

**THE IMPLEMENTATION OF LIFE SKILLS EDUCATION  
CURRICULUM IN KENYA SECONDARY SCHOOLS**

**BY**

**SIKUKU IMMACULATE ADIKA**

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INSTRUCTION AND EDUCATIONAL MEDIA**

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## DECLARATION

This thesis is my original work and has not been presented for a degree in any university. No part of this work may be produced without prior permission of the author and / or Moi university.

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Sikuku Immaculate Adika

EDU/PGCM/15/09

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Date

### Declaration by Supervisors

This thesis has been submitted for examination with our approval as university supervisors.

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Prof. Ruth N. Otunga,

Professor of Education,

Department of Curriculum Instruction and Educational Media

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Date

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Dr. Osman Ahmed

Lecturer,

Department of Curriculum Instruction and Educational Media

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Date

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## **DEDICATION**

This work is dedicated with lots of love to the most important people in my life; my revered late father, Maurice Sikuku, mother Clementina who were the fountain of inspiration for my further education, my family and friends for their understanding, support and encouragement during this period of great sacrifice for my studies.

## ABSTRACT

Revision in the education system ought to bring about general improvement since the impetus behind any curriculum reform is the drive to update the knowledge component of curriculum such that the gap between the researcher at the frontier of knowledge and the teachers in school can be narrowed. This study sought to assess the implementation of Life Skills Education (LSE) curriculum in the Kenyan secondary schools. The government's approval to use education strategies like LSE as a stop gap measure in response to psycho-social challenges facing young people in a fast changing world is well meaning; but unless proper measures are put in place during implementation, the well intended objectives of LSE curriculum may not be attained. Despite the government's efforts to equip young people with psycho-social competencies through various educational strategies like AIDS education, G&C, the recent LSE curriculum, youths in school have continued to succumb to various psycho-social challenges like alcohol and drug abuse, unfocused social relationships resulting to HIV infections, teenage pregnancies and school dropout, general indiscipline and poor academic performance; there still exists a gap between knowledge and positive behavior among learners. The purpose of this study was to assess the implementation of LSE curriculum in the Kenyan secondary schools by establishing if teachers and education managers had received sufficient training, assessing the attitudes of teachers towards LSE curriculum, evaluating the adequacy of LSE instructional resources provided, and ascertaining the sufficiency of educational support accorded teachers. The study was based on Cole's (2004) theory. The study adopted a mixed methods design using descriptive survey strategy, involved 198 secondary school teachers purposively selected from stratified 19 secondary schools in the Lugari District, Kakamega County and DQASO from DEO's office. Questionnaires, interview schedules and document analysis were used to collect data. Data was analyzed using descriptive and correlation statistical techniques with the help of Statistical Package for Social Sciences (SPSS). The study revealed that; teachers of LSE curriculum were insufficiently trained, some (42%) of teachers had negative attitudes towards LSE curriculum, LSE instructional resources were scantily available, and education support was insufficient. The study concluded that LSE curriculum was not being successfully implemented in the Kenyan secondary schools. The study recommended that; KIE should organize pre-service and intensive in service trainings on implementation of LSE curriculum to improve the teachers' competence and capacitate education managers to provide proper education support; KIE should broadcast more LSE lessons through Educational media service for secondary schools, print more textbooks and reference books for LSE curriculum and avail them in local bookshops; TSC should employ more teachers in secondary schools in order to reduce the workload of most teachers to manageable levels; to enable teachers plan and teach LSE curriculum; Policy makers (KIE, MoE) should formulate policies that guide the implementation of non- examinable subjects; hence make the implementation of LSE curriculum successful and beneficial to learners.

**ABBREVIATIONS**

- LSE - Life Skills Education
- LISP - Life Skills Promoters
- KIE - Kenya Institute of Education.
- MoE - Ministry of Education.
- DEO - District Education Officer
- QASO - Quality Assessment and Standards Officer
- SPSS - Statistical Package for Social Sciences
- KCSE - Kenya Certificate of Secondary Examination
- HIV - Human Immunodeficiency Virus
- AIDS - Acquired Immune Deficiency Syndrome
- G & C - Guidance and Counseling
- KESSP – Kenya Education Support Services Program
- UNICEF – United Nations Children Education Fund
- UNESCO – United Nations Educational, Scientific and Cultural Organization
- RoK - Republic of Kenya
- USAID –United States Agency for International Development
- UNGASS – United Nations General Assembly Special Session
- WHO - World Health Organization
- BECCAD – Basic Education Child Care and Adolescent Development

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction to the study**

This study sought to investigate if Life Skills Education was being successfully implemented in the Kenyan secondary schools by determining the sufficiency of training of the relevant personnel in LSE implementation, assessing the attitudes of teachers and students towards LSE curriculum, evaluating the adequacy of LSE instructional resource materials, and ascertaining the sufficiency of educational support to teachers during LSE curriculum implementation. The main problem of the study was that despite government's efforts in equipping young people with psycho-social competencies to survive life challenges through various educational strategies like AIDS education, Guidance and Counseling in schools and recently Life Skills Education (LSE) curriculum; young people have continued to succumb to various negative behavior practices such as drugs and alcohol abuse, unfocused social relationships that resulted to HIV infections and teenage pregnancies, indiscipline, arson activities and school dropout, negative peer influences and poor academic performance.

#### **1.2 Background to the Problem**

Education in any form shapes the destiny of the society; and today education is considered a critical software for development (Kafu, 2006); but for it to play this role effectively, there must be a cadre of competent teachers. The dynamic nature of the environment in which education process takes place has meant that educational institutions and their curricula must be transformed regularly in order to remain

relevant and useful to the Kenyan society (Chemwile & Simiyu 2006); efforts to change the process of education have aimed at improving its effectiveness.

A relevant curriculum is that curriculum which if effectively implemented has the capacity to make the recipients or students operate productively in their current and future lives (Otunga, 2010). Education must prepare and equip the youths of the country with knowledge, skills and experience necessary to enable them play an effective role in the nation and ensure that opportunities are provided for development of individual talent and personality (Amunze, 2009).

There are many challenges facing children and the youth as a result of the fast changing world. These include negative peer pressure, gender bias, early sexual debut, early marriages, teenage pregnancies, indiscipline and school unrest, poor career choices, continued school dropout, drug and substance abuse, rape, incest, suicide, HIV and AIDS pandemic (KIE, 2002b), poor academic performance and loss of valuable employment among others. These challenges are compounded by various factors such as complex developmental changes during adolescence which at times can be overwhelming, lack of positive role models, negative mass media influence and inadequate, inaccurate and unreliable sources of information on human sexuality (KIE, 2002). A combination of these problems render the youth vulnerable to health risks such as HIV infection and other related STD's not forgetting unfocused learning that result to poor academic performance.

In the traditional society, structures and mechanisms had been put in place to help the children and youth develop and grow as responsible and productive members of the society. Traditional education addressed the holistic view of human personality through the informal education. However, due to obvious historical reasons,

traditional family and educational ties have largely broken down thereby leaving young people quite vulnerable (KIE, 2006).

Currently; the large number of students, heavy workload, socio-economic and technological changes all put pressure on teachers, students, parents and the society-hence frequent demand for counseling (Arudo, 2008). Limited information on reproductive health during puberty calls for the development of institutional and community interventions to ensure that young people grow up in a safe and healthy environment (Arudo, 2008). Most Kenyan students need direction, understanding, appreciation and modeling in addition to Guidance and Counseling for them to get focused in their academic work (Arudo, 2008).

Designing and developing curricula for schools require that the “hidden curriculum” be recognized, acknowledged and be planned for specifically since it impacts strongly on the formal school curriculum by influencing academic performance (Daresh & Playko, 1995). The Ministry of Education (MoE) realized the potential in the education sector and has continuously utilized this potential through KIE to cumulatively equip youths with relevant psycho-social life skills through a series of educational programs such as HIV and AIDS education, Guidance and Counseling and recently LSE curriculum introduced through the 2003 revised curriculum (KIE, 1999). During orientation of teachers training on HIV and AIDS education, life skills was treated as one of the topics among others (KIE, 1999). Monitoring and Evaluation of HIV and AIDS Education Report (KIE1999) indicated that there was still a gap between knowledge and positive behavior change among children and youth. But after establishment of counseling programs by the Ministry of Education (MoE), students continued to manifest maladaptive behaviors like rioting, alcohol and drug abuse, school dropout and general indiscipline (GOK, 1999).

In addition, decisions made by youths often impacts beyond individuals to the community, and some of the issues adolescents face are too sensitive in most communities to be addressed; hence need to create socially acceptable interventions in schools using holistic, inclusive participatory approach and implementation (Rungu, 2008). LSE program was one of these school interventions. Intervention programs such as LSE usually remediate to overcome a behavioral habit like alcoholism and drug addiction, prevent undesirable behavior from occurring in future and facilitate learning to acquire and develop new skills, knowledge and attitudes required to cope with the day to day psycho-social challenges (Narayana, 2006). Although programs that equip youths with psycho-social competences have enjoyed wide spread use, they get mixed responses (Cole, 2004).

The psycho-social challenges cited above could be overcome through Life Skills Education (LSE) curriculum. LSE curriculum was therefore perceived as a stop gap measure hence integrated and mainstreamed into the primary school curriculum in 2003 (KIE, 2002); teachers were expected to be innovative and creative through sufficient training to implement LSE curriculum effectively. However, study by KIE (2006) revealed that when using infusion and integration approach; teachers at times found it difficult to create linkage between core subject content and life skills, and if not well planned they tended to deviate from the core subject content. Report further revealed that teachers emphasized the academic knowledge at the expense of psycho social issues, that curriculum support materials were essential requirements in effective implementation of LSE and that a well trained teacher in life skills was in a better position to teach the LSE content more easily and efficiently (KIE2006).

Studies revealed that the integrated approach failed due to shortage of teachers and inadequate training of the teachers (KIE, 2006; Rungu, 2008).

Studies revealed that the integrated approach failed due to shortage of teachers and inadequate training of the teachers (KIE, 2006; Rungu, 2008). Based on study findings, UNICEF (2006) encouraged countries to move away from the integrated approach and offer LSE curriculum as a separate or stand-alone subject (UNICEF, 2006). Due to the challenges of integrating LSE curriculum in Kenyan primary schools and in response to UNICEF's encouragement, LSE curriculum was introduced in Kenyan secondary schools in 2008, as a stand-alone subject (KIE, 2008). LSE approach was an educational methodology that not only focus on transmitting knowledge but also help youth to explore their attitudes, feelings, opinions and values hence develop psycho-social competencies to face life's challenges effectively (Wachira et al, 2009). The main goal of LSE was to enhance young people's ability to take responsibility for making decisions, resisting negative pressure and avoiding risky behavior (KIE, 2008).

The government's approval to use education strategies such as HIV and AIDS education, Guidance and Counseling and recently LSE curriculum as a stop gap measure in response to psycho-social challenges facing youth in a fast changing world was well meaning; but unless teachers of LSE curriculum and other related staff got sufficiently trained, positive attitudes towards LSE curriculum inculcated among teachers, adequate instructional resources provided and sufficient educational support provided (Shiundu & Omulando, 1992); the well intended objectives of LSE curriculum may not be attained and young people in secondary schools would continue manifesting maladjusted social behaviors and declining academic performance.

Unfortunately from studies conducted so far, there was no satisfactory documentation or evidence on the extent to which LSE curriculum was being implemented as a stand-alone subject in secondary schools. This study sought to assess the implementation of LSE curriculum in Kenyan secondary schools.

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

Due to the challenges of integrating LSE curriculum in Kenyan primary schools, LSE curriculum was introduced in Kenyan secondary schools in 2008, as a stand-alone subject (KIE, 2008). Although the integrated approach of LSE curriculum failed in primary schools, it had an advantage of fact that some life skills concepts would become examinable within the core subjects; this made both students and teachers to be serious in the learning and teaching of LSE respectively (Chamba, 2009). The main objectives of LSE curriculum in secondary schools were to enhance young people's ability to take responsibility in making decisions, resisting negative pressure and avoiding risky behavior hence enjoy good social relationships, positive behavior change, less indiscipline, reduced school dropout and improved academic performance (KIE,2008).

Despite the government's efforts to equip young people with psycho-social competences through various preventive educational programs like AIDS Education, Guidance and Counseling, and recently LSE curriculum as a stand-alone subject in secondary schools; why young people have continued to succumb to psycho-social challenges such as alcohol and drug abuse; unfocused social relationships that result to HIV infections, teenage pregnancies and school dropout; indiscipline; negative peer influence and poor academic performance among others remains a misnomer!

## **1.4 Purpose of the Study**

This study sought to assess the actual implementation of LSE curriculum in Kenyan secondary schools by establishing if teachers and other relevant personnel had been sufficiently trained to attain desired competences, assessing teachers' attitudes towards LSE curriculum, evaluating the adequacy of instructional resources for LSE curriculum and ascertaining if the educational support availed to teachers was sufficient in comparison with expectations of successful implementation of LSE program.

