AN ASSESSMENT OF THE INTEGRATION OF LIFE SKILLS EDUCATION IN THE SECONDARY SCHOOL CURRICULUM AND ITS MODE OF DELIVERY:

A CASE STUDY OF DAGORETTI DISTRICT IN NAIROBI COUNTY.

JOSCAH KWAMBOKA MASESE

C50/7785/2002

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF ARTS DEGREE,

FACULTY OF ARTS, UNIVERSITY OF NAIROBI.

(MEDICAL SOCIOLOGY)
DECLARATION

Declaration by student

I declare that this research project is my original work and has not been presented for a degree in any other university.

Signature: é é é é é é é é é é é é é é .. Date: é é é é é é é é é é é é ..
Joscah Kwamboka Masese
C50/7785/2002

Declaration by supervisor

This project has been submitted for examination with my approval as the university supervisor

Signature: é é é é é é é é é é .. Date: é é é é é é é é é é ..
Mr. Allan Korongo.

Department of Sociology,
Faculty of Arts,
University of Nairobi,
Kenya.
DEDICATIONS

I dedicate this study to my dear husband, James Sugut for the support he gave me during
the research work.

To my dear children, Sandra, Teddy, Randy, Samantha and Alvin who gave me humble
time to finish the study.
I thank The Almighty God for giving me physical, social, spiritual energy and perseverance to accomplish this study in His own time. I acknowledge my dear parents who played a major role in my education since primary level. I appreciate my husband for the support: financial, social and spiritual, that he gave me throughout the study. I appreciate the students who accepted to be part of my study by filling the questionnaires. Thanks to the schools that allowed me to collect data.

I appreciate the University of Nairobi for giving me an opportunity to undertake my studies. I acknowledge my supervisor, Mr. Allan Korongo, for his guidance and encouragement in carrying out this research project. He provided instructions where necessary during the report writing. Lastly, I thank my colleagues and friends for giving me the support I needed during the study.
ABSTRACT

Life Skills Education was introduced into Kenyan Secondary Education School curriculum to cover the gap that was left by the breakdown of the traditional ways. The core purpose of this study was to assess the integration of LSE into the secondary schools curriculum and its mode of delivery in Dagoretti district in Nairobi County. The study was guided by three main questions; what is the attitude of teachers and students towards LSE? What methods have been employed in the delivery of the LSE and their effectiveness? Is it taught as a stand alone subject or integrated in the core teaching subjects? The research adopted both qualitative and quantitative approaches. A descriptive survey design was used for study and a sample of 96 student respondents, (12) twelve teachers, (6) principals, Education officer took part in the study. Data was collected using questionnaires for the students, interview guides for the teachers, principals and for key informants. Observation guides were used.

Data was analysed using (SPSS) version 20 to process the data collected. The analysis of the data enabled the researcher to come up with three major findings based on the three research questions.

It was found out that; Schools in the area of study have embraced life skills education, it has been allocated time in the school timetable and teachers to teach the students during the lesson. Students and teachers have a positive perception towards the teaching of life skills education, and the school administration supports LSE. The methods employed to deliver the content are motivating and effective like discussion, story telling, debates, and demonstrations. Some teachers integrate life skills education with their core-teaching subjects as per the ministry regulations. The study came up with several recommendations: teachers should be taken for in-service training, more time should be allocated for life skills education. The school administration should take the implementation of LSE more seriously and buy textbooks and reference materials for the teachers and students.
# TABLE OF CONTENTS

DECLARATION ............................................................................................................................ ii  
DEDICATION ............................................................................................................................. iii  
ACKNOWLEDGEMENTS ........................................................................................................... iv  
LIST OF TABLES ....................................................................................................................... ix  
LIST OF CHARTS ..................................................................................................................... x  
ACRONYMS .............................................................................................................................. xi  
CHAPTER ONE ........................................................................................................................ 1  
INTRODUCTION ....................................................................................................................... 1  
  1.1. Background to the study ................................................................................................ 1  
  1.2 Problem statement ........................................................................................................ 4  
  1.3 Research questions ...................................................................................................... 5  
  1.4 Broad objective ............................................................................................................ 5  
  1.5 Specific objectives of the study .................................................................................. 6  
  1.6 Justification of the study ............................................................................................. 6  
  1.7 Scope and limitation of the study ............................................................................... 7  
  1.7.3 Delimitations of the study .................................................................................... 8  
CHAPTER TWO ...................................................................................................................... 10  
LITERATURE REVIEW .......................................................................................................... 10  
  2.1 The concept of life skills curriculum ......................................................................... 10  
  2.2 Objectives and approaches to life skills education syllabus ..................................... 12  
  2.3 Methods of teaching life skills education .................................................................. 13  
  2.6 Time table organization and life skills accommodation ........................................... 22  
  2.7.0 Theoretical framework ......................................................................................... 23  
  2.8 The conceptual framework ....................................................................................... 27  
CHAPTER THREE .................................................................................................................. 29  
METHODOLOGY .................................................................................................................... 29  
  3.0 Introduction ................................................................................................................... 29  
  3.1 Research Design ......................................................................................................... 29  
  3.2 Site selection and justification .................................................................................... 29  
  3.3. Unit of Analysis ......................................................................................................... 30
3.4 Unit of observation .................................................................................. 30
3.5 Sources of data .......................................................................................... 30
3.5.1 Secondary data ...................................................................................... 31
3.5.2 Primary data .......................................................................................... 31
3.6 Sampling procedure .................................................................................. 31
3.6.1 Students ................................................................................................ 32
3.6.2 Other participants (Teachers, Principals and Key informants) .............. 33
3.7 Data collection methods and tools ............................................................. 33
3.8 Data collection procedure .......................................................................... 34
3.9 Data analysis .............................................................................................. 34

CHAPTER FOUR ............................................................................................... 35
PRESENTATION, INTERPRETATION AND DISCUSSION OF THE RESEARCH FINDINGS ................................................................. 35
4.0 Introduction ................................................................................................. 35
4.1 Demographic characteristics of the respondents ...................................... 35
4.2.1 Teaching of LSE as a stand alone subject ........................................... 38
4.2.2 Attitude of teachers towards life skills education curriculum .......... 42
4.2.3 Attitude of principals towards LSE ......................................................... 44
4.3 Methods used to teach life skills education ............................................ 44
4.4.1 The effectiveness of teaching methods ................................................ 49

CHAPTER FIVE ................................................................................................... 52
SUMMARY, CONCLUSION, AND RECOMMENDATION ........................................ 52
5.0 Introduction ................................................................................................. 52
5.1 Summary .................................................................................................... 52
5.3. Recommendations .................................................................................... 56
5.4 Areas for further research .......................................................................... 57

APPENDIX A ...................................................................................................... 67
INTERVIEW GUIDE FOR TEACHERS .............................................................. 67
INTERVIEW GUIDE FOR PRINCIPALS ......................................................... 69
APPENDIX C ...................................................................................................... 71
INTERVIEW GUIDE FOR EDUCATION OFFICER ........................................... 71
APPENDIX D ...................................................................................................... 72
LIST OF TABLES

Table 4.1 Distributions of students' participants by gender, age, class and school

Type .................................................................................................................................48

Table 4.3 Responses of students on the number of time life skills is taught in a

Week ................................................................................................................................52

Table 4.2 RESPONSES of students to purpose of learning LSE .................................53

Table 4.3 Responses of students on the effect of LSE ..................................................59
LIST OF CHARTS

Chart 4.1 Numbers of times students have been taught LSE in the term. 50

Chart 4.2 Responses of students to how many times they would like to per week. ................................................................. 51

Chart 4.3 Responses of students on the teachers' integration of LSE with their core-Subjects ................................................................. 58

Chart 4.4 Responses of students on the statement, 'Methodologies Used to deliver information motivates them' ...................... 61
ACRONYMS

AIDS – Acquired Immune Deficiency Syndrome

CRC – Convention on the Right of the Child

EFA – Education for All

HIV – Human Immune-deficiency Virus

KCO – Kenya Country Office

KIE – Kenya Institute of Education

LSBE – Life Skills Based Education

LSE – Life Skills Education

MFMC – My Future My Choice

MOE – Ministry of Education

MOEST – Ministry of Education Science and Technology

SCAD – Students Campaign Against Drugs

SPSS – Statistical Package Software for Social Science

UNESCO – United Nations Educational, Scientific and Cultural Organization

UNICEF – United Nations Children’s Education Fund

USAID – United State Agency for Intervention Development

WHO – World Health Organization
CHAPTER ONE

INTRODUCTION

1.1. Background to the study

World Health Organization (WHO, 1997) defines life skills education as the ability for adaptive and positive behaviours that is designed to help the youth deal effectively with the demands and challenges of everyday life. From the mental health perspective, WHO initially identified five basic areas of life skills that are relevant across cultures like decision-making and problem solving, creative thinking and critical thinking, communication and interpersonal skills, self-awareness and empathy, coping with emotions and stress. It aims to provide students with strategies to make healthy choices that contribute to a meaningful life. Life Skills are the abilities that help to promote the mental well-being and competence in young person to take positive actions to protect themselves and to promote healthy and meaningful social relationships. Life skills facilitate a complete and integrated development of an individual to function effectively and be responsible social beings.

