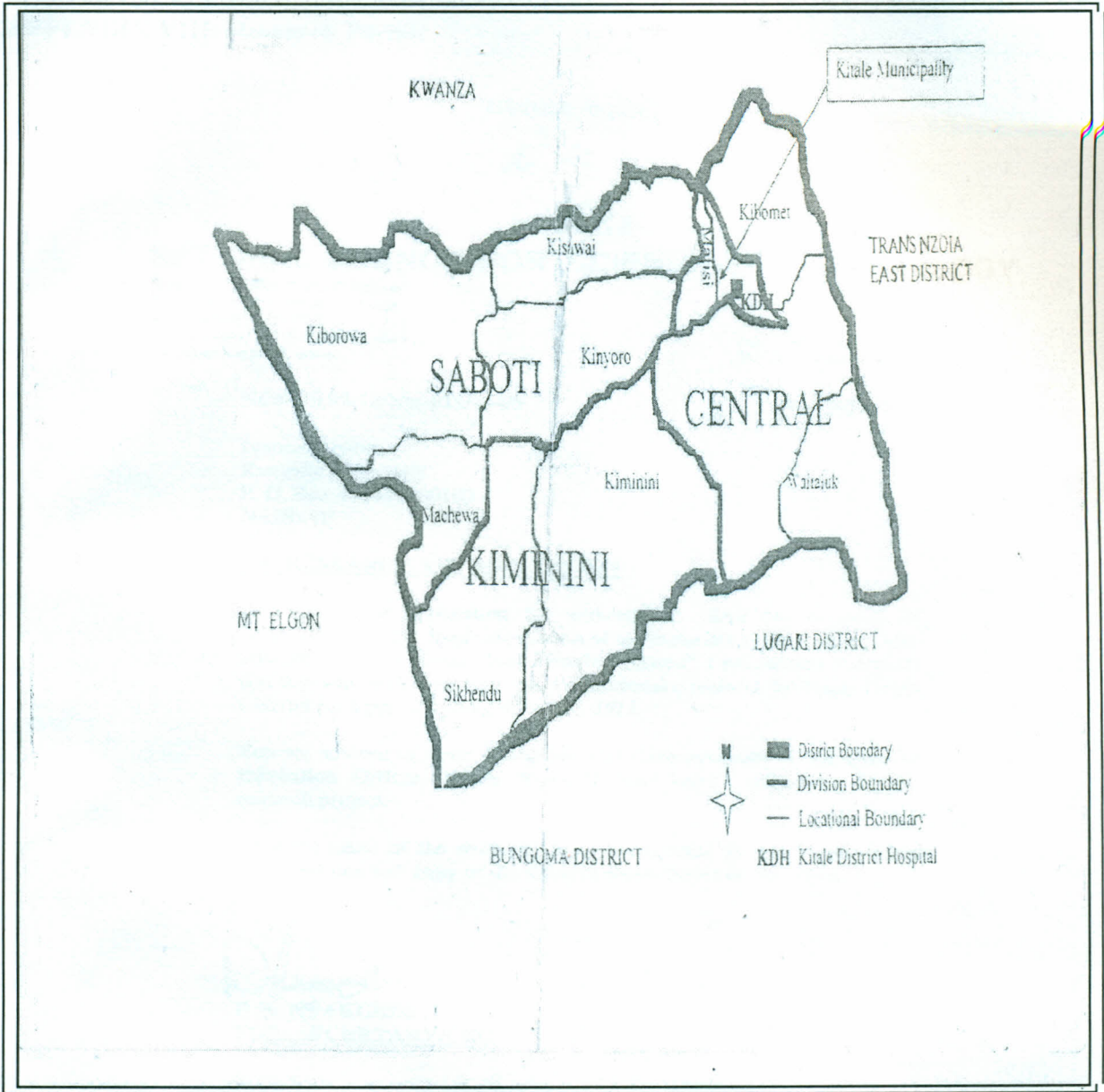
**Principals Sample (N= 15)**

<b>School</b>	<b>Sample</b>
1. ST. Anthony's Boys	1
2. ST. Monica's Girls	1
3. ST. John's Sirende Secondary School	1
4. ST. Joseph's Boys	1
5. Boma Secondary School	1
6. Kitale Academy Girls	1
7. ST. Joseph's Girls	1
8. Kibomet Secondary School	1
9. ST. Teresa Bikeke Secondary School	1
10. ST. Columban's Secondary School	1
11. Matisi Friends Secondary School	1
12. ST. Michael Secondary School	1
13. Friends Secondary School	1
14. ST. Bridgid Kimimini Girls Secondary School	1
15. Kabuyefwe Boys Secondary School	1
<b>Total</b>	<b>15</b>

**Teachers Sample (N=30)**

<b>School</b>	<b>Sample</b>
1. ST. Anthony's Boys	2
2. ST. Monica's Girls	2
3. ST. John's Sirende Secondary School	2
4. ST. Joseph's Boys	2
5. Boma Secondary School	2
6. Kitale Academy Girls	2
7. ST. Joseph's Girls	2
8. Kibomet Secondary School	2
9. ST. Teresa Bikeke Secondary School	2
10. ST. Columban's Secondary School	2
11. Matisi Friends Secondary School	2
12. ST. Michael Secondary School	2
13. Friends Mixed Secondary School	2
14. ST. Bridgid Kimimini Girls Secondary School	2
15. Kabuyefwe Boys Secondary School	2
<b>Total</b>	<b>30</b>

**APPENDIX VII: Trans Nzoia West District Sketch Map**



## APPENDIX VIII: Research Permit

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi  
Telephone: 254-020-241349, 2213102  
254-020-310571, 2213123.  
Fax: 254-020-2213215, 318245, 318249  
When replying please quote

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: NCST/RRI/12/1/ss-011/454/5

Date: 21<sup>st</sup> April, 2011

Francis Abobo  
Kenyatta University  
P. O. Box 43844 – 00100  
NAIROBI

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **“Challenges facing implementation of teaching life skills in secondary schools in Trans Nzoia West District, Kenya”** I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia District** for a period ending **31<sup>st</sup> May, 2011**.

You are advised to report to **the District Commissioner & the District Education Officer, Trans Nzoia District** before embarking on the research project.

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

A handwritten signature in dark ink, appearing to read 'P. N. Nyakundi'.

**P. N. NYAKUNDI**  
**FOR: SECRETARY/CEO**

Copy to:

The District Commissioner  
Trans Nzoia District

The District Education Officer  
Trans Nzoia District

**CONDITIONS**



**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE PERMIT**

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**GPK60553m10/2011**

**(CONDITIONS— see back page)**

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**THIS IS TO CERTIFY THAT**

**Prof./Dr./Mr./Mrs./Miss/Institution**

**FRANCIS ABOBO**

**KENYATTA UNIVERSITY**

**of (Address) P.O. Box 43844, NAIROBI**

**has been permitted to conduct research in**

**TRANS NZOIA WEST**

**RITE VALLEY**

**Location**

**District**

**Province**

**on the topic CHALLENGES FACING**

**IMPLEMENTATION OF TEACHING LIFE SKILLS**

**IN SECONDARY SCHOOLS IN TRANS NZOIA**

**WEST DISTRICT, KENYA.**



**Applicant's Signature**

*[Signature]*

**Secretary**

**National Council for Science and Technology**

**for a period ending 31<sup>st</sup> May, 2011**