### **1.4.1 Specific objectives**

- I. To establish if teachers and other relevant personnel had been sufficiently trained to attain desired competences for successful LSE curriculum implementation.
- II. To assess teachers' attitudes towards LSE curriculum.
- III. To evaluate adequacy of instructional resources for LSE curriculum
- IV. To ascertain if the educational support availed to teachers was sufficient for successful LSE curriculum implementation.

## **1.5 Research question**

Was Life Skills Education (LSE) curriculum being successfully implemented in the Kenyan secondary schools?

### **1.5.1 Subsidiary Questions**

- i. Had the teachers of LSE curriculum and other relevant personnel been sufficiently trained to attain the required competencies for successful implementation of LSE curriculum?
- ii. What were the teachers' attitudes towards LSE curriculum?

- iii. Were the LSE curriculum instructional resources adequately availed?
- iv. Was the educational support availed to teachers of LSE curriculum sufficient for successful implementation of LSE curriculum?

### **1.6 Assumptions of the Study**

- i) LSE curriculum was time-tabled and was being taught in secondary schools as a stand-alone subject.
- ii) LSE curriculum, if successfully implemented would enhance living values among youth in and out of school and improve their social relationships and academic performance
- iii) Respondents would provide honest answers.

### **1.7 Significance of the study**

Findings of this study would provide evidence to policy makers, education managers and teachers of the need to improve implementation of LSE curriculum in secondary schools through intensive training, awareness campaigns and educational support in order to make the useful LSE curriculum beneficial to learners. Findings would also enable teachers to create awareness among students and parents on the meaning and importance of LSE curriculum.

It was hoped that, once learners got exposed to useful information from successfully implemented LSE curriculum, they would be able to take responsibility for decisions they made, resisted negative pressure and avoided risky behavior which would result in HIV infection and teenage pregnancies among others; hence improve their academic performance and participate effectively in the social, economic, technological and political developments of the country.

## **1.8 Scope**

This study was conducted in nineteen secondary schools in the larger Lugari district (currently Lugari and Likuyani districts), Kakamega County, Kenya in March 2011 using descriptive survey strategy.

The study involved head teachers, HoD's G&C and teachers selected from the sampled secondary schools; and DQASO. The study was carried out in the region because the general academic performance in KCSE in Lugari district has been consistently below average in the past six years; the mean score for 2010 was (Likuyani district, 5.484 and Lugari district, 5.455), 2009 was 5.2119, 2008 was 5.0928, 2007 was 4.669, 2006 was 4.565, and 2005 was 4.582 (KNEC report). Most of the secondary schools in the district are co-educational, (30/38) and enroll their students from the varied ethnic backgrounds in this cosmopolitan district. Many of these students tend to fall victims of poor social relationships, negative peer influence and negative sexual behavior as they grow, develop and learn together within these co-educational schools. Inability to effectively cope with these psycho- social challenges cause them negative social relationships in and out of school distracted their learning progress hence high drop outs and poor academic performance as depicted by the 'below average' district mean scores in KCSE (KNEC report, 2010). The study confined itself to the requirements of successful implementation of LSE curriculum so as to produce desired positive behavior and improved academic performance among learners.

## **1.9 Limitations of the study.**

Some school administrators and teachers feared negative report about their performance and were not willing to respond positively due to likely victimization.

In fact, three of the head teachers were not interviewed with claims that they were very busy. The researcher assured them of utmost confidentiality and use of study findings strictly for academic purposes.

The problem under study was a nationwide problem in all secondary schools countrywide; however, it was not possible to carry out a large scale survey that required a large sample of secondary schools in the whole country due to time constraints; the researcher adopted descriptive survey strategy using triangulation (use of multiple data collecting instruments). This enabled the researcher to obtain both quantitative and qualitative data from sampled schools, hence generalized findings.

#### **1.10 Justification of the Study.**

LSE curriculum was introduced in Kenyan primary schools in 2003 as an integrated approach; where it was taught across all core subjects in primary schools by all teachers. After introduction of LSE curriculum in Kenyan primary schools through the revised curriculum in 2003, available studies by scholars Rungu, (2008) and Motano, (2010) involved implementation of LSE curriculum, which was integrated in primary schools. The (KIE) evaluation report aimed at establishing the extent to which the revised LSE curriculum was being implemented in primary schools revealed among other reasons that those in charge of curriculum supervision, implementation and management do not have adequate skills for their specific tasks; indicating serious gaps in its effectiveness (Motano, 2010). Studies revealed that the integrated approach failed due to shortage of teachers and inadequate training of the teachers (KIE, 2006; Rungu, 2008). Based on study findings, UNICEF (2006) encouraged countries to move away from the integrated approach and offer LSE curriculum as a separate or stand-alone subject (Chamba, 2009). LSE curriculum was then introduced in Kenyan secondary schools in 2008 (KIE, 2008).

Although the integrated approach of LSE curriculum failed in primary schools, it had an advantage of fact that some life skills concepts would become examinable within the core subjects; this made both students and teachers to be serious in the learning and teaching of LSE respectively (Chamba, 2009). Since inception of LSE curriculum as a stand- alone subject, little had been done to assess the implementation of LSE curriculum in terms of preparedness, coverage, schools and teachers teaching the subject and literature on the same can hardly be found (Chamba, 2009). This being really the case with LSE curriculum, many young people in secondary schools were being denied relevant information and knowledge to effectively deal with demands and challenges of everyday life. This was so because despite many preventive strategies by the government, young people still succumbed to psycho-social challenges and manifested maladjusted behaviors like drugs and alcohol abuse, unfocused social relationships which resulted to HIV infections, unwanted pregnancies, school drop outs, indiscipline and poor academic performance; thence providing them with life skills proved necessary.

The success of the LSE curriculum implementation, like any other curriculum innovation largely depended on how well teachers and other relevant personnel were trained to attain required competencies, positive attitudes inculcated among teachers and students, availability of adequate teaching-learning resources and facilities, and sufficient administrative support and supervision (Shiundu & Omulando, 1992).

Studies on successful implementation of curriculum innovations (Revised Geography, Biology and English syllabi) revealed that the above innovations were not successfully implemented because teachers lacked competence to handle the revised syllabus in the named subjects; teachers and students had negative attitudes towards the innovations; inadequate instructional resources and limited administrative support (Locho, 2008; Syomwene, 2003; Wafula, 2006). There was need therefore to undertake this study to assess the implementation of LSE curriculum in Kenyan secondary schools because LSE curriculum was very important a subject in the secondary school curriculum and it's successful implementation mandatory in order to salvage the young people's maladjusted behavior and declining academic performance.

### **1.11 Theoretical Framework.**

The study was based on needs assessment process developed by Cole, 2004 and curriculum innovations' implementation theories by Shiundu & Omulando, 1992. Cole, (2004) defined needs as areas where targeted status or desired performance has not been attained. Based on this definition; needs assessment entailed a process of ascertaining targeted status of successful implementation of LSE curriculum from literature review, followed by practical assessment of the actual implementation of LSE curriculum in sampled secondary schools. Shiundu and Omulando (1992), and other scholars alleged that, for effective implementation of any curriculum innovation to occur; teachers and other relevant personnel must be sufficiently trained to acquire the desired competences, positive attitudes towards innovation must be inculcated among teachers and all others through training and awareness, adequate resource materials must be provided to the teachers, and sufficient administrative support be provided to teachers during implementation of the innovation; LSE curriculum.

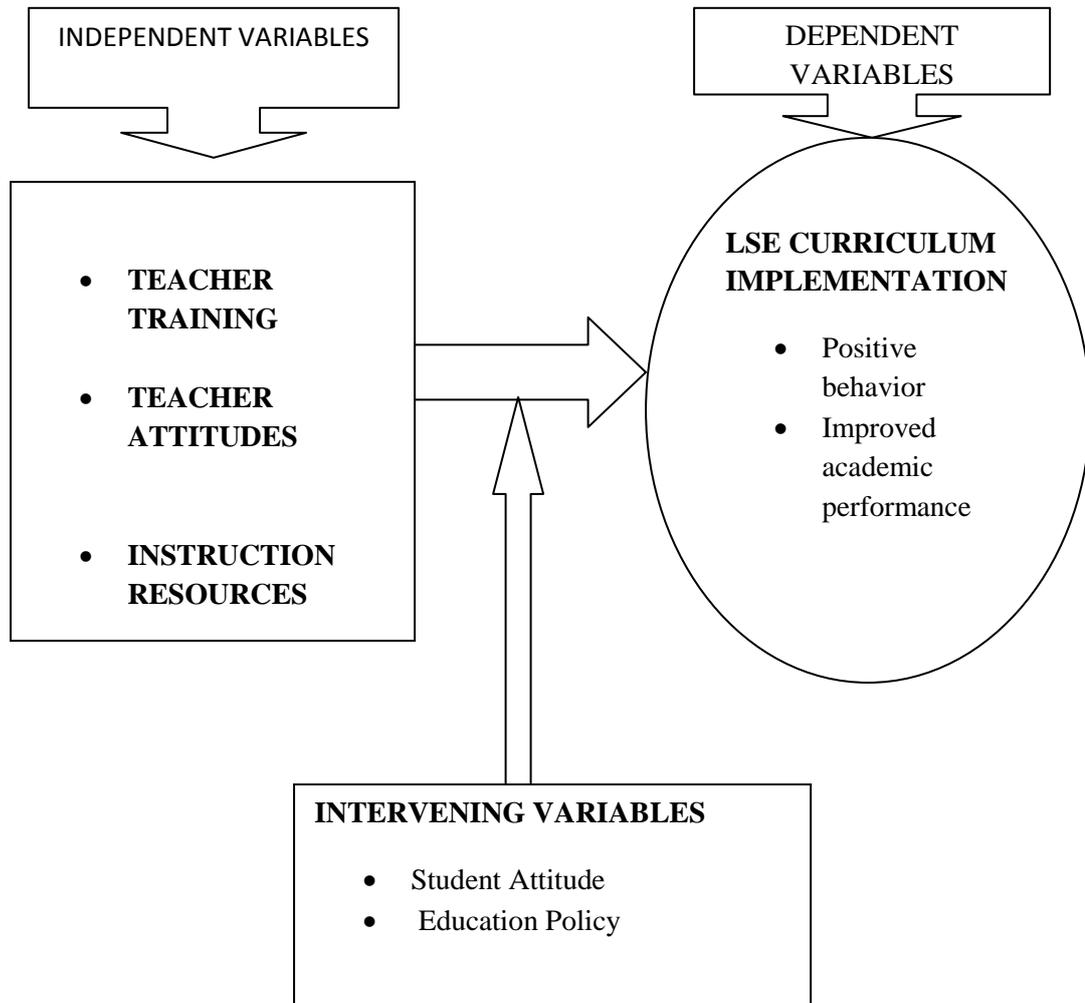
The LSE curriculum when successfully implemented would result to good social relationships, positive behavior change, less indiscipline, reduced school dropout and focused learning hence enhanced academic performance among students reducing the gap between knowledge and positive behavior among learners. The actual status of implementation LSE curriculum would be established by administering data collecting instruments to the various respondents from sampled schools.

### **1.12 Conceptual Framework**

The conceptual framework of this research as shown below (in figure 1.1) displayed interrelationships between independent variables and the dependent variable. The independent variables included training of teachers, attitudes of teachers, instructional resources availability and educational support were to be manipulated during the study in order to assess the implementation of LSE curriculum; the dependent variable. Indicators of successful implementation of LSE curriculum were positive behavior and improved academic performance among learners.

However the bottom line remained that some factors; intervening variables such as students' attitudes and ineffective education policies would affect the implementation of LSE curriculum although they were not included in the study. The process of implementing LSE curriculum required that teachers got sufficiently trained, positive attitudes inculcated among teachers, instructional resources provided adequately and educational support sufficiently availed to teachers for it to produce desired results among learners. The researcher therefore set out to relate to an established body of knowledge in an attempt to seek answers to questions raised and achieve objectives set out in this research.

The researcher constructed a conceptual framework for this study as shown in figure 1.1 showing the variables to be studied in an attempt to answer the research questions.



*Figure 1.1 Conceptual framework*

**Source: Researchers construction**

### 1.13 Operational Definition of Terms

**Attitudes** – Someone’s opinions or feelings about something, shown by their behavior , (Macmillan Eng Dictionary, 2006)

**Competencies** - These are general personal capabilities or skills needed to perform a particular task to the necessary standard (Oxford Dictionary, 2010)

**Curriculum** Subjects included in a course of study in schools or colleges; outlining what, how and why subject content is taught (Oxford Dictionary, 2010).

**Education** - A process of teaching, training and learning to improve knowledge and develop skills (Oxford Dictionary, 2010)

**Educational support** – Help and approval given to a particular idea, in this case LSE curriculum implementation by education managers (Mac Eng Dictionary, 2006)

**Experiential** – Teaching approaches involving practical experience (Oxford Dictionary, 2010)

**Implementation** – Making something work (Mac Eng Dictionary, 2006). A process by which teachers **plan** (basing on objectives) what to teach, **do** actual teaching in the classroom, and **assess** while or after teaching (from learners) if the objectives have been attained (Researcher).