LSE cover areas like leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills and self-direction. Leadership skill enables a person to solve problems, attain life goals, the ability to motivate other and also achieve a common goal. It enhances self-direction of the individual, (World Bank, 2007). In the African traditional Society, proper structures and mechanisms had been put in place to help children and the youth develop and grow as responsible and productive members of the society. Traditional Education addressed the holistic view of human
Through the informal education system. Due to historical reasons, traditional family and educational ties have largely broken down leaving young people vulnerable. For a long time formal Education has neglected Life Skills Education in their programmes but it has become clear that such prioritization of academic knowledge without acquisition of psycho-social skills is inadequate way of preparing young people for the complex challenges that exist in our world today (Kirby, 1992; BMRB, 2003). There is therefore need for the youth to be enabled to develop positive values, attitudes, skills and healthy behaviour in order to help them deal with the challenges of everyday life. The Life Skills Education curricular in Kenya is designed to help an individual to develop adaptive and positive behaviour that effectively deals with challenges and demands of everyday life. It is also designed to help in the development of the whole individual. The Life Skills approach is an interactive, educational methodology that not only focuses on transmitting knowledge but helps the youth to explore their attitudes, feelings, opinions and values thereby developing psychosocial competencies to take life’s challenges effectively. (UNAIDS, 2011)

The need to focus on Life Skills as a critical response to the challenges facing young people today is highlighted in a number of international recommendations including the convention on the Rights of the child, the International Conference on Population and Development, and Education for All. UNGASS Declaration states that, By 2005, ensure that at least 90% and by 2010 at least 95% of young men and women have access to information, education, including peer education and youth-specific HIV Education and services necessary to develop Life Skills required to reduce their vulnerability to HIV
In view of the above, the Ministry of Education (MOE) came up with remedies to meet these psychosocial Challenges. In 2002, with assistance from UNICEF, Kenya Country Office (KCO) KIE developed 40,000 sets of instructional material on Life Skills Education. These materials included books for the youth and facilitators handbooks. Facilitation was done by KIE whereby teachers, Education Officers, TAC tutors and DICECE officers were trained and the programme took off. They were trained on the methodologies to use in facilitating Life Skills Education. The Ministry of Education sent Senior Education Officers to visit Zimbabwe and Malawi in order to familiarize themselves with the implementation strategies of Life Skills Education. Following the study tour a strong consensus emerged for the need to teach Life Skills Education as a stand-alone subject in schools and teachers training colleges. The need for the curriculum implementation and time allocation in the school timetable for the subject became evident. The need to build the capacity of teachers to enable them facilitate the development of Life Skills beyond content teaching also became apparent. (KIE, 2006)

In July 2006, a National Life skill Stakeholder's forum was held in KIE with the aim of giving the stakeholders an opportunity to deliberate on whether it should be taught as a stand-alone subject or it should continue to be infused and integrated into the curriculum. It was agreed that it should be taught as a standalone subject both in Primary and Secondary Schools. It was also agreed that it should be allocated in the school timetable and designated trained teachers would plan for it in their scheme of work.
Monitoring is a vital element in any intervention. It ensures effectiveness and sustainability of the programme being a stand-alone subject. The monitoring exercise had to commence to see how it was being implemented. This study seeks to find out the impact of integrating the subject with others and its impact as a stand-alone subject. Now that Life Skills has been introduced in the curricula, what effect does it have on the students and the teachers’ attitude in its delivery? The teachers were trained to teach the subject, what modes are they using to effectively deliver the content?

1.2 Problem statement

This study sought to bring to understanding the effectiveness of the mode of delivery of LSE to identify the best methodologies in the delivery of LSE. Youths are considered as the most productive members of the society because of their physical and intellectual well-being but on the other hand they are also considered to be the most vulnerable when it comes to dealing with social issues. Most of the youths are unable to utilize their full potential in a decent manner due to lack of guidance and motivation. The informal education where youths learnt social ways of interaction and dealing with life issues has been overtaken by the formal education thus creating a gap in social education. LSE is a means to bridge the gap hence its introduction into Kenyan schools. The study sought to find out whether LSE has been effectively implemented and the type of methods used to deliver the content. Little has been done in terms of evaluation, therefore, there is need to evaluate its performance. This therefore calls for an in-depth curriculum that has good methodology and teachers who are well equipped, ready to make change in the society.
Many youths engage in anti-social activities that create lots of social problems like drug abuse, smoking, sexual abuse and others. This makes them to deteriorate in their physical and intellectual abilities hence become a burden to the society. This problem requires effective responses from a socially responsible system of Education. Life Skills Education is designed to help increasing awareness among the youth and help to eradicate the social evils from the society. It will help the individual to improve on the decision-making skill and make positive contribution to the society. The study sought to find out the perceptions of both the teachers and students regarding LSE.

1.3 Research questions

The study was guided by the following questions:

i. What are the perceptions of the teachers and students regarding Life Skills Education curriculum and the mode of teaching?

ii. Which methods have teachers used to integrate Life Skills Education with their core-teaching subjects?

iii. How effective are the teaching techniques used in delivering life skills education in secondary schools in Dagoretti District in Nairobi County.

1.4 Broad objective

The main objective of the study was to assess the integration of life skills education into the secondary school curriculum and its mode of delivery in Dagoretti District Nairobi County.
1. Specific objectives of the study

i. To test the acceptability of Life Skills Education among the teachers and the students

ii. To identify the different methods that the teachers have used to integrate the teaching of Life Skills Education with their core teaching subjects.

iii. To establish the effectiveness of the teaching techniques used in Life Skills Education curriculum in secondary schools

1.6 Justification of the study

The study sought to investigate the various methods used to deliver Life Skills education since its incorporation in the school curriculum. It sought to find out if the teachers have integrated the teaching of life skills with their core-teaching subjects and to find out if Life skills Education is taught in schools for forty minutes per class as stipulated by the Ministry of Education. The findings will help the relevant authorities in the implementation and on the emphasis of Life skills teaching in secondary schools.

The study also sought to find out the effectiveness of integrating LSE teaching in their core-teaching subjects in secondary schools and challenges facing life skills Education as a stand-alone subject in secondary schools, this being key in planning and implementing the programme in schools.

This study sought to establish out the perception of both the teachers and students regarding the teaching of Life Skills Education. This will help the Ministry of Education to come with a policy on how to deliver Life Skills Education and to improve on the
methodology and train personnel to effectively deliver Life Skills Education. The Ministry can use this study to also re-evaluate the curriculum.

This study will also assist in finding ways to strengthen the teaching of Life Skills Education so that the students may fully benefit from the programme. It will also help the organisations such as I choose Life Africa, character competence, Peer Educators, The Gardener International, NACADA, SCAD to re-evaluate and enrich the programmes in secondary Schools thus make Life Skills teaching to be of great value, and of interest to both teachers and students.

1.7 Scope and limitation of the study

In this study, the researcher focused on assessing the integration of Life Skills Education in Secondary Schools (Dagoretti District Nairobi County). The study examined the attitude of teachers, the attitude of students towards Life Skills Education and assessed the preparedness of teachers in the delivery of Life Skills Education. It sought to find out methods used in the delivery. The study sought to know the opinions of both the teachers and students towards LSE. This study covered the teachers as the key unit of study.

Teachers who had challenges in handling Life Skills Education were hesitant to give the information needed. The teachers thought that this may jeopardize their job. However, a letter of introduction and a talk by the Principals and the researcher assured them of confidentiality. Students feared to be reprimanded by their teachers; therefore some
would have feared to give the correct information. This was overcome by assuring them confidentiality.

1.7.3 Delimitations of the study

The study was conducted in Dagoretti District in Nairobi County. It would have been ideal to involve all schools in the country, however, time and financial constraints have been a great limitation to the scope of study.

1.8 Definition of terms

The following are the definition of terms for the purpose of this study.

Core- Subject: refers to the teaching subjects of a teacher.

Curriculum implementation: refers to the execution of the developed package in the curriculum, the sum total of what is learned in school.

Integration: refers to the inclusion of life skills into the core-teaching subjects and other activities in the school.

Life Skills Curriculum: refers to a programme developed for learning by Kenya Institute of Education for secondary schools.

Life Skills: refers to the abilities adaptive and positive behaviours that enable an individual to deal effectively with demands and challenges of everyday life.

Modes: refers to the approaches used by teachers in the delivery of the content in Life Skills Education.

Stand-alone subject: refers to the teaching of Life Skills Education as a subject with time allocated on the timetable.
Effectiveness: refers to the methods that work well and are able to produce the results that are intended.

Perception: refers to the way one thinks about something and the impression you have of it.
CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This section is an analysis of literature addressing the modes of delivery of Life Skills Education in Secondary Schools in Kenya. It takes a careful look at the teaching of Life Skills Education. It will present a review of the relevant literature considered necessary in helping to understand the subject of study. The areas that will be covered include the mode of teaching Life Skills Education, Life Skills Education in Kenya, training teachers, principals in delivering Life Skills Education, Timetable allocation of Life Skills Education. The information is derived from diverse sources such as books, government documents, reports, published and unpublished research work, journals, and seminar papers and the internet website.

2.1 The concept of life skills curriculum

Different definitions have been cited that concerning Life Skills Education. A skill is the knowledge and ability that enables one to do something well. These abilities help an individual to live a fruitful life. According to Rooth (1998) life skills are coping skills that can enhance the quality of life and prevent dysfunctional behaviour. He also states that a life skill is any skill, which a person uses to interact meaningfully and successfully with the environment and people.
Define life skills as the practical skills in the art of living. People need to possess these abilities and skills for one to cope with life. A skill is an area of ability in which an individual has gained competence and it can be acquired through practice. The view has similarities with Rooth's definition. (Jones, 1993) defines life skills as personal responsible sequences, self-helping choices in specific psychological skill areas, which are conducive to mental wellness and states that people require a repertoire of life Skills according to their development tasks and specific problems.