**Instructional resources** – The things one can use in order to operate or teach effectively such as syllabus, teacher’s handbook, textbooks, reference books (Mac Eng Dictionary, 2006)

**Integration** - Inclusion of AIDS or LSE curriculum messages into the existing curriculum and or in any other activities in and out of school (KIE, 2008)

**Life skills** - Psycho- social competencies which assist individuals develop adaptive and positive behavior in order to effectively cope with demands and challenges of everyday life (KIE, 2008).

**Mainstreaming** - Making conscious efforts to identify appropriate opportunities where life skills can be transmitted through the existing curriculum (KIE, 2008)

**Stand Alone** - LSE curriculum not integrated nor mainstreamed in other subjects but taught as an independent subject with lesson time and teacher allocated on the timetable (KIE, 2008)

**Strategies** - Approaches or methods or skills of putting a plan into operation (Oxford Dictionary, 2010)

**Successful Implementation** – Ensuring that any curriculum being taught in schools produces the desired results among learners (Researcher).

**Training** – To teach someone to do a particular job or activity (Macmillan Eng Dictionary, 2006)

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter reviewed literature or information related to implementation of curriculum innovations as noted by other scholars. It was discussed under the following sub headings: LSE definition, objectives and importance; effective implementation of curriculum innovations; studies on implementation of Life Skills Education (LSE) curriculum and other related curriculum innovations in other subjects of the secondary school curriculum; and summary of literature reviewed.

#### **2.2 Definition, Objectives and Importance of LSE**

Life skills refer to psycho social competencies that enable individuals to develop adaptive and positive behavior in order to deal effectively with challenges and demands of everyday life (Rungu, 2008). LSE is the study of abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (KIE, 2008). LSE program is a body of knowledge with twelve life skills divided into three categories namely Skills of knowing and living with one self, Skills of knowing and living with others and Skills for effective decision making (Wachira et al, 2010)

##### **2.2.1 Skills of knowing and living with one self**

Life skills in this category are closely linked to each other and aim at enhancing self understanding, growth, coping with challenges of life and developing potential (KIE,2008).These included self awareness, self esteem, coping with emotions and coping with stress. Self awareness is the knowledge of oneself on what one can do and what one cannot do.

It involves knowing and understanding oneself in terms of abilities, feelings, emotions, habits or tendencies, position in life and society, strengths and weaknesses. Learners should be encouraged to honestly evaluate themselves against given situations in order to enhance self awareness ( Wachira et al, 2010). Self esteem is the pride, opinion and value one puts on him/herself; it is the awareness of the good in oneself. It is influenced by physical appearance, performance of various tasks, parents' religion, leaders, peers, siblings as well as individual personality type. People with high self esteem have positive self feelings and treat challenges as opportunities to excel while those with low self esteem have negative self feelings, fear challenges, easily give up in frustrations and have high suicidal tendencies. Low self esteem may lead to poor self image and inability to relate well with self and others (KIE, 2008). Emotions are strong feelings or desires in response to situations, issues and needs; sometimes unpredictable and may lead to irrational actions or decisions, if not well handled. Some of these emotions include love, fear, shyness, hate, jealousy, pain, joy, frustration, sadness, anger and guilt among others. In their daily life, young people usually find themselves provoked hence need life skills to cope with emotions effectively whenever they arise (KIE, 2008; Wachira et al, 2010). Stress is undue pressure, tension or worry due to over whelming internal and external demands and challenges of life. Young people encounter many challenges in and out of school such as academic pressure, rejection by peers, biological, physical and emotional changes taking place in their bodies, communication breakdown in their families and death of loved ones among others; and yet they are expected to cope with all these demands from teachers, parents and entire society, causing them a lot of stress (Wachira et al, 2010).

Stressed people may fail to respond appropriately to challenging issues and situations. Since stress is part of our life, the best strategy to survive is learning to cope with stress through LSE (KIE, 2008).

### **2.2.2 Skills of knowing and living with others.**

These are interpersonal relationship skills that help people establish and maintain good relationships in the society; enabling individuals to co-exist harmoniously with others in any society; they include assertiveness, empathy, effective communication, negotiation skills and non-violent conflict resolution skills ( KIE, 2008). Assertiveness is the ability to express one's desires, feelings and opinions, values and beliefs clearly and firmly without anger/threat/harm to others; and or achieving what one wants by being firm and focused but with due respect for other people's rights, feelings and dignity. Empathy is the ability to understand what the other person is experiencing and to be able to communicate this feeling in time; to put yourself in the shoes of others and feel with them from their point of view in the various situations of life (Wachira et al, 2010). Communication is the exchange of feelings, opinions, ideas, wants, needs and actions between people. Effective communication helps people to clarify ideas, correct misconceptions, share experiences, reduce stress and provide feedback for improvement (KIE, 2008; Wachira et al, 2010).

Negotiation is the ability and willingness to discuss critical issues in a calm, and open way in order to reach a consensus or agreement based on mutual understanding; this provides a way out of difficult situations. Negotiation can at times be hard and frustrating where one is being pressurized to take or do something against her /his will; therefore negotiation values and skills should be inculcated among learners as they deal with daily situations (KIE, 2008).

Conflicts are serious disagreements with others, that may result to verbal or physical confrontation; if not resolved properly. Conflicts may also be internal when an individual has two opposing feelings or views about an issue or situation; that threatens peaceful co – existence or relationships among people. Existence of conflicts within and between individuals may result to risky behavior such as drug and substance abuse, rape, incest, fights, bullying among others which may eventually lead to negative consequences on adolescents' life like contracting HIV/AIDS, unwanted pregnancies, drug addiction, broken families, drop-outs, failure in examinations, wars, ethnic clashes, riots in institutions and even suicides (Wachira et al, 2010). Learners must therefore be equipped with non-violent conflict resolution skills such as negotiation, mediation and arbitration; involving dialogue or effective communication so as to solve conflicts calmly and peacefully (KIE, 2008).

### **2.2.3 Skills of effective decision making**

These skills equip the young people at all levels and circumstances to enable them make effective decisions; they need to be learned and practiced (KIE, 2008). These skills include creative thinking, critical thinking and problem solving. Creative thinking entails coming up with new ideas or ways of doing things when faced with unfamiliar situations or problems. Creative thinking transforms an individual from a state of dependency to that of independency, help individuals generate ideas and come up with alternative ways of solving problems effectively as well as enabling individuals discover their talents (KIE, 2008, Wachira et al, 2010)).

Critical thinking is the ability to analyze and evaluate ideas or issues objectively; it involves weighing available options and making rational choices that are well thought out in order to arrive at dependable rational decisions. It entails developing an inquisitive mind instead of accepting everything at face value. Critical thinking enables individuals attain mental discipline hence able to think clearly and accurately (KIE, 2008, Wachira et al, 2010)). Problem solving is the ability to come up with workable solutions to different problem situations; it involves appreciating nature of the problem by analyzing the causes and looking for possible solutions. Problem solving requires the application of all the other life skills; it is very relevant to the youths who are faced with varied physical, emotional, intellectual, technological, economic and political problems to solve and take responsibility of their lives (KIE, 2008; Wachira et al, 2010).

#### **2.2.4 Objectives of LSE in Kenyan secondary schools**

Secondary schools' LSE curriculum equips learners with psychosocial competences enabling them to appreciate the importance of life skills in everyday life, acquire values, attitudes and develop skills that will enable them to operate effectively in the society, appreciate self as a unique human being, and develop self esteem, develop and demonstrate ability to cope with stress and emotions of everyday life, appreciate the need for peaceful co- existence and demonstrate ability to apply the acquired skills to relate and co-exist with other people amicably, develop skills that enable them make informed and appropriate decisions in life. Demonstrate ability to apply the relevant life skills in dealing with emerging issues and other challenges effectively, develop and apply life skills that enhance performance in education such as critical thinking.

Develop and apply life skills that enhance positive behavior formation and change, and appreciate their rights and responsibilities demonstrating their ability to respect other peoples' rights. LSE program therefore enable learners to gain useful information, develop desirable attitudes and practice life skills (KIE, 2008; Wachira et al, 2010).

### **2.2.5 Importance of life skills Education**

Life skills education enable an individual to develop positive attitude towards self and others by transforming knowledge, skills and values into action; this enhance the abilities for making effective decisions and relating with others amicably in the society. Teaching of Life skills is aimed at equipping learners with psycho social competencies that would help them make informed decisions, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathize with others and manage their lives in a healthy and productive manner (KIE,2008; Wachira et al, 2010). Where LSE curriculum is successfully taught; it enhances the well being of the society by promoting positive outlook and healthy behavior (KIE,2008). LSE has long term educational, social, health, cultural and economic benefits to the society. Educational benefits of LSE include strengthening teacher pupil relationships, create desirable behavior change, improve discipline in schools, reduce learner problems such as truancy, absenteeism, drug and substance abuse, and teenage pregnancies, thus helping learners to improve their academic performance (KIE, 2008).

The social benefits of LSE include improving socialization process among learners or enabling learners relate in a friendly way, enable learners choose good and reliable friends, help learners use their leisure time properly, recognize and avoid risky situations, bring about meaningful interaction among learners, teachers, and the school community thence assist in character building. The adolescents' life is full of options that demand proper rational choices to be made for healthy survival; choosing and maintaining good friends and life career from the many options available requires critical thinking skills (KIE, 2008). Health benefits of LSE include prevention and control of diseases such as STI's, HIV / AIDS; contributing to person's general well being; reduces strain on health facilities; assist people become responsible for their own and other people's health. Cultural benefits of LSE include assisting people to adopt meaningful cultural practices and avoiding those that may put self and others at risk; promote harmonious interaction between people of different cultures; and helps clarify values in the society (KIE, 2008; Wachira et al, 2010). Economic benefits of LSE includes high productivity due to a motivated, strong and energetic labor force; increased savings since money that would be used to control HIV/AIDS, rehabilitate drug abusers and repair damaged property can be invested elsewhere; saving resources like time and money since learners would have acquired life skills to manage themselves and their environment (KIE, 2008).

### **2.3 Effective implementation of Curriculum Innovations**

A general assumption held by many educators is that once curriculum is developed, it could subsequently be utilized in educational practices through implementation and will automatically benefit the learners.

The changing world in which education process takes place demands that; the education system itself and its curricula must be transformed regularly in order to remain relevant and useful to the Kenyan society (Chemwile & Simiyu 2006). Although efforts to change the education process aims at improving its effectiveness, most changes in education have not been effective enough because of a variety of factors; the major being that the stakeholders are neither fully informed nor involved in formulating and initiating change (Taba, 1962 ). Challenges facing educational innovations emanate from lack of effective planning and implementation (Chemwile & Simiyu 2006). The impetus behind curriculum reform is the drive to update the knowledge component of curriculum so that the gap between the researcher at the frontier of knowledge and the teacher in the school can be narrowed (Urevbu, 1991). Sifuna, (1980) noted that some of the most noted and recommended curriculum innovations were either dimly conceived or not properly realized in the schools using them; some were totally done away with in the course of time. Most schools twisted the curriculum innovations into conceptual frameworks or patterns of learning they understood better (Amunze, 2009); and most teachers carry out implementation mechanically without really feeling part of the process (Shiundu & Omulando, 1992); hence ineffective implementation. The process of curriculum implementation is a highly complex one and thus requires an extremely skilful assortment of participants and relevant content for effective results (Shiundu & Omulando, 1992); for effective implementation of any curriculum innovation, the teachers must feel they are part of the process.

According to Shiundu and Omulando (1992), effective curriculum implementation requires that people especially policy makers, teachers, parents, learners and other educational stakeholders be persuaded to understand or be made aware of the importance of new curriculum and accept it; teachers and education administrators be trained; necessary facilities / resources and continuous support be provided.

For effective implementation of a new curriculum to occur, awareness must be created among people / stakeholders to inculcate positive attitudes towards the curriculum innovation; and provide all forms of required material, manpower and administrative resources (Asiachi & Okech 1992). Glatthorn, (1987) noted that for effective curriculum implementation; there must be continued staff development for teachers; increased administrative pressure and support for those using the new curriculum; assessment of the extent to which teachers are actually implementing key features of the new curriculum and emerging problems solved (Glatthorn, 1987). In line with others, Gross et al (1971) also content that for successful implementation of a new curriculum to take place: clarity and awareness of the curriculum innovation must be created among all education stakeholders (teachers, curriculum supervisors, parents, learners); teachers must be well trained to attain required competences concerning the new curriculum; positive attitudes must be inculcated among all stakeholders; adequate resources must be provided; new curriculum must be compatible with the existing structures; and management support must be continuously provided to teachers. This study focused on the training of the teachers and other relevant personnel to attain competences, attitudes of teachers towards LSE curriculum, provision of adequate instructional resource materials and sufficiency of educational support for successful implementation of LSE curriculum.

### **2.3.1 Training of teachers and other related personnel to attain competences**

Effective implementation of a new curriculum is determined by the competences of the implementers (Shiundu & Omulando, 1992). Successful implementation of any curriculum innovation is vested in the competence of teachers; only competent teachers are effective and efficiency in performance.

Quality of teaching and learning depends on the competences of the teacher ( Shiundu & Omulando, 1992). Although education is considered a critical software for development, it required a cadre of competent teachers to perform this role effectively (Kafu, 2006). He further noted that teacher education programs should be reviewed so as to remain relevant and responsive to the needs of the changing world; the teacher education curriculum should address new demands of the society and those of the teaching profession ( Kafu, 2006). Indoshi (1992) supported Fullan (1982) when he said that effectiveness and efficiency in teaching and learning are determined by teacher academic and professional characteristics as well as his experience as a teacher. Gross et al (1971) also content that successful curriculum implementation depends on the quality of implementers who are charged with the responsibility of interpreting the new curriculum into practical terms. Implementation of curriculum changes required knowledge, skills, attitudes and experiences that must be learnt on the job through education (Kafu, 2006). Teacher education programs should not only prepare properly identified and selected individuals for the teaching profession by developing and instilling specific teaching competencies in the teacher trainees (Bosire, 1995) but also equip practicing teachers in the field with appropriate knowledge and skills to manage the emerging educational issues or innovations efficiently (Kafu,2006).

Kenya Education Support Sector Program (KESSP) reported that pre-service alone cannot prepare teachers for the challenges required for lifelong teaching and learning in this rapidly changing society (RoK, 2005). Teachers acquired professional competences through in-service education; and that without training teachers, there was a likelihood of having a mismatch between official curriculum and the classroom curriculum (Bishop, 1985).

Urevbu (1991) clarified that no new curriculum can achieve the desired results unless among other factors teachers are properly initiated into it. A series of orientation courses should be mounted for teachers in which new instructional materials be used as basis, integral and inseparable part of the whole curriculum development and implementation exercise so as to achieve beneficial changes in our schools (Urevbu, 1991). He further noted that teachers need be led, through training to understand and be able to communicate with other less trained teachers, learners and parents on any new curriculum (Urevbu, 1991).

Training should be accomplished through intensive workshops and a series of in-service courses in order to develop the necessary content background of the theory underlying the new program (Olembo, Wanga, & Karagu, 1992). Shiundu and Omulando (1992) noted that teachers need appropriate and relevant training to be able to handle a new program and that in-service education acquaints the practicing teacher with the latest curriculum innovations, enabling teachers to cope with new demands in their areas of specialization as well as new approaches and methodology intended to enhance teaching and learning. They further noted that in-service is crucial because of the explosion in knowledge and the need to have teachers keep abreast of new developments in knowledge (Shiundu & Omulando, 1992).

In-service training is a pre-requisite for effective curriculum implementation; teachers need training in order to understand curriculum objectives and implement them successfully (Taba, 1962).

In-service is vital since it assists teachers to remedy deficiencies discovered in their professional skills, develop potential competences in some specialized skills and cope with new demands in the various subject areas; and that staff development through training must be continuous as noted by (Glatthorn, 1987; Oluoch, 2006).

In-service for practicing teachers at all levels of education to be made a priority in this country; since implementation of curriculum innovations is not possible without in-service training (Tum, 1996). In-service training is a renewal and staff development activity that prepares teachers for effective teaching. Daresh and Playko, (1995) content that the most critical factor associated with effective curriculum implementation is the training of teachers and other staff; it makes no sense to invest time and money in new programs if teachers are not prepared to deal with the changes. An effective and on-going support system and staff development programs must be a major part or effort to implement new curricular in schools in addition to effective communication, provision of resources and awareness to those who will be affected by the implementation process and the users of the new curriculum (Daresh and Playko, 1995). Besides teachers, all others charged with curriculum implementation and support like education administrators should be trained in order to provide sufficient, appropriate support and supervision (Asiachi and Okech, 1986). They noted that education administrators need special training programs to enable them understand the process involved in the new curriculum (Asiachi & Okech, 1986).

Frequently teachers have been charged with mediocrity in applying pedagogy and incompetence in classroom performance (Sifuna, 2008) which has greatly impacted negatively on students' performance. Inability to effectively deliver in the classroom and use of inappropriate methodology is caused by incompetency among teachers as revealed by study conducted recently by NGO, African Population Health Research Centre (APHRC) (Otieno, 2010) through which teachers were discovered to be incompetent; for they failed to explain to their pupils why they got some Mathematics questions right or wrong and also subjected their pupils to rote memorization and recitation methods during classroom instruction.

Eshiwani (1983) through study found out that certification, training and experience of teachers highly improved their competences enhancing students' performance. He further noted that the New Mathematics innovation in Kenya failed because (among other reasons) there was no significant training of teachers who were supposed to teach it (Eshiwani, 1983). Other studies revealed that newly appointed heads of departments (HOD's) who usually assume their roles in the office without having undergone formal training to prepare them for their roles; end up incompetent (Ogembo & Sang, 2007). Scholars have agreed that training is a pre requisite for effective performance of roles and responsibilities in work. On Life Skills Education competencies; the Ministry of Education circular No. 324 signed by professor Ongeri authorized the introduction of life skills in Kenyan schools. According to UNESCO (2006) the main objectives for Life Skills Education were to help learners develop constructive non-violent behaviors such as cooperation, peaceful approaches to problem resolutions, respect for human rights and responsibilities and active democratic citizenship; and ensuring that learners develop skills and values to consciously avoid negative behaviors such as violence, intolerance and discrimination

(UNESCO, 2006)..In its inception in 2008, many programs provided only resource materials and asked the teachers to formulate the curriculum structure themselves (UNESCO, 2006).

Most teachers in these emergence situations had neither the training nor the freedom to formulate the curriculum structure. Without special training teachers could not easily undertake this new and unfamiliar activity. It was not realistic to expect teachers to deal with sensitive subjects such as LSE curriculum without appropriate training; most lacked expertise. In order to develop positive and constructive behaviors; life skills, concepts and values of peace, human rights and citizenship had to be taught using experiential methods (UNESCO, 2006).

The life skills should incorporate inclusion, active listening and two way communication, co-operation, analysis, problem solving, negotiation, mediation advocacy as well as emotional self awareness, empathy and trust which current teachers may not possess (Wachira et al, 2010).

This study sought to establish if teachers and other related personnel had sufficient training to acquire desired competences for successful implementation of LSE curriculum in Kenyan secondary schools.

### **2.3.2 Attitudes of Teachers and Learners**

All the parties concerned must be made to develop positive attitudes towards the new curriculum since negative attitudes hinder implementation. Hawes (1979) noted that the curriculum implementation process involve two main processes of changing attitudes of policy makers, administrators, teachers, teacher trainers, supervisors, parents and learners; as well as providing learning materials.

Gross et al (1971) content that, when teachers have positive attitudes towards a new curriculum; they will be willing to spent time and efforts in the implementation process. Shiundu and Omulando (1992) noted that when teachers have an understanding of the change or new curriculum; they accept and internalize the philosophy behind the new ideas, develop a liking for the change and will therefore be committed into its success.

Positive attitudes are formed among teachers through awareness and in-service education; teachers will then form positive attitudes towards the new curriculum among students by acting as role models (Munguti, 1984). Students may have trouble acquiring the skills which the new curriculum requires; teachers should be enabled through education so as to provide the students with specific training in the new behavior required by the new curriculum (Glatthorn, 1987).

In his study on factors affecting teaching of Mathematics in Machakos district, (Munguti, 1984) revealed that; teachers' attitudes affected the learning of Mathematics since teachers acted as role model in the classroom and students mostly imitate the attitudes of teachers. Parents and the general public may be confused about the new program and feel uncertain about the new approaches. Principals and teachers should work closely with the parents' organization in developing programs that will answer parents' questions and deal with their doubts; hence form positive attitudes among them (Glatthorn, 1987). This study sought to assess attitudes of teachers towards the LSE curriculum in Kenyan secondary schools.

### **2.3.3 Availability of Resource materials and facilities**

Resource materials and facilities are necessary for the implementation of an innovation.

Bishop (1985) stresses the importance of resource materials in the implementation of innovations when he says that resources are ‘tools for the job’; there must be ready and continuous supply of textbooks, teachers’ guides and other equipment (Bishop, 1985). Okech and Asiachi (1992) contend that it is the kind of resources available that have great implications on what goes on in schools today. Eshiwani (1993) observes that the expenditure on instructional materials per pupil may boost school achievement.

Shiundu and Omulando (1992) noted that a new program required relevant and adequate facilities; physical facilities must be prepared and materials purchased even before implementation to ensure successful activation of the program. They warn that a situation should be avoided where there are no funds available when the new curriculum was ready for implementation (Shiundu & Omulando, 1992). Gross et al (1971) noted that resource materials need not only be available but be in the right quantities; since lack of resource materials and facilities frustrates teachers and diminishes their motivation.

Gross et al (1971) reported that the implementation of the Catalytic role model in Cambire school was hindered by lack of resource materials and facilities; ‘the school principal had no direct authority to spend funds on instructional materials and the office did not allow the purchase of materials’, some of the materials that teachers needed did not exist and teachers lacked the knowledge to develop materials on their own’. It was due to lack of necessary teaching and learning facilities that Sifuna (1975) criticized the New Primary Approach (NPA) when he noted that most primary schools were not ready; most buildings were not complete, some had no furniture at all, special movable seats and tables required for group work, and suitable textbooks were in short supply.

In case of lack of resource materials and facilities; Shiundu and Omulando (1992) argued that teachers should be innovative enough to improvise and provide alternatives using locally available materials. This study sought to evaluate adequacy of LSE instructional resource materials for successful implementation of the LSE curriculum.

#### **2.3.4 Educational Support**

Educational support include assistance offered by the heads of department (HOD), head teacher, parents teachers' association (PTA), board of governors (BOG) and education office (DEO/DQASO) to the classroom teacher during implementation of the new curriculum. Teachers and others do not take the curriculum change seriously unless central administration demonstrates through actions that they should (Fullan, 1982). Administrative support involved organization of in-service courses and seminars for teachers to keep them up dated with new knowledge and teaching methods (Eshiwani, 1983). Effective supervision is not always "knowing all the answers" but developing a way of thinking through problems and asking the right questions (Daresh & Playko, 1995) that lead to workable solutions.

The role of education administrator generally is direction, control through supervision and management; direction is school leadership centered on curriculum development, supervision and teacher training (Eshiwani,1993). He further noted that the role of QASO was to organize in-service courses and seminars for teachers to keep them updated with new knowledge and teaching methods (Eshiwani, 1993). Olembo (1992) noted that school administration should take responsibility for selection and procurement of instructional materials; from which teachers select appropriate materials that motivate them towards achieving set goals.

Shiundu and Omulando (1992) contents that for curriculum implementation to be successful, continuous support should be provided through development of training programs for key personnel in the implementation process; establishment of local centers to link the central office to the schools & the community, provide venue for seminars and workshops and also help to disseminate new ideas to all members of the community; development of proposals for case studies that yield useful information for improvement of the new curriculum; provide staff with instructional resources; and provide continuous information on the implementation progress through various correspondences like newsletters and annual reports from schools and the central office (Shiundu & Omulando, 1992). In addition, teachers need guidance, sympathy and encouragement. Olembo et al (1992) pointed out that supervision should involve working closely with teachers to establish their problems and needs of students, build strong morale, secure effective team work amongst teachers and provide assistance through continuous training (Olembo et al, 1992). The Kenya Education Sector Support Report (2005) in delivery of quality education and training led to the formation of the Directorate of Quality Assessment and Standards Office (QASO) to provide quality standards in the education sector by monitoring curriculum implementation in schools for effectiveness.

The role of QASO being to provide effective monitoring of curriculum delivery in schools as well as advisory services to schools on how best to improve their teaching; hence ensure effectiveness (RoK, 2005). Recent study on “Why learners perform dismally in Mathematics” in primary schools revealed incompetence among teachers and also raised the concern on the effectiveness of Ministry’s monitoring and supervision of school level curriculum implementation (Nation correspondent, 2010).

Gross et al (1971) noted that teachers' lack of management support hampered the implementation of the catalytic role model. The study sought to ascertain the sufficiency of educational support to the teachers during the implementation of LSE curriculum in Kenyan secondary schools.

#### **2.4 Related studies**

In Zimbabwe; MoE and culture took a bold step and began to offer school based HIV/AIDS and LSE programs for schools in 1992; LSE program aimed at developing pupils' life skills such as problem solving, making informed decisions and avoiding risky behavior (Gachuhi, 1999). Participatory methods and experiential learning process were to be used to teach life skills. An evaluation conducted in 1995 revealed that only one third of the teachers had received any in-service training and most were unfamiliar with experiential learning and participatory methods (UNICEF,1995). Many teachers felt embarrassed to handle sensitive topics related to sex and AIDS. The study (UNICEF, 1995) indicated that there was need for longer initial training and more days for refresher courses for teachers, and the need for a well trained and supported teacher.