Life skills are defined as skills that help an individual to be successful in living a productive and satisfying life. Practicing life Skills leads to qualities such as self-esteem, sociability and tolerance, to action competence to take action and generate change and for capabilities to have the freedom to decide what to do and who to be. (Hendricks, 1996). Life Skills refers to abilities for adaptive and positive behaviour that enables an individual to deal effectively with demands and challenges of everyday life. The above definitions are for the purpose of this study.

Internationally, Life Skills Based Education (LSBE) has a history of supporting child development and health promotion. In 1986, the Ottawa Charter for Health Promotion recognized Life Skills in terms of making better health choices. The 1989 convention on the Right of the Child (CRC) links Life Skills to Education by stating that education should be directed towards the development of the child's fullest potential. The 1990 Jomtien Declaration on Education for All (EFA) took this vision further and included life skills among essential learning tools for survival, capacity development and quality of
The 2000 Dakar World Education conference took a position saying that all young people and adults have the human right to benefit from an education that includes learning to know, to do, to live together and to be included Life Skills in two out of the six, Education for All (EFA) Goals. The government’s focus is on quality education and training as a human right in accordance to Kenya Law and international conventions. The Life Skills implementation is critical to attaining the Education for All (EFA) goals as a key objectives to realizing the UPE goal (MOEST, 2005) In the year 2000, the Ministry of Education, the KIE together with United Nations International Children’s Education Fund (UNICEF), Kenya country Office (KCO) support, developed a Life Skills Curriculum and 40,000 sets of instructional material was developed and dispatched to schools. The Ministry of Education directed that the subject should be implemented in the school programmes.

2.2 Objectives and approaches to life skills education syllabus

The primary objectives of LSE are to enable the learners to: Appreciate self as a unique human being, demonstrate self as a unique human being, demonstrate ability to relate amicably with others, demonstrate the ability to make informed and rational decisions on issues affecting them, demonstrate the ability to participate in community development, acquire attitudes, values and develop psychosocial competences that promote responsible living and demonstrate the ability to deal with everyday challenges. (KIE, 2008)

For any curriculum to be implemented successfully, the objectives should be understood (Pratt, 1980); (Mahlangu, 2001) raises a concern about introducing a curriculum to teachers and leaving them to implement without guidance. Teachers need to understand
curriculum well in order to implement it effectively. It is possible that teachers who are supposed to implement a new curriculum may not even identify its main features. The teachers may be required to change their educational approaches in teaching to deliver the content. This may have effects on the success of the implementation.

The teachers’ understanding and attitudes towards the implementation of a subject is important, because it will help in presenting the material to the students in the best possible way. (Whitaker, 1979) asserts that teachers view their role in curriculum implementation as an autonomous one hence they can select and decide on what to teach from the prescribed curriculum. This shows that the teacher has to fully understand the objectives of a particular subject so as to interpret and deliver it appropriately. This research aimed at assessing the integration of LSE with the core teaching subjects and as a stand alone subject. It also sought to find the mode of delivery of the content in secondary schools in Dagoretti District.

2.3 Methods of teaching life skills education

A method is nothing but an orderly and systematic effort for adopting a procedure of work, which usually results in useful and successful end. In this process of doing and completing the job, the method helps in systematizing experience through bright and constant thinking. The worker, the work and success remain jobs apart unless these are brought into perfect harmony. Whenever we have to do some jobs, we have to use a method.
Motivation, morale, and mastery of knowledge are the key factors in facilitating learning in institutions; the correct use of an appropriate teaching method is critical to the successful teaching and learning. (Zadra, 2000) Knowledge of how teaching methods affect students' learning may help educators to select methods that improve teaching quality, effectiveness and accountability to learners and the public. It may also help them keep up with information technology, globalization and to avoid the status quo. (Foster & Husman, 1991).

One of the commonly used methods is the text method. This method affords the opportunity to read textual materials ahead of the class discussion. Textbook and textual materials include recommended textbooks, encyclopaedias, newspapers and magazines. The Textbook is mostly a student-centred procedure. The latest trend in education is to avoid too much dependence on textbooks. The progressive thinkers in the field of education feel that a textbook should be used as one of the aids in teaching and not the only method in the delivery of Life skill Education (Gikonyo & Sharma, 1979).

Demonstration method which consists of teaching by exhibition it not widely used as the textbook method. The student learns by observing the demonstration procedure and noting the points. It makes use of apparatus, equipment and models and because of that it is sometimes grouped under the various methods. Demonstration can be used for individual teaching, when trying to help students solve their personal problems relating to life skills education e.g. biology female teacher can teach a female student on the management of menstrual flow through this method. (Dorit, 2008).
Questioning is an important aspect of learning. Effective questioning is necessary to make learning successful. When the student develops in his mind some questions like what? How? Why? Only then do they learn. In Question and Answer method the students put questions to the teacher to do away with some doubts. The teacher also questions to gauge understanding of the content taught. This is an effective method in Life Skill Education. (Dorit, 2008).

Lecture method is also widely used. Through this method, the teacher is capable of teaching many students at once. In a short time with little effort, the teacher can pass on useful information to a number of students sitting at one place. One of the drawbacks of this method is that it can occupy the whole process of teaching learning thus reducing the students to the level of mere listeners. To develop attitudes, the students must actively participate and become deeply involved in the ideas presented. The learner is permitted to express their reaction and ask questions based on knowledge, attitude and behaviour relating to life skill education. (Gikonyo & Sharma, 1979).

Film/Video method is especially good because it arouses a lot of interest in students when they get to watch motion pictures and learn much from them. The teacher selects a film or video tape/disc based on a certain topic e.g. dangers or irresponsible behaviour, STIs and HIV or Unwanted pregnancies and risks associated with abortion; Dorit (2008).

Creative arts can be used in Life Skill Education in Secondary School especially in raising awareness on HIV/AIDS. This approach is more effective because apart from the awareness component, it also entertains the audience. Drama, song and dances can be
Through the guidance of drama or arts teacher, plays, skit, poetry and dances with Life Skill Education themes for example, premarital sex and pregnancies, HIV/AIDs etc can be developed. (Nzioka & Korongo, 2007). Fine art and design are also used whereby drawings and posters depicting abstinence, HIV/AIDS, are made and displayed in strategic points around the school.

Other methods are role-plays, discussion method and problem solving methods. Role-plays, if well constructed, can be very effective teaching devices. Discussion method consists of two or more person with similar interests coming together in a teaching-learning situation. The purpose of a discussion may be to find solutions to a problem. During discussion, students may find solutions to their problems in Life Skills Education. In problem solving method students, learn to solve personal problems on sex and family life through the use of scientific approach. This method is activity-oriented. It involves the recognition of the problem, the definition of the problem, the selection of the methods of procedure, the collection of relevant data, the selection, and interpretation and organization of data and the application of conclusions to the solution of the problem (Bello,1981;15). Case Study method is also useful in some cases. It helps students develop self-confidence in interpersonal relations and gain insight into the behaviour of others.
Traditionally, most African societies provided mechanisms of transferring knowledge, information and skills to the youth. These mechanisms include initiation rites, organized interaction sessions with members of the same sex like the case of grandmothers, aunts talking to the young girls. They imparted in them skills that were useful in family life. The young girls were taught about sexuality, chores that were done by each gender, behaviour expected of them. Likewise, the boys received the similar education from the elders. Over the past century however, adolescents has been radically altered by the earlier onset of poverty, the increased age of marriage, urbanization, global communication and changing attitudes and behaviours (Mondoh, & Omar, 2006). The Kenyan society is transforming and witnessing a breakdown in the traditional institutions that have supported young people this calls for alternative support.

Kenya has made significant progress towards improving the health and education standards of school-children by launching the National school Health Policy and Guidelines, a participatory endeavour between the Ministry of Education, the Ministry of Public Health and Sanitation and other partners. The policy and Guidelines were officially launched in August 2009 and now provides an enabling environment for adequate school health and nutrition. This policy advocates the issues to be taught including knowledge and behaviour promotion and HIV/AIDS in any form e.g. knowledge based, Life Skills, Peer Education and other. It also includes Life Skills for Health Education, reproductive health, National School Health Policy, Ministry of Public Health and Sanitation and Ministry of Education, (2009).
The Ministry of Education in conjunction with UNICEF has been promoting Life Skills Education in schools in Kenya. UNICEF observes that young people have information on HIV/AIDS, but the critical missing links between information and behaviour change is lack of Life Skills. (World Bank, Policy Research, Working Paper, 4024, 2006). With Life Skills, young people are able to translate their information into actual behaviour change.

Life Skills Education in the formal sense is a fairly new academic discipline. It is not just the content that is new, but the teaching methodologies-participatory in nature-this differs from those methods normally used in classroom teaching. It is therefore essential that the Ministry of Education and other stakeholders provide sufficient information to the teachers as well as expose them to a variety of teaching-learning methodologies to enable them to comfortably impart this new subject in interesting and creative ways. (Mondoh, & Omar, 2006).

2.4.1 Life Skills Education in other African countries

In a study carried out by (UNICEF, 2006) it is reported that in Malawi LSE was mainstreamed into the school curriculum as a stand-alone subject for pupils in grades 1-4. The study further indicated that Malawi instituted Anti-AIDS (Edzi-Toto) Clubs for school children and those out of school, believed to be reaching more than 200,000 primary age children and 350,000 adolescents. The clubs operate in almost all of the country’s primary schools and the majority of secondary schools.
(Chendi, 1999) discussing the teaching of life skills education in Malawi, indicates that young people can deal with aspects of their sexuality more effectively if they are given sufficient and correct information, properly guided and counselled on sex and sexuality thereby being able to make informed decisions and making rational choices. Chendi observes that the syllabus attempts to equip learners with skills such as decision-making, problem solving, effective communication, assertiveness, conflict resolution among others. The report further indicates that there is lack of appropriate teaching and learning methodologies for effective learning skills related to safe behaviour. (Chendi, 1999) who conducted another study on Malawi’s life skills education revealed the urgent need to train teachers, develop additional materials for use in all classes and more importantly emphasized the need to develop participatory learning practices in schools. A more recent study by (UNICEF, 2006) observes that life skills curriculum has been fully integrated into the national primary curriculum and all the teachers in 5,168 primary schools are trained and follow-up training planned.

(Ngugi, 2006) reports that Namibia’s Ministry of Education and culture with UNICEF assistance, focused initially on life Skills training for 15-18 years old for school youth in school “My future is my Choice (MFMC) an HIV risk reduction intervention program largely drew on the experiences in Zimbabwe and Malawi. The process used a systematic planning process; directed attention on outputs of health education programmes rather than inputs right at the beginning and gathered appropriate information to determine the risk behaviours among adolescents and environmental conditions. The report further
more than 21,000 young people had passed through an intensive peer education effort.

(Olson, 2004) reporting on (MFMC) states that educating youth about HIV and AIDS and teaching them skills in critical thinking, decision-making, conflict-resolution, communication, negotiation, coping with emotions or stress, can improve their self-confidence and ability to make informed choices. The report further observed that the involvement of young people in the implementation and monitoring of activities had been important to the success of the programme. In a study carried out by (USAID, 2003) reported that life Skills programme is tailored for primary school learners aged 8 and 12 years. It further reports that over the past four years, learners have been informed on how to avoid abuse through participatory drama. However, the learners were not skilled on how to recognize abuse or how to support and assist the affected children and refer them to the professional services if necessary.

2.5 Training of teachers in life skills curriculum

(Barnet, 1995) study in Pakistan and India on the challenges facing Life Skills programs illustrates how teacher development as an economic factor affects the implementation of a curriculum. The study found out that the training of teachers is considered an implementation cost. The results in the schools that were selected to take part in the study showed that teachers who were not trained or inexperienced or who were newly qualified had negative effects on the teaching of the subject.

(Jnne, 2008) observes that the head teachers in Japan are negative about the teaching of HIV/AIDS Life Skills Education. The teachers are not trained for LSE and do not have
enough knowledge and confidence to teach the students. On the subject of HIV/AIDS prevention, head teachers avoided talking to the students and even to the parents. This shows that the teachers do not have the skills to implement Life Skills Curriculum.

(UNICEF, 2006) noted that teachers in Uganda and Swaziland were not confident to carry out experimental learning activities such as role-plays and reverted to more conventional teaching methods. Teachers avoided teaching sensitive topics such as those that dealt with sexual behaviour and because of religious affiliations. This shows that the teachers have not been trained to handle the Life Skills subject.

A study in Zimbabwe on the challenges facing the implementation of Life Skills Program (Rembe, 2006), points to the cascade model of teacher training as one of the challenges in the implementation of the program. He notes that the cascade training strategy of teachers is disappointing because few teachers are chosen to receive training, this teachers train the others and sometimes this leads to disintegration of the information or it is not transmitted properly. This method fails to equip teachers with the requisite skills. The poor preparation of teachers under the cascade approach would be undermined by the short duration of the courses (five days). Deep conception content knowledge and Skill development require significantly more time. The cascade system is however one of the systems which has been used to reach the teachers. In Kenya, the programmers like PRISM have used this system but it has not bore fruits.
2.6 Time table organization and life skills accommodation

Principals are role players within the structural context of the school organization. They contribute to the successful implementation of a curriculum if they fulfil their role of a curriculum and instructional leaders. The principals are expected to pay visits to the classes to monitor what is being taught, plan staff development programs, ensure that the timetable is all inclusive and modify the school environment to improve instruction. (Ornstein & Hunkinos, 1993).

Under the life skills curriculum in Kenya, training was organized at the outset of Life Skills curriculum in Kenya to in-service principals and teachers on the teaching of life skills and sensitizes them on the philosophy underlying school-based support to untrained life skills teachers. (MOE, 2008). Principals expected to take a major role in the training processes of the life skills in their schools and to ensure that life skills curriculum is timetabled. (Prinsloo, 2007) in South Africa found out that lack of commitment by some principals to make the program a success at the school level is a challenge. Some Principals indicated that it was difficult for them to support the implementation of life skills because many learners in their schools are careless, irresponsible and have no vision or mission in life (p.10). The head teachers felt that there was little impact life skills curriculum could make on the learners even if the Principals provided some support for the teaching of the subject in their schools. In Kenya there is more emphasis of examinable subjects which seem to be more beneficial to the students.
The Life Skills curriculum syllabus and the Teachers hand book (2008) suggests that teachers should use participatory teaching and learning methods in which learners identify their own problems, discuss solutions, plan and carry out effective action programs (KIE,2006). The participatory teaching and learning methods assume that learning is best achieved by encouraging learners to be actively involved during lessons. Influential cognitive psychologists, (Piaget, 1980) believe that pupils learn by constructing their own knowledge. The participatory teaching and learning methods recommended for the teaching of life skills curriculum include teaching strategies such as songs and dances, case studies, field visits, panel discussion, discussion role-play, posters, games, drama, recitals and brainstorming. This fact is supported by (Martinez, 1989) who observes that through life skills, students learn critical thinking, assertiveness, decision making, problems solving skills and self esteem, self control, self-confidence and autonomy. This can only be achieved, if life skills are Education is accommodated in the timetable and actual teaching takes place. This study therefore aims to establish whether life skills curriculum is accommodated in the timetable as well as in the writing of schemes of work and in the preparation of lesson plans.

2.7.0 Theoretical framework

This study is based on two main theories which form a basis of the framework upon which the main study areas are referenced: Functionalist Theory and Social-cognitive theory
The functionalist perspective also called functionalism is one of the major theoretical perspective in sociology. It originates from the works of Emile Durkheim who was interested in how the society can remain relatively stable.

Functionalism interprets each part of society in terms of how it contributes to the stability of the whole society. Each part of the society is functional for the stability of the whole society. The different parts are primarily the institutions of society, each of which is organised to fill different needs and each of which has particular consequences for the form and shape of the society. The parts depend on each other. For example the Government provides education for the students. The family dependant upon the school to help the students grow up to have better jobs, and behave well so that they can raise and support their own families. In the process students will become law abiding, tax-paying citizens, who in turn will support the Government. If all goes well the parts of society produce order, stability and productivity or if all does not go well, the parts of society then must recapture a new order, stability and productivity. LSE will be used to impart on the students skills that will help them live in a stable society. Functionalism emphasizes the consensus and order that exists in society, focusing on social stability and shared public values. From this perspective, disorganisation in the system such as deviant behaviour, leads to change because societal components must adjust to achieve stability. When one part of the system is not working or is dysfunctional, it affects all other parts and creates social problems. LSE has been incorporated into the school system to educate the youth on life skills so as to fit into the society and a normal life.
The social-cognitive theory is a theoretical perspective in which learning by observing others is the focus of study. Social cognitive theory is grounded by several basic assumptions. One is that people can learn by observing others. Learners can acquire new behaviours and knowledge by simply observing a model. A model is a person who demonstrates behaviour for someone else. Students who are well behaved can be role models for others to emulate like the peer educators. Learning is an internal process that may or may not lead to behaviour. Learning may occur immediately. The observer could process the new behaviour, but his/her learning may not be affected until a later point or never at all. The students learn new concepts that can change their behaviour and attitude positively with time. (Bandura, 1986).

There is also an assumption of the Social-cognitive theory that behaviour eventually becomes self-regulated. People eventually begin to regulate their own learning and behaviour. They observe the models, perfect their art and compare it to the models. The teachers act as role models for the students (Bandura, 1986); (Bower, 1975); (Neisser, 1976). Social cognitive theorists propose that people set goals for themselves and direct their behaviour accordingly. They are motivated to accomplish this goal. The students set goals and aim at achieving them because of expectations. It is believed that reinforcement and punishment have indirect (rather than direct) effects on learning and behaviour. People form expectations about the likely consequences of future responses based on how current expectations are also influenced by the other people's behaviour. The non-occurrence of an expected consequence may also have a reinforcing or a punishing effect.
Most models we learn from and observe are live models. These are individuals whose behaviour is observable in real life. For example, teachers and peers educators are role models to students.