In Malawi and Namibia, Gachuhi (1999) observed that the LSE syllabus attempted to equip learners with skills such as decision making, problem solving, effective communication, assertiveness and conflict resolutions among others; but there was lack of appropriate teaching learning methodologies for effective learning of skills related to safe behavior (Gachuhi, 1999). Chendi (1999) noted that although LSE program in Zimbabwe and Lesotho was intended to equip youths with life skills to enable them deal effectively with demands and challenges of everyday life.

It was observed that the curricula content was heavily biased towards knowledge with very little content or time during lessons on the requisite skills or abilities for behavior development and change. Head teachers had not been in – serviced on life skills and many teachers stated that they lacked confidence to handle such sensitive topics and yet the coverage was unknown and the methods used inefficient (Chendi,1999).

On Malawi's LSE, (1999) study revealed urgent need to train teachers, develop additional materials for use in all classes and more important stressed the need to develop participatory learning practices in schools (Chendi,1999). The government of Uganda (GoU) and UNICEF (1995-2000) launched a country program on BECCAD; which stressed the promotion empowerment of children and adolescents with life skills. A baseline study on the level of life skills on Uganda's primary school children revealed that schools predominantly emphasized promotion of academic work; than on livelihood skills, discipline, spiritual education, games and sports (UNICEF, 2000). Report further indicated that staff meetings discussed issues of improving academic standards, discipline, staff welfare and practically nothing on improving the life skills of students.

There was scanty mention of LSE curriculum in the head teacher's report and teachers' report on LSE curriculum was not mentioned at all (UNICEF, 2000). A total of 164 nations worldwide committed to Education for All (EFA) had included Life skills as a basic learning need for all young people. Around the world, Life Skills Based Education (LSBE) was being adopted as a means of empowering young people in challenging situations (UNICEF, 2000).

The need to focus on Life skills as a critical response to challenges facing young people is highlighted in a number of international recommendations such as the Convention on the Rights of the Child, International conference on population and development, and Education for All (UNESCO,2000). A major example of the highlight is the UNGASS Declaration which stated 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 among youth; specifically HIV/AIDS education and services necessary to develop life skills required to reduce their vulnerability to HIV infection - in full partnership with young persons, parents, educators and health care providers” (WHO-UNESCO, 2000).

In One year trial study using WHO – UNESCO (2000) in schools; Life skills Manual in Masaka district in Uganda and curriculum materials were developed, and some teachers were trained; study revealed that primary school curricula was already crowded, and finding adequate time and right place to insert LSE curriculum was difficult (UNESCO, 2000). A few teachers were experienced with the more participatory and open ended teaching style required for imparting life skills but many teachers felt uncomfortable about discussing the technical aspects of HIV transmission and prevention (UNESCO, 2000).

Report further revealed that teachers who were confronting personal dilemmas arising from AIDS crisis, violence and abuse harbored unresolved or even negative feelings about the LSE curriculum (UNESCO, 2000). World Health Organization (WHO, 2000) noted that LSE program in Indonesia was faced with challenges such as teachers’ lack of knowledge on health issues and difficulties in implementing the participatory methodology.

Teachers lacked expertise; had problems introducing innovations into the regular school curriculum. Life Skills Promoters (LISP, 2007) conducted a baseline survey on knowledge, attitudes and behavior among youths regarding HIV / AIDS and STI's, drugs and substance abuse; in order to develop an effective HIV / AIDS and STI's prevention project using Life skills intervention. One of the findings was that, even with significant increase in knowledge; levels of personal concern about HIV / AIDS among this high risk group had stayed relatively moderate and that there still existed a gap between knowledge and behavior change among learners (LISP, 2007).

There was therefore need for further efforts in recognition of personal risk coupled with means to address that risk; which may increase safer positive behavior. This was to be done through equipping youths with life skills through LSE program (KIE, 2008). The LISP report further pointed out that, for LSE curriculum to be effective; all teachers needed basic training on Life Skills (LISP, 2007). In USAID study (2003), report revealed that life skills program in Malawi was tailored for primary school learners aged 8-12 years; and learners had been informed on how to avoid substance abuse through participatory drama. However, 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 where need be (USAID, 2003).

Ngugi (2006), in her study on “ Teachers’ perception of the relationship between LSE, sexual reproductive health and HIV prevention among secondary students”; involving about 140 respondents. Findings revealed that; although teachers were experiencing difficulties in mainstreaming LSE in teaching programs, LSE played a significant role in promoting young people’s sexual reproductive

health (Ngugi, 2006). On the teaching of life skills in Malawi, Ngugi (2006) noted that young people could deal with aspects of their sexuality more effectively if they were given sufficient and correct information, properly guided and counseled on sex and sexuality thereby being able to make informed decisions and rational choices (Ngugi, 2006). Alison, R (2006) reporting on My Future My Choice (MFMC) noted that educating youth about HIV/AIDS and teaching them skills in critical thinking, decision making, conflict resolution, effective communication, negotiation, coping with emotions and stress could improve their self confidence and ability to make informed decisions.

Report further observed that involvement of the young people in the implementation and monitoring of activities had been key to the success of the program (Alison, 2006). According to UNICEF study (2006) - on “Unleashing the power for change”, Lesotho started developing its stand-alone LSE curriculum in August 2005 under the guidance of a Technical core group representing a broad range of stake holders to strengthen ownership and take different perspectives into account. Study observed that curriculum was developed for primary grades 4-7 and secondary grades 1-3. Pilot study was conducted during 2006 with full launch expected in early 2007 (UNICEF, 2006).

Reported that Lesotho supported the formation of a girls and boys education movement through which life skills and information on HIV/AIDS were provided to large numbers of children (UNICEF, 2006). The study reported that a ‘road show’ was developed in 2005 to pass information to children who live in remote and isolated areas and boys who leave school early to begin herding activities.

UNICEF, (2006) report revealed that in Malawi, LSE was mainstreamed into school curriculum as a stand-alone subject for pupils in grades 1-4 children and those out of school; believed to be reaching more than 200 000 primary age children and 350 000 adolescents. Clubs operated in almost all the country's primary schools and majority of secondary schools. The study (UNICEF,2006) reported that Life skills curriculum had been fully integrated into the national primary curriculum, and that all teachers in 5,168 primary schools were trained and follow up training planned.

With revision and implementation of reviewed curriculum in 2002, issues of HIV/AIDS and Life skills Education were infused and integrated into the Kenyan school curriculum. Teachers were in-serviced on how to mainstream LSE into the school curriculum; and LSE was introduced into the Kenyan schools' curriculum in 2003 (KIE, 2002). According to study by Mondo, (2006) on "The integration of Life Skills in the Kenyan primary school curriculum"; the old and the revised curriculum had vast elements of life skills, and the community had the responsibility to impart the life skills to the youths. Report further noted that; as the youths grow, they needed be provided with timely, accurate and age appropriate information (Mondo, 2006). KIE monitoring project on LSE, (2006) conducted study using 218 primary school and 98 secondary school learners, 105 primary school and 50 secondary school teachers.

Training was done for 8 secondary school teachers, 13 primary school teachers, 8 secondary head teachers, 14 primary head teachers and 6 field officers. The study revealed that when using infusion and integration approach; teachers at times found it difficult to create linkage between subject content and life skills, and if not well planned they tended to deviate from subject content (KIE, 2006).

Report further revealed that teachers emphasized the academic knowledge at the expense of psycho social issues, that curriculum support materials were essential requirements in effective implementation of LSE curriculum and that a well trained teacher in life skills was in a better position to teach the LSE curriculum easily and efficiently (KIE, 2006). Rungu (2008), while investigating on factors influencing implementation of LSE curriculum in primary schools in Lang'ata division, Nairobi district, Kenya indicated that among other factors, most teachers were handicapped; teachers lacked knowledge and resource material for implementing LSE curriculum, some were overloaded with their normal subject load and others were too busy with examination oriented learning (Rungu, 2008).

Okwemba (June 21, 2008) in his article entitled 'Students drowning in alcohol' indicated that school children as young as eleven years were falling prey to drug abuse. He noted that the number of young people abusing alcohol and drugs had pushed experts and policy makers to re-think the current strategies used to tackle the problem.

Majority of young people do not know the consequences of abusing drugs hence comprehensive information on their dangers and coping mechanisms need be disseminated to them through incorporation of life skills into the school curriculum (Okwemba, 2008).

An evaluation study by Chamba, (2009) on 'implementation of LSE program in public secondary schools in Malawi' revealed that LSE was being adequately implemented except for a few areas which needed improvement. These areas included inadequate teaching-learning resources, insufficient in-service training for teachers and LSE curriculum being non-examinable.

This study sought to address these pending issues so as to make the implementation of LSE curriculum attain the desired status (Chamba, 2009). After introduction of LSE in primary schools through revised curriculum in 2003, KIE evaluation study aimed at establishing the extent to which the revised curriculum was being implemented revealed that most of the revised primary school curriculum objectives had not been achieved due to inadequate syllabus coverage, negative practices in the community, emphasis on theory work, lack of role models, inadequate capacity development for curriculum implementers and supervisors and examination syndrome among other reasons; and the most serious revelation was that those in charge of curriculum supervision, implementation and management lacked adequate skills for their specific tasks; indicating serious gaps in its effectiveness (Nation correspondent, 2010).

In a newspaper article (2010) Kiiru noted that, 'Let's teach our kids basic survival skills such as cleaning, cooking, managing time, money and relationships; and they will be better able to cope with life when they leave the nest.' She noted that kids equipped with basic life skills were more likely to settle down quickly into the college routine without additional stress of learning how to cook, clean up, manage time and money as well as developed and managed healthy relationship (Nation correspondent, 2010).

During a conference in Mombasa (2011), the head teachers' of secondary schools made a loud call to "retain the 8-4-4 education system but introduce non-examinable subjects from standard six to allow pupils develop talents, relevant life skills and competencies" to survive the job market should they not proceed to secondary schools (Siringi, 28<sup>th</sup> June, 2011).

This was a clear indicator that the major education managers had realized the need to provide the youth with relevant life skills in addition to academic knowledge in order to reduce the a gap between knowledge and positive behavior among learners.

Other studies by Wayua, (2012) on ‘Challenges facing the implementation of LSE in secondary schools in Trans-Nzoia West district’ revealed that most teachers were not adequately trained, some teachers had negative attitudes towards LSE curriculum, students had positive attitudes, instructional resources were inadequately availed and appropriate teaching strategies were not being adequately used. This implied that the desired implementation status of LSE curriculum had not been attained, hence the need to conduct this study.

## **2.5 Summary of Literature Review**

Throughout the Eastern and Southern Africa Region (ESAR), there had been a growing awareness that LSE for children and adolescents had for a long time been largely neglected in education programs. The formal education system prioritized the imparting of academic knowledge at the expense of life skills. However, it had become increasingly clear that prioritization of academic knowledge without acquisition of psycho-social skills was an inadequate way of preparing young people for the complex challenges that existed in our world today. There was therefore need for the young people to be enabled through LSE curriculum to develop positive values, attitudes, skills and health behavior in order to effectively deal with the psycho social challenges of everyday life. LSE curriculum was therefore introduced in secondary schools as a stand- alone subject in 2008.

Literature review indicated that training to acquaint teachers and other related personnel with required competences; positive attitudes among teachers and students; provision of adequate instructional resource materials and sufficient education support were key variables for successful implementation of any educational innovation; LSE curriculum. Related studies by Chamba, 2009 and Wayua, 2012 further indicated that the implementation of LSE curriculum had not yet attained the desired status, thence not yet producing the desired results of positive behavior and improved academic performance among learners. This study sought to establish if teachers and education managers had been sufficiently trained to attain competences for successfully implementing LSE curriculum; if positive attitudes towards LSE curriculum had been inculcated among teachers,; if adequate instructional resource materials had been provided and if sufficient educational support was provided to teachers to facilitate successful implementation of LSE curriculum in Kenyan secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes what was done and how it was done. The study adopted a mixed paradigm; using descriptive survey design. The study focused on the procedures and methods that were employed to obtain data by describing the study area, research design, target population, sampling techniques and sample size, data collection procedures, data collecting instruments, validity and reliability of data collecting instruments, data collection, analysis and interpretation

#### **3.2 Study Area**

The study was conducted in the larger Lugari district (currently Lugari and Likuyani districts), Kakamega county, Kenya (DQASO office, 2010). The district had 35 public secondary schools: 2 boys' schools, 6 girls' schools and 27 co-educational schools; 3 private (co-educational) secondary schools and had no national school: a total of 38 secondary schools. The study was carried out in the region because the researcher was familiar with the area since she had been working in this region for many years. The general academic performance in KCSE in Lugari district had been consistently below average in the past six years; the mean score for 2010 was (Likuyani district, 5.484 and Lugari district, 5.455), 2009 was 5.2119, 2008 was 5.0928, 2007 was 4.669, 2006 was 4.565, and 2005 was 4.582 (DQASO's Office). Most of the secondary schools in the district are co-educational, (30/38) as indicated in the table 3.1)

**Table 3.1 Categories of secondary schools**

<b>Category of school</b>	<b>Number of schools</b>
<b>Boys' boarding</b>	2
<b>Girls' boarding</b>	6
<b>Mixed, Boarding/Day</b>	4
<b>Mixed, Day</b>	26
<b>Total</b>	38

These secondary schools enroll their students from the varied ethnic backgrounds in this cosmopolitan district. Many of these students tend to fall victims of poor social relationships, negative peer influence and negative sexual behavior as they grow, develop and learn together within these co-educational schools. Inability to effectively cope with these psycho- social challenges cause negative social relationships in and out of school and distracts their learning; creating unfocused academic progress hence high drop outs and or poor academic performance as depicted by the 'below average' district mean scores in KCSE (KNEC report, 2010).