Humans have evolved and advanced capacity for conservational learning that enables them to expand their knowledge and skills on the basics of information conveyed by modelling influences. Virtually all learning resulting from direct experience can occur by observing people’s behaviour and consequences for them. (Bandura, 1986); (Rosentual & Zimmerman, 1978). These are real or fictional characters that influence an observer’s behaviour. These types of models could be real or frictional characters portrayed in books, movies, and videos and other media. An effective model therefore must be competent. People will typically try to imitate behaviour of models who do something well, not poorly. In the classroom, a teacher could either demonstrate correct behaviour or choose student models that are at or above the observer’s skill level to display these skills correctly.

A model must have prestige and power. These are open qualities observers look for. For example students may look to renowned athletes or world figures for behavioural ones. In the classroom a teacher might highlight popular actor or sports figures as models for certain behaviours. (Bandura, 1986). Finally, the behaviours being modelled should be relevant to the learners’ situation. Students are more likely to learn or adopt new behaviours that they believe will help them in their own circumstances. A student will learn and change attitude because it will make him a better person therefore add value to him.
Figure 1 shows the conceptual framework, which encompasses the major variables and their pattern of influence on each other and eventually on the standard of moral uprightness and social well-being in our society. The effects of the composite variables are knowledge and awareness of life skills curriculum. Influence of in-service training of teachers on life skills curriculum and organization of the timetable are meditated by implementation of life skills curriculum.

The model, therefore, suggest that awareness of the objectives of the life skills, influence of in-service training of life skills on teachers, and organization of Life Skills education curriculum on the time table are inputs. On the other hand, implementation of life skills curriculum is a process. The output is the positive behaviour change, school retention and improved performance, improved knowledge, skills, perception and practice in life skills. The outcome is the enhanced moral standards and social well being of the study in the school context is an ideal setting where life skills can be enhanced because children are amongst their peers where they can learn from each other as well as having the guidance of a teacher to facilitate the learning process.
A conceptual framework for this study was developed based on specific areas of investigation and literature review in chapter 2.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methods and procedures that were used in the study. The chapter focuses on the issues related to site selection, research design, sample size, data collection methods and tools, and data collection methods and tools, and data collection analysis. This study has used qualitative and quantitative methods.

3.1 Research Design

The study adopted both Qualitative and Quantitative approaches. Survey design was used. This design was preferred because it enabled the researcher to extensively collect information which is both numerical and also by observation on the subject of the research. This design enabled the generalization of the findings based on the data collected. (Nachmias & Nachmias, 1996)

3.2 Site selection and justification

The study was carried out in Dagoretti District found in Nairobi County in Kenya. Dagoretti District was chosen because of the familiarity and Knowledge that the researcher has of the District. The selected area has schools which are boarding, day, mixed and same sex schools. They are provincial and National Public Schools. There are a total of twelve public schools which are either boys or girls boarding or mixed day schools. In view of this, the district provided an attractive site for research.
Units of analysis are those units or things we examine to create a summary description of all such units and explain differences among them (Babbie, 1995:87); (Schutt, 1996:539) defines a unit of analysis as the level of social life on which research questions focus. (Singleton, 1988) also describes a unit of analysis as whom or what is to be analyzed in the research. This therefore can be people, social role, position or relationships. Secondary School students aged between fourteen years and twenty years in different secondary schools were used as the unity of analysis.

### 3.4 Unit of observation

(Peril, 1999) defines a unit of observation as the subject, item or utility from which we measure the characteristics or obtain the data required in the research. Observation units are those entries on which information is received and statistics are complied. It refers to whom the data for research will be observed or obtained from chiefly and who/what will aid in the collection of data. The unit of observation was the mode of delivery of life Skills Education Curriculum in the Secondary Schools.

### 3.5 Sources of data

The problem under investigation requires collection of both primary and secondary data in order to give a general view and an intrinsic opinion on the delivery of Life Skills Education Curriculum.
This involves review of educational documents, which includes schools records including review of Life Skills Education Curriculum, teachers’ schemes of work, teachers lesson plans, work books, syllabus, current and past circulars on Life Skills Education from the Ministry. Secondary sources of data are important because they will yield information on Life Skills Education hence be used as a basis for judging whether it achieves its objectives of acquainting the students with knowledge.

3.5.2 Primary data

Primary Data was obtained directly from the field research. The sources of primary data included students, teachers and principals. The researcher held discussions and interviews with the students in relation to Life Skills Education. Questionnaires were issued to students, interview guides for teachers and principals. Data was also obtained from key informant interviews with people of in-depth knowledge in Life Skills Education. In this case the key informants will be the education officer, principals and the teachers.

3.6 Sampling procedure

Sampling Design refers to the part of the research plan that indicates how cases are selected for observation (Singleton, 1988). It is also the process of selecting a number of individuals for a study in a way that the individual selected represents the larger group from which they were selected. The two types of sampling design are probability and non-probability. In probability sampling, cases chances of being selected through a process of random selection. In the non-probability sampling cases in the study have no known chance for selection.
In this study, a combination of stratified sampling and simple random sampling was used. The target population in this study was made up of selected Public Secondary School students from Dagoretti District. The District has 12 public Secondary Schools with a population of 6350 students. There are 3398 boys and 2952 girls in secondary schools in Dagoretti District (2013 enrolment for public schools). Four students from each stream from form one to form four (1-4) participated in the research to take into account the different levels and age of the students. Since the population of the schools that took part study was not homogeneous, it was divided into three strata;

1) First stratum ï’ two (2) girls boarding schools.

2) Second stratum ï’ two (2) boys boarding Schools.

3) Third stratum two (2) day Mixed Secondary Schools.

Six (6) Schools were to be visited and a list of students in each form was obtained-simple random sampling method was used to determine the number of students who participated in each form in a given stratum. The researcher wrote on pieces of paper 96 YES, on different pieces of paper numerous NO. Then put in a container and then be reshuffled them. Those who picked yes, participated in the study and those who picked no, did not take part in study. This was done carefully by the researcher having in mind a way of inclusion to ensure that all the targeted stratum and form were taken care of.
3.6.2 Other participants (Teachers, Principals and Key informants)

Purposive sampling was used to pick on who participated in the selection of key informants. The participants included twelve (12) teachers, six (6) Principals, one (1) Education Officer.

3.7 Data collection methods and tools

The methods of collecting data vary with the topic and inclination of the researcher as well as the situation in which the researcher takes place Orodho (1988:82). However most researchers tend to agree on the criteria for choosing the appropriate research objectives, reliability, and validity, representativeness of generalization and explanatory powers Bulmer,( 1983:10-11). The research design that was employed in this study is the survey method. Survey methodology was used in this study where sampling of individual units/schools from a population in the whole District was done and individual students and teachers identified for this study. This in reference to the size of the population sampling was very key to getting a representative sample, associated survey data collection techniques of questionnaires and in depth interview were administered, methods for improving the number and accuracy of responses to surveys was taken unto consideration. The study went through; identifying and selection of potential sample members, contacting sampled individuals, evaluation and testing questions, selection of the mode for posing questions and collecting responses, checking data files for accuracy and internal consistency, adjusting survey estimates to correct for identified errors.

A standardized questionnaire was administered, to obtain the Quantitative data, with both closed and open-ended questions. The questionnaires were administered by the researcher to the students through drop and pick method. The students filled the questionnaires
The researcher introduced herself through an authority letter given from the university. Qualitative research, which includes any other information that is not numerical in nature, was addressed through field visits by collecting data through in-depth interview, direct observation, key informant, interviews with key people; the District Education Officer. There were reviews of existing records and reports on Life Skills Education in Secondary Schools in Dagoretti District.

3.8 Data collection procedure

The researcher sought permission from the Department of Sociology authorizing the research work. Permission was sought from the administration authorities to conduct the study in the area. The researcher administered the instruments of research in person to the schools that were sampled. This ensured that data collected was reliable and valid in the findings. Face to face interviews were conducted for the key informants and also keen use of observation schedules were conducted on site.

3.9 Data analysis

This was done by use of a statistical package for social Sciences (SPSS) Version 20. Categorical data was coded to make it easier to capture data from the research instruments. Qualitative data was categorized into themes and sub themes based on the research objectives so that data from the informants would be captured. Data that included notes taken from interviews was cleared. Frequency distribution tables, pie charts, graphs and various figures were used to present the findings. This was interpreted to give the inner meaning in relation to the area of study.
CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE
RESEARCH FINDINGS

4.0 Introduction

This chapter presents the findings of the study. The study involved students, teachers, principals and the educational officer. The findings are based on the data collected by use of questionnaires and interview guide. The responses to the items directly related to the research questions are presented in frequency tables, pie charts and bar charts to simplify their interpretation and understanding.

The findings are presented following the research questions as stated in chapter one. Each research objective is dealt with considering different questionnaire item, the interview guide and the observation analysis guide that gave relevant data. The sample composed of (96) ninety-six students, twelve (12) teachers, six (6) principals and an educational officer.

4.1 Demographic characteristics of the respondents

The demographic information of interest to the study was; gender, age, class of student, type of school. The data on demographic characteristics of the respondents was collected and presented as shown in table 4.1
Table 4.1: Distributions of students' participants by gender, age, class and school type.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 ÷ 15</td>
<td>21</td>
<td>21.9</td>
</tr>
<tr>
<td>16 ÷ 17</td>
<td>49</td>
<td>51.0</td>
</tr>
<tr>
<td>18 ÷ 19</td>
<td>24</td>
<td>25.0</td>
</tr>
<tr>
<td>Above 20</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 1</td>
<td>22</td>
<td>22.9</td>
</tr>
<tr>
<td>Form 2</td>
<td>19</td>
<td>19.8</td>
</tr>
<tr>
<td>Form 3</td>
<td>28</td>
<td>29.2</td>
</tr>
<tr>
<td>Form 4</td>
<td>27</td>
<td>28.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td><strong>School type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls school</td>
<td>35</td>
<td>36.5</td>
</tr>
<tr>
<td>Boys school</td>
<td>34</td>
<td>35.4</td>
</tr>
<tr>
<td>Mixed school</td>
<td>27</td>
<td>28.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>
The findings in table 4.1 show representation of students’ age, gender, and class and school type; in terms of gender the sample was gender balanced, there were 50% male students and 50% female students. There is no disparity of students’ participation by gender. Representation of students by age shows most (51.0%) of students in the age bracket 16 – 17, a sizeable number of students (25.0%) were in the age brackets 18 – 19 years. 21.9% were in the age bracket 14 – 15 years and only 2.1% of students were above 20 years. This kind of variation is not great enough to cause inconsistency in the response to the topic of study in terms of age. This is because all the students’ participants fall in the teenage bracket.

The sample was from three types of school; the boys’ school, girls’ school and mixed school. There were 36.5% of students from girls’ school, 35.4% of students from boys’ school and 28.1% of students from mixed school. It clearly depicts that there is almost an equal representation of students in terms of type of school that one belong. It is indicated that sampling techniques employed favoured and gave all the students an equal chance of participating without any bias whatsoever. In terms of class representation most (29.2%) of students were from form three, the least number (19.8%) of students were from form two. There is no large disparity according class selection. 22.9% of students were in form one and 28.1% of students were from form four.
4.2.1 Teaching of LSE as a stand alone subject

The researcher was interested to know the number of times students have been taught L.S.E in a term. It was found out that LSE has been allocated one lesson in a week; that is 40 minutes in all classes, this is in line with the ministry regulations. In a term LSE is taught 12 lessons, 40 minutes in each. The data below presents findings as per the responses.

Chart 4.1 Numbers of times students have been taught LSE per term.

From chart 4.1 above, Life skills Education has not been taught (32%) in the last term in some of the classes. The researcher collected data at the end of the term because that was the only way the information could be retrieved from the students. 24% of the students have been taught 1–4 times in the whole term, 10% of them have been taught 5–8 times in the term, 13% of them have been taught 9–12 times in the term while 21% of the students have been taught 13–16 times. The term had sixteen weeks. This explains the reason why 21% of students were able to attend life skills classes sixteen times. Some indicated that they learn life skills education every Wednesday others said every Friday.
In terms of books used in the teaching of life skills, no students mentioned the textbooks used. From the teachers' interview, the findings found out that the teachers make notes and go with them to class. This explains why students have not read any textbooks for LSE. The schools have not been keen on purchasing LSE texts for the students.

**Chart 4.2: Responses of students to the number of times they would like to be taught Life Skills Education per week. (40 minutes per lesson).**

The students (31.3%) wanted to be learning life skills education once a week, 25% of the students would like to be learning life skills education twice a week, 22.9% of them would like it three times a week, 3.1% of them would like to have life skills education four times a week, 8.3% of them would like to learn it five times a week and 9.4% of
skills education to the maximum number of times. This shows that students love life skills education. Most of the teachers interviewed said that the relationship between the students and them is very cordial during the lesson. They students participate in the class discussions; show a lot of interest during the life skills education lesson. Sometimes they are unmanageable especially when dealing with sex related topics. From the above statistics, it shows that the students are ready to learn and have a desire to learn it even daily but the teachers are not prepared since they tend to teach the examinable subjects instead. All students who participated in the study do not have books for LSE this is because the schools have never purchased them. This shows that the school management does not take LSE seriously. It is taken to be as a lesser subject of little importance. It also shows that the students are not exposed to materials that are used for LSE. The researcher got interested to know why the students like LSE more than the other subjects. The data below presents the finding.

**Table 4.1 Responses of students on the number of time life skills is taught in a week**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a week</td>
<td>64</td>
<td>66.7</td>
</tr>
<tr>
<td>Twice a week</td>
<td>6</td>
<td>6.3</td>
</tr>
<tr>
<td>Thrice a week</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>None</td>
<td>25</td>
<td>26.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The time allocated for LSE is forty minutes, one lesson per week. From the statistics, the researcher got was that most teachers teach life skills education once a week (66.7%); while some students (26.0%) have never been taught in class. 6.3% of them are taught twice a week while 1.0% of them are taught three times a week. When LSE was first introduced, it started with the integration of the core teaching subjects. The chart shows the finding that came up to show if the teachers are still integrating LSE with the other subjects.

Table 4.2 Responses of students to purpose of learning LSE

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure</td>
<td>6</td>
<td>22.5</td>
</tr>
<tr>
<td>Impart knowledge</td>
<td>55</td>
<td>77.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>71</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Most of the students (77.5%) want to get knowledge; there is a thirst for knowledge, wanting to have life skills since the topics are directly affecting them. This shows that the students take LSE very serious, it informs them and educate them. They want to understand issues better. Very few students (22.5%) said that they learn LSE for leisure, meaning it is important to them. This shows that most of the students are serious about learning the subject. Teachers said that there are some topics, like the sex education, that are very sensitive. The students become more attentive and their participation increases. This came up during the teachers’ interview. Such topics don’t make some students shy;
In fact, the students become more inquisitive, eager and contribute a lot in class. From the above findings it is clear that students have a positive attitude towards life skills education.

4.2.2 Perception of teachers towards life skills education curriculum

A perception is the way you think about something or understand an issue. An expression of favour or disfavour towards a person, place, thing or event. Gordon Allport described perception as the most distinctive and indispensable concept in contemporary social psychology. Perception is also measurable and changeable as well as influencing the person’s emotion and behaviour. It may also refer to the distinct concept of mood. The researcher examined the perception of students and teachers. A perception can be defined as positive or negative evaluation of people, objects, events, activities, ideas or just about anything in the environment.

The perception being tested in this study is explicit which is deliberately and consciously formed. This tends to rely on self reports or easily observed behaviours. Explicit measures can also be used in measuring straightforward attribution of the characteristics to nominate groups. In this case the teachers' and the students' perception towards LSE is studied in details.

The study sought to find out the teachers and students thought and felt about LSE; if there was a general change towards LSE, because when it was first introduced it was not embraced wholly.

The study found out that a third of the teachers don’t teach LSE because they feel it is a waste of time, that time can be used to teach the core subjects. Some subjects have a wide syllabus and this means that any time allocated to them to teach LSE is a plus to complete
A teacher was quoted saying. Most teachers felt that it was the duty of the guidance and counselling teachers to teach LSE because they have an interest in the moral being of the student one teacher said that, ‘Those who are interested in the guiding and counselling students should take those classes since most topics fall in their portfolio.’

Most of the teachers felt that they needed training to be effective in the delivery of LSE, they felt that some of the topics like the ones dealing with sex, relationships and even negotiation skills were too difficult to handle. One teacher commented that ‘who needs life skills, is it students or the teacher? Let us get LSE for the teachers then think of the students. Some teachers are alcoholics, smokers, immoral, how do you expect these teachers to teach LSE to the students? Start with the teachers before you go down to the students.’

The students have a positive perception towards the life skills lessons. Principals who were interviewed agreed with the statement that students like life skills education. One of the principals added when smiling that ‘the students demand for more lessons on life skills because they find it interesting especially in topics dealing with their sexuality than other subjects.’

It can therefore be summarised from this section that teachers are instrumental in dissemination of LSE. This calls for the need to empower them with information and relevant skills for effective delivery of the syllabus.
The principals admitted that the teaching of LSE has not gathered momentum even though it has been allocated time on the timetable. The teachers should be monitored closely for effective delivery. The students should present reports showing that during the LSE Lessons they were taught, this will ensure that LSE is being implemented as per the Ministry guidelines. Most of the principals are encouraging the teachers to take up LSE. One of the principals said, “Having good grades without good character amounts to nothing and that the future lies in the choices we make now.” He said that the students needed LSE to use in the future to make good life choices. The principals further felt the government should take teachers for in-service so that they are equipped to handle the subjects and also for their own sake. They felt that LSE is essential for the students. The District Education Officer felt that LSE should be reinforced and the administrators of the schools should allow the teachers to go for in-service for better delivery of the content. More supervision should be done to ensure LSE is delivered as required.

4.3 Methods used to teach life skills education

Methodology is the key thing in any education. It determines how the knowledge is delivered to the students and what the outcomes will be. Good methods will help in the delivery. From the interview with the Educational officer, he openly said that to improve on the mode delivery, a variety of techniques must be used. He suggested the use of songs, discussions, story-telling and movies should be use more often than the lecture method that is commonly used. Songs are sang, students listen to them and a discussion ensues bringing up the moral aspects of LSE. Songs can be memorised, tunes that are easy to remember can be used
In the discussion method the students are given the opportunity to air their views where they can debate, accept, refuse some of the ideas and come to a conclusion on LSE issues discussed. Stories can be breath taking and are also memorable, the use of this techniques also help students remember the story line in LSE vividly. This can be used to teach aspects on morality, lessons learned in LSE.