### **3.3 Research Design**

The study adopted a mixed paradigm using descriptive survey strategy. Descriptive survey is a means by which views, opinions, attitudes and suggestions for improvement of educational practices and instruction can be collected (Kothari, 2003).

The rationale behind this was that survey would reveal areas of interest where more in-depth data collection was needed; survey was best in explaining and exploring two or more variables at a given time and was efficient in collecting large amounts of information within a short time (Oso & Onen, 2008). The method described the state of affairs as it existed and the researcher had no control of any variable but only reported what was happening; this method was useful in establishing and describing existing phenomena and effects that are evident concerning the problem at hand (Kothari, 2003). The strategy also enabled the researcher to get qualitative information from sample to facilitate decision making as well as generalize findings to the rest of schools in the country (Oso & Onen, 2008). The strategy was chosen because the objective of the study was to obtain qualitative and quantifiable data from respondents in their natural settings in selected schools and generalize findings.

### **3.4 Study Population**

The total population was all the 398 teachers in the 38 secondary schools in (larger) Lugari District (DQASO, 2010)

### **3.5 Sampling Design and Sample Size**

This study obtained sample size of 199 respondents using Slovin's formula.

$$\text{Slovin's formula; } n = \frac{N}{1 + Ne^2}$$

where n=sample size, N=Total population and e = estimate error, 0.05

$$n = \frac{398}{1 + 398(0.05)^2} = 199$$

Stratified sampling technique was used to group total study population into separate homogenous sub-sets that shared similar characteristics (Oso & Onen, 2008).

Stratified sampling was used in this study to place the 38 secondary schools into different homogenous strata; single sex boarding, mixed day/boarding and mixed day schools and that each group was represented in the sample in a proportion equivalent to its size (Oso & Onen, 2008). Nineteen (19) secondary schools were categorically selected from the 38 secondary schools; one public boys' school, three public girls' schools, two mixed Day/Boarding schools, thirteen mixed Day schools (1+3+2+13=19) which constituted 50% of the total population.

**Table 3.2 Sampled schools**

<b>Category of school</b>	<b>Number of Schools</b>	<b>Number selected</b>	<b>Percentage selected</b>
<b>Boys' boarding</b>	2	1	50
<b>Girls' boarding</b>	6	3	50
<b>Mixed, Boarding/Day</b>	4	2	50
<b>Mixed, Day</b>	26	13	50
<b>Total</b>	38	19	50

Purposive sampling technique was used to select the 198 teachers from the accessible population in the 19 sampled schools; this technique was useful where the researcher consciously decided who to include in the sample in order to collect focused information from selected useful respondents only saving time and money (Oso & Onen, 2008).

In this study, the technique was used to select from each of the 19 sampled schools; 1 head teacher and 1 head of department Guidance and Counseling purposively to get 38 respondents and 160 other teachers who actually teach LSE curriculum were randomly selected depending on the teacher population in each school. The other respondent was 1 curriculum supervisor (DQASO) from the DEO's office. A total of 199, (19+19+160+1=199) respondents were selected to participate in the study, with a return rate of 95% (189/199).

**Table3. 3 Actual Sample population**

	Male	Female	Actual Total	Sample Pop	Percentage
Teachers of LSE	89	67	156	160	97.5
HODS G & C	5	11	16	19	84.5
Head Teachers	11	5	16	19	84.5
Total	105	83	188	198	95.0

Table 3.3 above indicated that three head teachers, three HoD's G&C and four teachers of LSE curriculum did not respond to the research instruments appropriately. The three head teachers were not interviewed due to their very busy schedule, one HoD G&C and one teacher of LSE curriculum partially filled questionnaires. The remaining two HoD's G&C and three teachers of LSE curriculum did not return their questionnaires creating a return deficit of ten respondents which represented 5% (10/199) reduction on return rate.

### **3.6 Data Collecting Instruments**

The researcher used semi-structured instruments, so as to balance between the quantity and quality of data collected and provide more information.

This delicate balance between quality and quantity of information was useful for a fuller explanation of the phenomena under investigation (Oso & Onen, 2008). The researcher used questionnaires, interview schedules and document analysis to collect data. A set of questionnaires were administered to 19 heads of departments Guidance and Counseling, and another set to 160 teachers of LSE curriculum. Interviews were instituted on 16 head teachers and DQASO. Document analysis was used to note the available instructional resources for teaching LSE curriculum and provided evidence of LSE curriculum awareness and implementation in the schools from the timetable.

#### **3.6.1 Questionnaires**

Questionnaires were used because the study was concerned with variables that could not be directly observed such as views, opinions, perceptions and feelings of the respondents; such information was best collected through questionnaires. Secondly, the target population was largely literate and was unlikely to have difficulties responding to questionnaire items (Oso & Onen, 2008). Two sets of questionnaires were used; one for the 19 heads of department Guidance and Counseling and another set for the 160 teachers of LSE curriculum.

#### **3.6.2 Interview**

Interviews enabled researcher to collect information that could not be directly observed or was difficult to put down in writing and captures meanings beyond words (Oso & Onen, 2008).

In this study, the researcher interviewed 16 head teachers (three were very busy); and DQASO.

### **3.6.3 Document Analysis**

Document analysis enabled the researcher to obtain unobtrusive information at her pleasure without interrupting the researched (Oso & Onen, 2008). In this study, records examined included time table that showed if LSE curriculum had been allocated time and teachers assigned to teach the subject and the general workload of the teacher; and LSE teachers' handbook plus any other instructional material related to LSE curriculum like textbooks.

### **3.7 Validity and Reliability of Data Collection Instruments**

To control quality, the instruments were piloted in three secondary schools in the neighboring County so as not to interfere with respondents in the study area. Piloting helped test the feasibility of research instruments and perfected questionnaire concepts and wording (Kombo & Tromp, 2006). The pilot results were used to modify and improve on the data collecting instruments prior to the actual data collection.

Validity is the extent to which research instruments measure what they are intended to measure (Oso & Onen, 2008). Validity was ensured through triangulation method using multiple data collection methods including questionnaires, interview schedules and document analysis. Reliability was tested by piloting and computing the Cronbach's Alpha value. The instruments were administered in a pilot study conducted in secondary schools in the neighboring district to avoid the idea of participants influencing each other and interfering with research findings. The results were used to calculate the Cronbach's Alpha which was 0.6664 as shown in table 3.4.

**Table 3.4 Reliability Coefficients**

		N
Alpha = .6105	Standardized item alpha = .6664	5

The Cronbach's Alpha of 0.6664 (above 0.5); was high enough to confirm the reliability of the research instruments.

### **3.8 Data Collection Procedures**

An introduction letter from Moi university was used to obtain research permit from the Ministry of Education headquarters. The researcher reported to Lugari District Education office and sought clearance to carry out research in the district; a clearance letter was issued. Reconnaissance visits to each sampled school were made, to obtain permission from each head teacher to conduct the proposed research in the schools at an agreed upon date and or time; on these visits questionnaires were given and left behind with the relevant respondents to allow them time to fill before collection. Each sampled school was then visited and data collected from the principal through interview; document analysis check list filled and completed questionnaires collected. DQASO was interviewed at the end of the exercise and data compiled for analysis, interpretation and discussion.

### **3.9 Ethical Considerations**

The researcher informed all respondents the purpose of the study and further assured them that all information collected would be treated with utmost anonymity and confidentiality since no names were reflected on questionnaires.

The researcher was highly responsible and sensitive to human dignity by talking to respondents politely, assuring them of confidentiality of information collected whenever they expressed uncertainty and explaining to those teachers who had little or no information about LSE curriculum (in details) what the LSE curriculum entailed; this created a friendly environment enhancing the researcher to collect information from willing respondents.

### **3.10 Data analysis procedures**

Data analyzed was derived from questionnaires, interview schedules and documents analyzed. Data collected from questionnaires was analyzed using descriptive and Pearson correlation statistics with the help of SPSS program, and presented in form of means, frequencies and percentages and correlations. The findings were presented, analyzed and interpreted sequentially following research questions with meanings and inferences drawn from the findings as compared with concepts in the literature review; establishing whether key variables identified in the literature review were present in the implementation of LSE curriculum in secondary schools. Data collected by interview schedules and document analysis was analyzed and explained accordingly in line with research questions.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION**

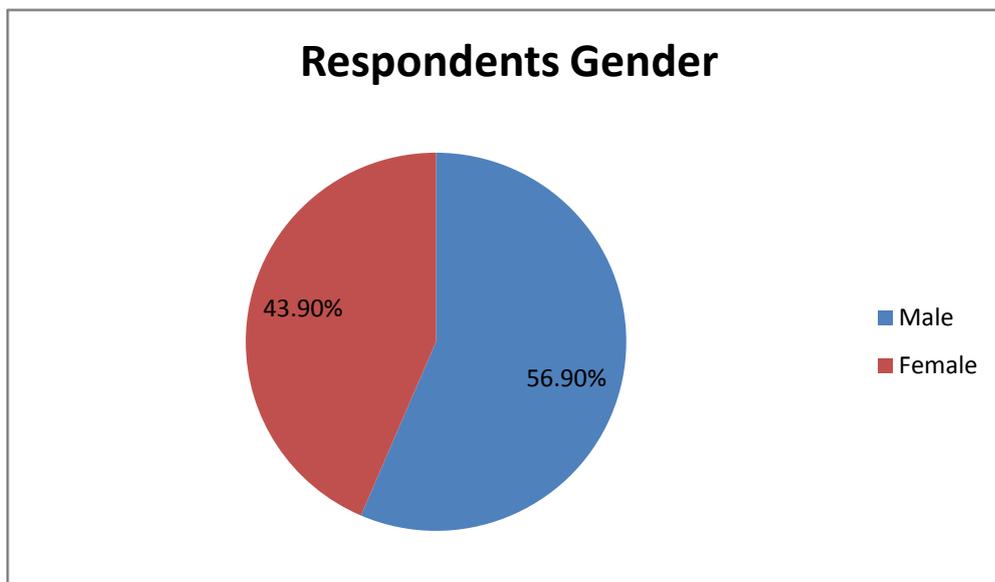
#### **4.1 Introduction**

The purpose of this study was to establish whether LSE curriculum was being implemented successfully in secondary schools by establishing if teachers and education managers had sufficient training to attain competences for successful LSE curriculum implementation; assessed attitudes of teachers towards LSE curriculum; evaluated adequacy of instructional resources available; and ascertained the sufficiency of educational support required for successful implementation of LSE curriculum. This chapter presents the computed qualitative and quantitative results from the data gathered by questionnaires, interview schedules and documents analyzed from the sampled teachers of LSE curriculum, HoD's Guidance and Counseling, head teachers and DQASO concerning LSE curriculum implementation in secondary schools. The findings were grouped under the following themes in attempts to answer the research questions: background information of respondents, sufficiency of teacher training, attitudes of teachers towards LSE curriculum, adequacy of LSE instructional resources and sufficiency of educational support and presented in form of frequency, means, percentages tables, bar graphs and pie-charts. A summary of findings regarding LSE curriculum implementation was also presented.

#### **4.2 Background Information.**

The respondents were well blended in terms of gender; 57.1 % of teachers of LSE curriculum were male and 42.9 % females. Sixty eight point eight percent (68.8%) of the HoD's were females while 31.2% were males.

Sixty eight point eight percent (68.8 % ) of the head teachers were males while 31.2% were females and the DQASO was a male; a total of 56.1% males and 43.9 % females.



***Figure 4.1 Total respondents gender status***

There was a slight gender imbalance between male and female teachers in most schools, but notably more male teachers of LSE curriculum (57.7%), more male head teachers (68.8%) and more female HoD's G & C (68.8%). However the presence of both male and female teachers in schools was an advantage to both boy and girl students' since they could easily get assisted by either of the manage gender related life challenges among them.

Majority of the teachers of LSE curriculum, 77.6% were aged 30 years and above whereas seventy five percent (75%) of the HoD's were aged 40 years and above; as indicated in Figure 4.2 and Table 4.1 respectively. This implied that most teachers in secondary schools were mature enough and able to implement LSE curriculum.



**Figure 4.2** Age brackets for teachers of LSE curriculum

**Table 4.1** Age brackets for HoD's G & C

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 30	2	12.5	12.5	12.5
31-35	1	6.3	6.3	18.8
36-40	1	6.3	6.3	25.0
above 40	12	75.0	75.0	100.0
Total	16	100.0	100.0	

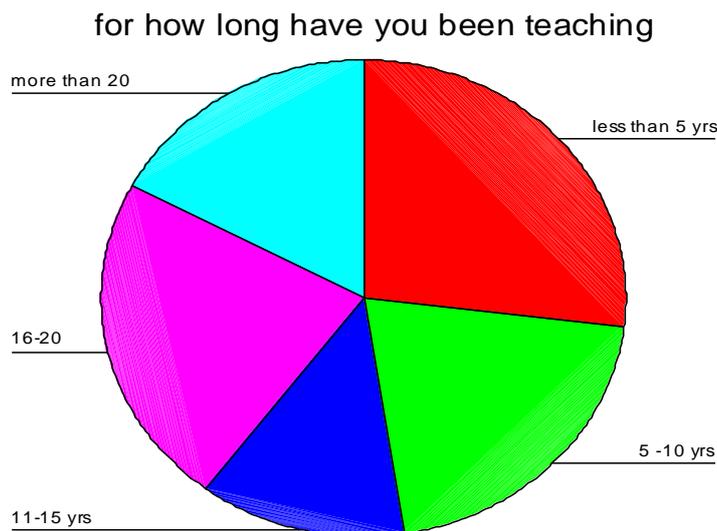
**Table 4.2** Marital status of teachers of LSE curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Married	122	78.2	78.2	78.2
Single	31	19.9	19.9	98.1
Widowed	3	1.9	1.9	100.0
Total	156	100.0	100.0	

**Table 4.3 Marital status of HoD's G & C**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Married	13	81.3	81.3	81.3
Single	2	12.5	12.5	93.8
Widowed	1	6.3	6.3	100.0
Total	16	100.0	100.0	

Most of the respondents were married; seventy eight point two (78.2%) of the teachers of LSE curriculum and eighty one point three (81.3%) percent of the HoD;s G & C as indicated in Tables 4.2 and 4.3 respectively. This implied that most respondents were emotionally stable to handle even very sensitive issues like distractive relationships among students by simply conducting parental guidance through implementation of LSE curriculum.

**Figure 4.3 Teaching experience of teachers of LSE curriculum**

**Table 4.4 Professional qualification of teachers of LSE curriculum**

Highest level	Frequency	Percent	Valid Percent	Cumulative Percent
Valid diploma	38	24.4	24.4	24.4
degree	95	60.9	60.9	85.3
masters	8	5.1	5.1	90.4
pgde	8	5.1	5.1	95.5
others	7	4.5	4.5	100.0
Total	156	100.0	100.0	

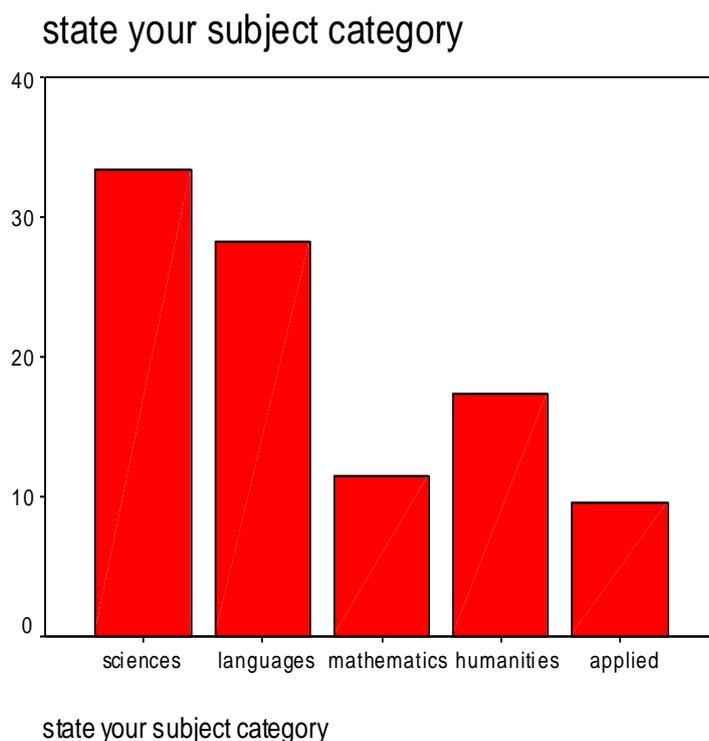
**4.5 Teaching experience of HoD's G & C**

Teaching duration (yrs)	Frequency	Percent	Valid Percent	Cumulative Percent
Valid less than 10	3	18.8	18.8	18.8
16-20	7	43.8	43.8	62.5
more than 20	6	37.5	37.5	100.0
Total	16	100.0	100.0	

**Table 4.6 Professional qualification of HoD's G&C**

Highest level	Frequency	Percent	Valid Percent	Cumulative Percent
Valid diploma	7	43.8	43.8	43.8
BED	7	43.8	43.8	87.5
BSC/BA	2	12.5	12.5	100.0
Total	16	100.0	100.0	

Most (52.5%) teachers of LSE curriculum had a teaching experience of over 10 years and were professionally trained and qualified as indicated in Figure 4.3 and Table 4.4 respectively. The same applied to the HoD's G & C in that 81.3% of them had been teaching for more than ten years and were also professionally qualified as shown in Tables 4.5 and Table 4.6 respectively.



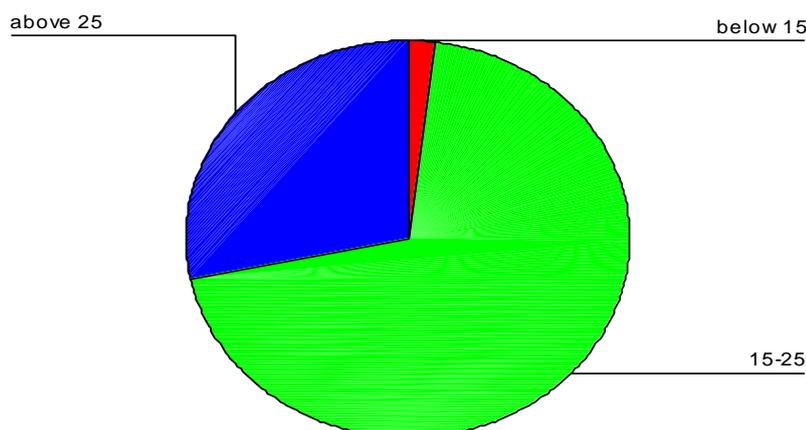
**Figure 4.4 Subject categories of teachers of LSE curriculum**

**Table 4.7 Teaching subjects' category of HoD's G & C**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	humanities	4	25.0	25.0	25.0
	sciences	3	18.8	18.8	43.8
	languages	5	31.3	31.3	75.0
	mathematics	2	12.5	12.5	87.5
	applied and technical	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

Respondents (Teachers of LSE curriculum & HoD's G & C) were well distributed in the various subject categories as indicated in figure 4.4 and table 4.7. This implied that teachers of all other subjects in secondary schools' curriculum actively participated in the teaching of LSE curriculum.

### what is your work load



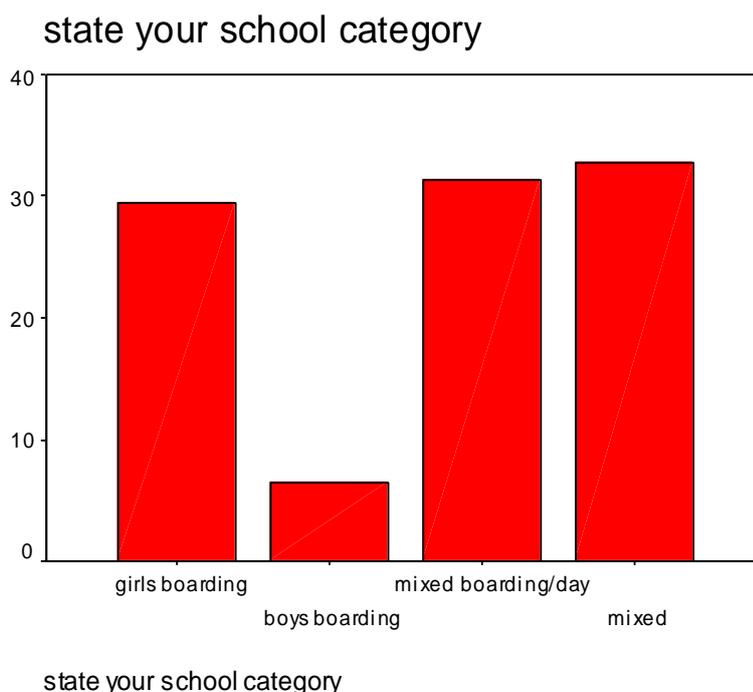
**Figure 4.5 Workload of teachers of LSE curriculum**

Most teachers had a high workload; 69.9% had workload of 15-25 lessons per week, 28.2% had above 25 lessons per week which was quite high, only a few 1.9% had below 15 lessons per week as indicated in figure 4.5. A similar trend was observed among HoD's G & C in table 4.8 below where sixty eight point eight percent (68.8%) of the HoD's had more than 20 lessons per week which was higher compared to the recommended 18, only 31.2% had below 20 lessons per week as recommended.

Implication was that these teachers were actually sacrificing to take up and teach the LSE curriculum lessons as extra given the higher workload of their academic subjects.

**Table 4.8 Work load of HoD's G&C**

Lessons per week	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 15	1	6.3	6.3	6.3
15-20	4	25.0	25.0	31.3
above 20	11	68.8	68.8	100.0
Total	16	100.0	100.0	



**Figure 4.6 School categories in which teachers of LSE curriculum teach**

Sixty four point one percent (64.1%= 31.4% mixed boarding /day +32.7% mixed day) of the respondents came from mixed schools as indicated by findings in figure 4.5 while 35.9% (29.5% girls' boarding + 6.45% boys' boarding from single sex schools, confirming the fact that most of the schools in this district are co educational as earlier noted in table 3.2. A similar trend was indicated by the HoD's G & C responses as shown in table 4.9.

**Table 4.9 School categories in which H oD 's G & C work**

School type	Frequency	Percent	Valid Percent	Cumulative Percent
Valid girls boarding	3	18.8	18.8	18.8
boys boarding	1	6.3	6.3	25.0
mixed boarding	4	25.0	25.0	50.0
mixed day	8	50.0	50.0	100.0
Total	16	100.0	100.0	

### 4.3 Training of teachers of LSE curriculum to attain competencies

The capability or competence of a teacher affects his/her ability to implement a new curriculum. Competence is attained through training, which improves experience and awareness. Experience and qualification determine the effectiveness and efficiency in teaching. In this study, training of teachers of LSE curriculum was established through the responses below.

**Table 4.10: Frequency of in service training on implementation of LSE curriculum**

	Frequency	%	Valid	Cum %
Never	121	77.6	77.6	77.6
Rarely	35	22.4	22.4	100
Total	156	100	100	

Most teachers, 77.6% reported that they had never received any in service training and 22.4% revealed that they rarely received in service training on LSE curriculum implementation

Implied that majority of the teachers were not in serviced on the implementation of LSE curriculum. These responses indicated insufficient training.

**Table 4.11 HoD's comments on sufficiency of training on LSE curriculum**

Response	Frequency	%	Valid	Cum %
Strongly disagree	9	56.25	56.25	56.25
Disagree	7	43.75	43.75	100
Total	16	100	100	

Findings indicated that all the sixteen HoD's disagreed with the fact that teachers of LSE curriculum were sufficiently trained (56.25% strongly disagreed while 43.75% just disagreed). The disagreement implied that the teachers of LSE curriculum were not sufficiently trained.

**Table 4.12 Head teachers' comments if teachers understand LSE curriculum objectives**

Response	Frequency	%	Valid %	Cum %
No	10	62.5	62.5	62.5
Yes (but to a small extend)	6	37.5	37.5	100
Total	16	100	100	

From table 4.12 above, sixty two point five percent (62.5%) of the head teachers reported that teachers of LSE curriculum portrayed no understanding of LSE curriculum objectives while the remaining (37.5%) reported that a few teachers of LSE curriculum portrayed understanding of LSE curriculum objectives but to a very small extent. These results indicated clearly that the teachers of LSE curriculum do not understand what LSE curriculum entailed since they had not been sufficiently trained.

Interview findings revealed that seventy five percent (75%) of the head teachers had never organized nor sent teachers of LSE curriculum for LSE curriculum implementation in service training.

DQASO when asked how many times teachers of LSE curriculum in the district had been in serviced to teach LSE curriculum reported that; training was done only once at the start of the LSE program, very few teachers attended and no other trainings on LSE implementation had been done so far revealing insufficient training.

In conclusion on training of teachers; seventy seven point six percent (77.6%) of the teachers of LSE curriculum had never been in serviced on LSE curriculum implementation, only 22.4% were in serviced but only once. All HoD's G & C disagreed with the fact that teachers of LSE were sufficiently in serviced (56.2% strongly disagreed while 43.8% disagreed).