Watching movies and video clips on LSE can also be a good method because the motion pictures students watch help them to remember better and discussion can be held to gauge what the students have seen. Lecture method, the formal lecture method is not appropriate since students don’t participate in the lesson, they only listen to what the teacher says, and their contributions are not taken into consideration. Most teachers agree that this is not the best method to use in delivery of content. The informal lecture which includes discussion may be used to teach LSE. The researcher was interested to know the number of times students learn life skills education per week. The data below presents the findings.
From the chart 4.3 above, 61.5% of students are taught life skills education integrated with other subjects while, 38.5% of students are taught life skills education separately from other subjects. From the teachers’ interview, majority of teachers prefer teaching LSE integrated with other subjects. They gave a reason of using it as a reference point. A few teachers teach life LSE as a stand-alone subject. In some aspects of teaching, for example in English, one can take a comprehension on AIDS and teach about HIV/AIDS infection affected or infected. In religious studies, moral lessons can be used in reference to the character development. In extracurricular activities, the use of games like football, skill of patience, negotiation and respect can be taught. During the life skills education lessons the students are sometimes taught other subjects like English, Christian Religious Education. Students tend to dislike this method because they find topics taught in LSE are interesting. Despite the interest teachers still go ahead and teach the core subjects disregarding the students’ feelings.
The effectiveness of teaching LSE to the student.

Parents take their children to school to get educated, which is one of the ways of acquiring new skills, knowledge and good behaviour. The chart below presents the findings made by the researcher on the effect of LSE on students. The researcher asked the students to tick the degree to which they agree or disagree with the statements in the table.

**Table 4.3 Responses of students on the effect of LSE:**

Key: SD ì Strongly disagree

D ì Disagree    U-Undecided    A- Agree    SA ì Strongly Agree

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>S.D</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life skills education does not change my behaviour</td>
<td>63.5%</td>
<td>26.0%</td>
<td>3.1%</td>
<td>4.2%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Learning life skills is beneficial</td>
<td>4.2%</td>
<td>5.2%</td>
<td>4.2%</td>
<td>22.9%</td>
<td>63.5%</td>
</tr>
<tr>
<td>Life skills education does not influence personal life</td>
<td>42.7%</td>
<td>30.2%</td>
<td>5.2%</td>
<td>14.6%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Life skills is not as important as other subjects</td>
<td>55.2%</td>
<td>31.3%</td>
<td>7.3%</td>
<td>2.1%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>
does not change the student’s behaviour, this statement was strongly disagreed by 63.5% of students, 26% of students disagree with the statement. 4.2% of students agree while 3.1% of students are undecided. Learning in the real sense is meant to change the learners’ behaviour to the desirable behaviour that is acceptable by the community. This indicates that the methodology being used is very effective. Learning of any knowledge is of great benefit to the learner. That’s why 63.5% of students strongly agree and 22.9% of students agree with the statement that learning life skill is beneficial. 4.2% of the students are undecided while 4.2% of students strongly disagree and 5.2% of them disagree with the statement.

The researcher posed a statement to students to determine whether life skills do not have any influence on the personal life. Most students (42.7%) strongly disagreed with the statement, 30.2% disagreed with the statement, meaning life skills education has influence on their personal life. This is purpose why life skills education was introduced in the school curriculum. It was introduced to help students make good decision in their lives. 5.2% of students were undecided, 14.6% of student agreed while 7.3% of them strongly agreed with the statement. The other issue that the researcher did was to compare the importance of life skills education to other subjects. Most students (55.2%) strongly disagreed and 31.3% of students disagreed with the statement that life skills education is not as important as other subjects. 2.1% of students agreed and 4.2% of the students strongly agreed with the statement. 7.3% of them were undecided.
In terms of methodologies most students (44%) agreed that methods used to deliver information motivated them, 22% of students strongly agreed. 7% of students strongly disagreed and 9% of students disagreed with the statement and 18% of them were undecided. The preferred method in teaching of LSE is class discussion, watching video and story-telling and lecture method. The use of motivational speakers was one of the methods that teachers felt was good, the topics that are difficult to deliver are left to the motivational speakers.

The teachers also used skits/drama to pass on a moral lesson. After the skit the teachers would sit with the students to discuss the lesson learnt. When integrating LSE, most language teachers gave essays and even held competitions on topical issues affecting the youth. This motivated the class since the teachers gave rewards to the best written essays.
Teachers face some challenges, one being time allocated to teach life skills education is limited. Some teachers don’t take it serious because it is not examinable. There are insufficient textbooks on life skills and other support materials. The curriculum is very rigid; it doesn’t give time to introduce life skills discussion during the lesson. A topic or even a sub topic cannot be completed within a single lesson. The teachers have to rush through to cover even an aspect of a topic. This confirms the idea of (Nzioka & Korongo, 2007) that there are still many issues affecting delivery of LSE in Kenyan schools.

Most schools have inadequate support from the administration in regard to teaching of life skills education. The administration has clearly allocated lessons on the life skills on the timetable as per the ministry requirement, but in term of books and materials needed for the study of life skills education, the administration has not purchased them. Syllabus, schemes of work and record of work and were not available. So this means that they not committed in the implementation lo LSE. Some life skills education books have been bought. The teachers barely had notes. To the challenges facing life skills education, teachers suggested that more teachers should be trained, provide in service training and that life skills education should be introduced as a whole unit to teacher training universities and colleges, the new grandaunts should have skills to deliver LSE to fill the gap. Some teachers who have questionable character are forced to take up life skills classes because of understaffing. The question of how teachers who smoke and take alcohol can take up LSE and deliver the content is questionable. Teachers with questionable character should not take up LSE lessons.
The Education officer said that greatest emphasis should be put on topics such as relationships and peer pressure. Students in high school are teenagers and need role models who can mentor and guide them into making right choices and decisions. Peer pressure is in its apex at this time so LSE becomes very important. These are the issues that really disturb students. Many students are forced into doing undesirable activities by their peers. Studying LSE will help them make the right choices.
CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.0 Introduction

This chapter is on summary, conclusions and recommendation which have emerged from the analysis of the data in the previous chapter. It is organised starting with the summary, conclusion and recommendation and in the end areas for future research have been identified.

5.1 Summary

The purpose of this study was to assess the mode of delivery and integration of life skills education curriculum in secondary schools in Dagoretti District - Nairobi. In this study, the background was developed in chapter one where the study was put into context by analysing the development that has taken place. A statement of the research was developed and three research questions guided the study. A critique of related literature review was done in which gaps were developed which this study tried to fill. The research adopted both qualitative and quantitative approaches. Survey design was used to guide the study. A sample of ninety six (96) students, twelve (12) teachers, six (6) principals and an educational officer participated in the study.

The researcher used the Statistical Package Software for Social Science (SPSS) version 20 to process the data collected. Descriptive Statistical such as frequency tables and percentages and charts were used to summarize the data. The qualitative data from the open-ended question and from the interview guides were analysed in accordance with
research objective and were reported in narrative form. The analysis of the data enabled the researcher to come up with three major findings based on the three major research questions.

i. Perceptions

It was found out that, schools in the area of study offer life skills education to the students in the secondary schools in the area of study. Students had a positive perception towards the life skills education. From the teachers’ interview, it was found out that some topics are very sensitive especially when it comes to topics such as sex education. Students are so inquisitive and pay attention. The study found out that students would like to learn life skills more than once a week. In terms of preparedness in the delivery of life skills education, the teachers prepared for the lessons even without having textbooks. They sought the information they needed from the internet, magazines and personal books. This shows that the teachers’ perception regarding the teaching of LSE is quite positive.

The study found out the school administration provides some support for life skills education. It has placed life skills education on the school timetable. This was indicated by the number of times students have attended life skills education classes. Some indicated that they had been taught 15 ï 16 times in the term. The study was done at the end of the term to show the number of times the students have been taught in the term. This shows that there is a specific time on the timetable dedicated to life skills education. The Educational officer said that the group of people who determine the success of life skills education are the quality assurance officers, principals, deputy principals, teachers and students.
ii) Teaching Methodologies

The study also found out that the methods used to deliver information during the life skills education classes were class discussion, class debate, watching videos clips, storytelling which were effective because they were student-centred. The students strongly agreed that the methodologies that the teachers used to teach life skills education were effective. Most teachers discuss the topics with their students making student centre thus students love the subject. Teachers present information to students and allow them to give their opinions. This was brought out during the interview with teachers.

(iii) Mode of delivery

In terms of challenges, the study found out that books on life skills education are insufficient and some schools don’t have the text books. The schools need to purchase the text books for reference. From the interview with the Educational officer it was noted that some teachers have not fully embraced life skills education. This is because the teachers have insufficient knowledge. Teachers rarely go for in-service training. These are words from the educational officer. He recommended that teachers should go for in-service course to better their skills of delivery. The Education officer also recommended that teachers should employ different methods of delivery to make LSE enjoyable and informative. Teachers should become friendlier to the students, be mentors to them so that the students can get information they need easily and in a friendlier environment. Some students do not concentrate during the life skills education lesson because they feel
5.2 Conclusion

Based on the findings of this research the following conclusions were made:

It can be concluded that schools in the area study, offer life skills education to the students. Most schools in the area of study teach life skills education at least once a week. It can be concluded that the perception of teachers and students is positive regarding life skills education because the students want the number of lessons to be increased. It can be concluded that teachers take their time to prepare for life skills education lessons. They lack textbooks to guide them but they still find notes from motivational books, journals, magazines and internet. The students are always prepared for the lesson; this is evident by them being inquisitive. It can also be concluded that the school administration has life skills education in the schools timetable but in terms of teaching materials, they have not been able to purchase. The administration has allocated teachers life skills lessons in all the classes. It can also be said that the methodology used to deliver information on life skills education is effective despite the use of limited methods used by the teachers. It can also be concluded that the school curriculum doesn't adequately cover life skills education. This was evident from the teachers' interview, where 90% of the teachers unanimously said that the secondary syllabus does not covers all aspects of life skills education adequately.

It can also be concluded that there is limited time allocation to life skills education. Teachers and students both want the time allocated to it to be increased. Forty-minute
even one aspect of life skills education like assertiveness or relationships given that the students are inquisitive. It can be concluded that the study material necessary for teaching life skills education is not enough. Teachers are forced to look for information from other sources like from the internet, journals and motivation books.

5.3. **Recommendations**

1. More time should be allocated to life skills education so that students can have enough time to learn and ask questions on areas where they feel they need information.

2. The ministry should organize for seminars and workshops to in-service teachers on life skills education. Through seminars and workshops, teachers will be in-serviced on how to handle life skills education.

3. Reading materials should be purchased so that the teachers and students can access the information.

4. The school administration should place life skills education on the school timetable. This will ensure that the lesson is taught and allow teachers to integrate life skills education with their core subjects.

5. The school administration should introduce a life skills education day. This will sensitize the students and allow interaction with teachers.

6. The school administrators should monitor to ensure all the life skills education lessons are attended to, through records of work and notes. This will ensure that students are taught all the life skills education lessons.
57. More teachers should be employed so as to reduce the workload and allow teachers afford time teach.

8. The teachers should test and evaluate LSE to make the students more serious and concentrate during the lessons.

5.4 Areas for further research

The research recommends further research on the following:

1. The impact of life skills education on the youths’ behaviour.

2. The same study should be carried out in the rural based schools.
REFERENCES

Anson (2006), Unleashing the power for change; Insight and lesson from UNICEF’s multi country life skill initiative UNICEF: Nairobi.


Best, & Khan, V. (1981) Research in education, Boston: Alyn and Bacon


Charles Nzioka, Allan Korongo and Roseanne Njiru; HIV and AIDS in Kenyan Teachers Colleges: Mitigating Impact (web publication)

Cohen, L and Manion, L (1986); Research methods in education; London Croon Helm


Gichuhi D. (1999); The impact of HIV/AIDS on education system in the eastern and southern Africa region and the response of education system to HIV/AIDS. UNICEF


Kembo-sure et al (2006); Language planning for development in Africa; Eldoret: Moi University Press.


Kenya Institute of Education (2006); Draft Report Analysis of Knowledge and application of life skills knowledge among primary and secondary learners in Kenya; Draft unpublished.

Kenya Institute of Education (KIE), (2004); Education Syllabus. Vol.1 and Vol.2


Kerlinger, F.N. (1973) Foundation of behavioural research (2nd Ed.) New Delhi Indian Reprint Delhi S Chhbra for subject.


Ministry of Education (2006); Concept paper on establishment of Life Skills Education as a stand-alone subject in schools and Teachers training college, Nairobi.


WHO, (2002). Coming of age from facto to action for adolescents sexual and reproductive health general UPA.


Internet sources

http://calpol25.hubpages.com


www.newdawnkenya.com
APPENDIX A

INTERVIEW GUIDE FOR TEACHERS

Section A

1. Name of school: ________________________________

2. Sex of the teacher: (a) male __________(b) female __________

3. How many years have you been teaching?

4. What is your qualification?

Section B

1. How would you describe the relationship between you and your students as pertaining to the teaching of this subject?

2. Do you think some sub topics such as sex education are sensitive when discussed in class?

3. How do students react to such topics? Are they shy, do they ask questions? Do they react positively to the subject?

4. What problems do you face when teaching life skill education?

5. How many lessons do you teach per week?

6. Do you prepare schemes of work and lesson plans for life skills education?

7. Do you have the necessary support from the administration in regard to teaching of life skills education?
9. Do you integrate Life Skills Education with your core-teaching subjects?

10. Does the secondary school curriculum adequately cover life skills education?

11. Do you have enough time to teach life skills education?

12. Have you attended any training on life skills education?

13. What methods do you think are the best in the teaching of life skills education?

14. Do you have enough working materials?

15. Is there any behaviour change in the students after teaching a topic on life skills?
APPENDIX B

INTERVIEW GUIDE FOR PRINCIPALS

**Section A**

1. Name of the school:

2. How many students are enrolled in your school?
   - Boys [ ]
   - Girls [ ]

3. How many teachers does your school have?
   - Male [ ]
   - Female [ ]

4. For how long have you been teaching?

5. How many years have you served as Principal?

6. What is your highest academic qualification?

**Section B**

1. Are there any in-service, refresher courses and workshops organized for teachers of life skills education?

2. What can you recommend on the improvement of delivery in life skills education in your school?

3. What is the maximum number of lessons that a teacher of life skills education teaches per week?

4. Do you prepare schemes of work and lesson plans for life skills education?

5. What is the attitude of the students toward life skills according to your own view?

6. Do you enjoy teaching life skills education in your school?

7. What is your perception regarding the teaching of life skills education?
8. Do you teach life skills education as a stand-alone subject or as an integrated subject?

9. Does the school have enough learning materials for teaching the subject?

10. In your view, does the current curriculum meet the students' needs?

11. What are the main challenges in the delivery of life skills education in your school?

12. Do you think life skills education has any impact on the behaviour of students in your school?

13. What modes of teaching do your teachers use in the delivery of the subject?

14. Are these teaching techniques effective in the delivery of the curriculum?
1. Which topics do you think need the greatest emphasis in life skills education?

2. How can we improve on the mode of delivery in LSE?

3. Has life skills changed the perception of the teachers and students regarding the subject?

4. How can we ensure that students benefit from the study of life skills education?

5. What are your recommendations on improvement of teaching of life skills education in these schools?

6. How effective is the teaching of life skills in the area under your jurisdiction?

7. Do the students have access to adequate information on life skills education?

8. Who determines the success of life skills education?

9. How often do the teachers in your district go for in-service training and refresher courses?

10. What problems do the teachers face in the delivery of the subject?
APPENDIX D

STUDENTS QUESTIONNAIRE

The identity of the respondent will be treated with strict confidentiality.

INSTRUCTIONS

Please respond to all questions items as instructed.

1. School [ ] Male [ ] Female [ ] Sex

2. Class
   Form 1 [ ] Form 2 [ ] Form 3 [ ] Form 4 [ ]

3. Age [ ] 14–15 [ ] 16–17 [ ] 18–19 [ ] 20 and above [ ]

4. Type of school
   Girls [ ] Boys [ ] Mixed [ ] (Tick appropriately)

SECTION B

Part A

5. How many times have you been taught Life Skills this term?
   1–4 [ ] 5–8 [ ] 9–12 [ ] 13–16 [ ] Not taught [ ]

6. Write down any Life Skills Education Books that you have read?
7. How often would you like to learn Life Skills?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Tick appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a week</td>
<td></td>
</tr>
<tr>
<td>Twice a week</td>
<td></td>
</tr>
<tr>
<td>Thrice a week</td>
<td></td>
</tr>
<tr>
<td>Four times a week</td>
<td></td>
</tr>
<tr>
<td>Five times a week</td>
<td></td>
</tr>
<tr>
<td>Maximum times a week</td>
<td></td>
</tr>
</tbody>
</table>

8. What is the purpose of learning Life Skills should according to your view?

- Leisure [ ]
- Impact knowledge [ ]

**Part B**

9. How many times are you taught life skills in a week?

<table>
<thead>
<tr>
<th>Number of times taught in a week</th>
<th>Tick appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a week</td>
<td></td>
</tr>
<tr>
<td>Twice a week</td>
<td></td>
</tr>
<tr>
<td>Thrice a week</td>
<td></td>
</tr>
<tr>
<td>Four times a week</td>
<td></td>
</tr>
<tr>
<td>Five times a week</td>
<td></td>
</tr>
<tr>
<td>Six times a week</td>
<td></td>
</tr>
<tr>
<td>non</td>
<td></td>
</tr>
</tbody>
</table>
10. Which subject are you sometimes taught instead of life skills?

11. Do you learn life skills education when learning other subjects?

   Yes  [ ]     No  [ ]

Part C

12. Please indicate how strongly you agree or disagree with statements regarding the implementation of Life Skill Education using the key provided, SD- Strongly Disagree, D- Disagree, U- undecided, A- agree, SA- strongly agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Skills Education does not change my behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Life Skills is beneficial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Skills Education does not influence my Personal life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The methodologies used to deliver information motivate me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Skills Education is not as important as other subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Please tell us whether Life Skills should be taught in your Class or you prefer other examinable subjects instead.

Thank you for your contribution to this research.
# APPENDIX E

## OBSERVATION GUIDE

<table>
<thead>
<tr>
<th>AREA OF OBSERVATION</th>
<th>OBSERVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Attitudes of students on life skills education</td>
<td></td>
</tr>
<tr>
<td>2 Preparedness of teachers and administration in life skills education delivery</td>
<td></td>
</tr>
<tr>
<td>3 Assessment of methods used in life skills education.</td>
<td></td>
</tr>
<tr>
<td>4 Other observations</td>
<td></td>
</tr>
</tbody>
</table>