Sixty two point five percent (62.5%) of the head teachers reported that teachers of LSE curriculum portrayed no understanding of LSE curriculum objectives with 37.5% of the head teachers reporting that only a few teachers portrayed understanding of the LSE curriculum objectives to a very small extent. Seventy five percent (75%) of the head teachers admitted that they had never organized nor sent teachers of LSE curriculum for an LSE curriculum implementation seminar. DQASO noted that training on LSE curriculum implementation was done only once during the inception of the LSE program in 2008, very few teachers attended and no other training had been done. These findings implied that teachers of LSE curriculum were insufficiently trained on implementation of LSE curriculum.

#### **4.4 Attitudes of teachers towards LSE curriculum**

The attitudes students and teachers hold towards any curriculum innovation affects its implementation. The study sought to assess the attitudes of teachers towards LSE curriculum.

Students' attitude would be determined from their teachers' attitude as concluded by Munguti, (1984) in his study "Factor affecting teaching of Mathematics in Machakos district " where he established that the attitudes teachers held towards mathematics subject influenced students' attitudes towards mathematics; students mostly imitate the attitude of teachers since teachers acted as role models to their students.

Teachers' attitudes towards LSE curriculum were determined by asking teachers to comment on various statements about LSE curriculum. Their responses were as indicated.

**Table 4.13 Teachers had positive attitudes**

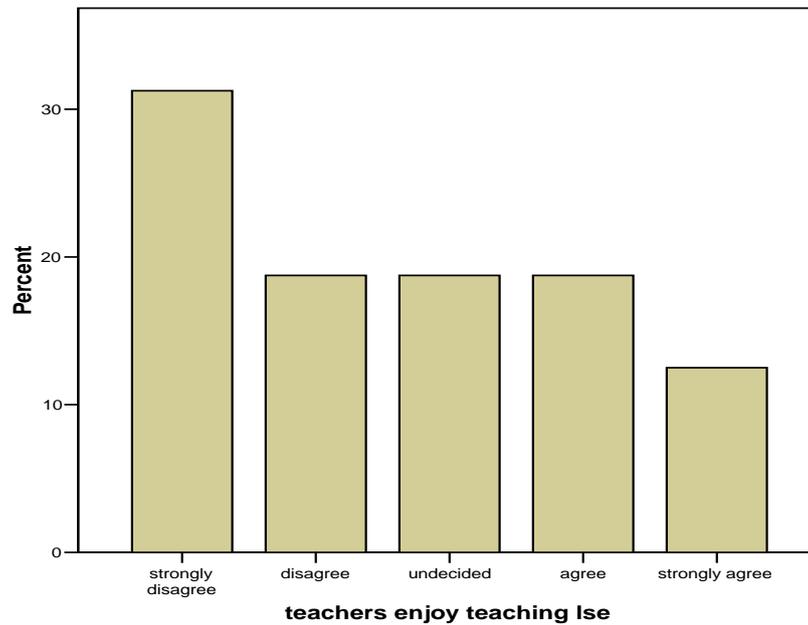
	Frequency	%	Valid %	Cum %
Disagree	36	23.1	23.1	23
Undecided	28	17.9	17.9	41
Agree	92	59.0	59.0	100
Total	100	100	100	

The findings in table 4.13 indicated that 59% of teachers of LSE agree that teachers had positive attitudes towards LSE curriculum, 17.9% were undecided and 23.1% disagreed. This implied that majority (59%) of the teachers had positive attitudes towards LSE curriculum, a few (23.1%) had negative attitudes and a reasonable proportion of 17.9% who were undecided further revealed how LSE curriculum was still unclear to most teachers.

**Table 4.14 Teaching of LSE curriculum was fascinating and fun by teachers**

	Frequency	%	Valid %	Cum %
Disagree	19	12.2	12.2	12.2
Undecided	24	15.4	15.4	27.6
Agree	113	72.4	72.4	100
Total	156	100	100	

From the results, most (72.43) teachers agreed that teaching LSE curriculum was fascinating and fun, some 15.33% were undecided and only 12.24% disagreed. This implied that most teachers (72.43%) had positive attitudes towards the LSE curriculum.



**Figure 4.7: Graph showing if teachers enjoyed teaching LSE curriculum**

The bar graphs in figure 4.7 indicated that fifty percent (50% = 31% strongly disagreed+19 %) of the HoD's G&C disagreed with the fact that teachers enjoyed teaching LSE curriculum, 19% were undecided and 31% (19% agreed+12% strongly agreed) indicated that teachers enjoyed teaching LSE curriculum. These findings revealed that although most teachers had positive attitudes towards LSE curriculum; some of them never enjoyed teaching the LSE curriculum.

Failure to enjoy teaching a popular subject could be attributed to the fact that most teachers were incapacitated; some were never serviced on LSE curriculum implementation at all, a few were trained only once and above all majority of the teachers were too over loaded with their academic subjects' area load as noted above in figure 4.4 and table 4.8.

Some teachers felt that some content of LSE curriculum already existed in subjects like CRE, therefore teaching LSE as stand- alone subject was an additional burden to them as indicated in table 4.15.

**Table 4.15 LSE already exists in some subjects like CRE thus an additional burden**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	20	12.8	12.8	12.8
disagree	30	19.2	19.2	32.1
undecided	19	12.2	12.2	44.2
Agree	44	28.2	28.2	72.4
strongly agree	43	27.6	27.6	100.0
Total	156	100.0	100.0	

Findings indicated that 32% (12.8% strongly disagreed+19.2% disagreed) disagreed with the fact that LSE already exists in subjects like CRE, 12.2% were undecided and 55.8% (28.2% agreed+27.6% strongly agreed) disagreed.

Implication was that a good proportion (55.8%) of teachers who disagreed that LSE curriculum already existed in subjects like CRE had positive attitude towards LSE, but those (32%) who disagreed harbored negative attitudes towards the LSE curriculum therefore could not enjoy teaching the new LSE curriculum.

**Table 4.16 LSE curriculum should be examinable to make it effective**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	19	12.2	12.2	12.2
disagree	26	16.7	16.7	28.9
undecided	18	11.5	11.5	40.4
Agree	53	34.0	34.0	74.4
strongly agree	40	25.6	25.6	100.0
Total	156	100.0	100.0	

Twenty eight point nine percent (28.9% = 12.2% strongly disagreed + 16.7% disagreed) did not support the idea of LSE curriculum being made examinable, fifty nine point six percent (59.6%=34% agreed+25.6% strongly agreed) supported that LSE curriculum should be made examinable. A good proportion (59.6%) of teachers wished that LSE curriculum be made examinable in order to make teachers and students get serious with the teaching and learning of LSE curriculum because the real situation in Kenyan secondary schools was that most teachers concentrated on improving the mean score of the academic subjects at the expense of LSE curriculum despite its importance. This was supported by study by Chamba, 2009 who concluded that making LSE subject examinable would the implementation of LSE effective (Chamba, 2009).

Interview findings showed that 56.25% of head teachers reported that teachers and students were positive and enthusiastic in teaching and learning LSE curriculum while 43.75% of the head teachers reported that teachers and students were not enthusiastic in teaching and learning LSE curriculum. Although some teachers (43.75%) had negative attitudes towards LSE curriculum, 52.25% had positive attitudes towards the LSE curriculum.

The negative attitudes could be attributed to the fact that most teachers, (77.6%) were never trained on the implementation of LSE curriculum. Head teachers noted that 'if only teachers could be repeatedly in serviced on what LSE curriculum involves (in terms of objectives and implementation skills), they would grasp better what LSE curriculum entailed, develop positive attitudes towards the LSE curriculum and teach it successfully using appropriate LSE implementation skills. Seventy two point four percent (72.4%) of teachers of LSE curriculum agreed that teaching LSE subject was fascinating and fun, while 27.6% disagreed.

However, 50% of the HoD's disagreed that teachers were enjoying teaching LSE subject but the other 50% agreed that teachers were enjoying teaching LSE curriculum. Failure to enjoy teaching LSE curriculum could be due to the fact that many teachers were incapacitated while others were busy working on the mean score of their academic subjects. Head teachers revealed that teachers of LSE curriculum were positive about the LSE curriculum, only that most of them portrayed little or no understanding of the LSE curriculum objectives; required more training to boost their competence in the LSE curriculum implementation process.

#### **4.5 Instructional resources for implementation of LSE curriculum**

Successful implementation of any curriculum innovation requires adequate availability of instructional resource materials and facilities. This study sought to assess the adequacy of LSE curriculum instructional resource materials and facilities. Responses were as indicated in tables 4.17 - 4.20 below.

**Table 4.17 LSE guides availability as noted by teachers of LSE curriculum**

	Frequency	%	Valid %	Cum %
Disagree	53	34.0	34.0	34.0
Undecided	16	10.3	10.3	44.3
Agree	87	55.7	55.7	100
Total	156	100	100	

Fifty five point seven percent (55.7%) of the teachers agreed that LSE guides were availed, ten point three percent (10.3%) were undecided while thirty four percent (34%) disagreed. Implication was that some teachers of LSE curriculum had access to the LSE guides and handbooks, while others who had not accessed these LSE guides could be those from schools where the head teachers had not purchased any instructional resources of LSE curriculum.

**Table 4.18 LSE Teachers' understanding of LSE guides**

Response	Frequency	Percent	Valid Percent	Cum %
Agree	89	57.0	57.0	57.0
Undecided	29	18.6	18.6	75.6
Disagree	38	24.4	24.4	100
Total	156	100	100	

Only 57% of teachers agreed that LSE guides were easy to understand, 18.6% were undecided and 24.4% of the teachers disagreed; implying that LSE curriculum objectives were not yet clear to almost half (18.6 Undecided + 24.4 who disagree =43%) the teachers of LSE curriculum. It was clear that most teachers of LSE curriculum had not accessed these LSE guides or handbooks since in many schools any LSE curriculum related instructional resources were strictly under the custody of HoD's G&C and in some schools not yet purchased; it was therefore possible that some of the teachers had never read nor even seen these LSE guides in order to understand them.

**Table 4.19 LSE guides availability as noted by HoD's G&C**

	Frequency	%	Valid %	Cum %
Disagree	6	37.5	37.5	37.5
Undecided	2	12.5	12.5	50.0
Agree	8	50.0	50.0	100
Total	16	100	100	

Findings showed that 50% of the HoD's agreed that LSE guides were available, 12.5% were undecided and 37.75% disagreed. These findings implied that LSE guides though available was not adequate in most schools.

**Table 4.20 HoD's understanding of LSE guides**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative percent</b>
<b>Agree</b>	13	81.2	81.2	81.2
<b>Disagree</b>	3	18.8	18.8	100
<b>Total</b>	16	100	100	

Although 81.2% HoD's, agreed that LSE guides are easy to understand, a small proportion (18.8%) disagreed. Implication was that LSE curriculum in many schools was directly under the HoD's G&C; and any information concerning LSE curriculum was directed to them hence they were in a better position to understand the contents in the LSE guides or handbooks. Availability of LSE guides varied from one school to another but in most schools inadequate as supported by document analysis. Document analysis revealed that many schools lacked instructional resources on LSE curriculum. A few schools had only the teachers' handbook /guide with no textbooks and other reference materials. Other schools lacked even the LSE curriculum handbook.

Some head teachers confessed that, they were only able to purchase a few LSE textbooks and other LSE reference materials after they saw the LSE books' titles in the "Yellow book" recently. Most schools had none or very little of the LSE curriculum instructional resources. On LSE resources availability; fifty five point seven percent (55.7%) of the teachers of LSE curriculum agreed that LSE guides were available, 34% disagreed while 10.3% were undecided.

Most teachers of LSE curriculum had not accessed these LSE guides or handbooks since in many schools any LSE curriculum related instructional resources were strictly under the custody of HoD's G&C and in some schools not yet purchased; it was therefore possible that some of the teachers had never read nor even seen these LSE guides in order to understand them. Fifty percent (50%) of the HoD's agreed that LSE guides were available, 37.5% disagreed and 12.5% were undecided. LSE curriculum in many schools was directly under the HoD's G&C; and any information concerning LSE curriculum was directed to them hence they were in a better position to understand the contents in the LSE guides or handbooks. Some head teachers confessed that, they were only able to purchase a few LSE textbooks and other LSE reference materials after they saw the LSE books' titles in the "Yellow book" recently.

Documents analyzed revealed that many schools lacked LSE guides, teachers' handbook, syllabus, text books and other reference materials. In conclusion, most schools had none or very little of the LSE curriculum instructional resources; a clear indication of inadequacy.

#### **4.6 Educational support**

Teachers require support and blessings from the management if they are to succeed in their implementation efforts. Teachers attempting to teach a new curriculum need management support to enable them implement a new curriculum successfully.

Support includes provision of required instructional resource materials and facilities, in service education to teachers and managers, monitoring, follow-up supervision and provision of technical advice such as clarifying objectives, content, implementation skills and evaluation methods of a curriculum innovation.

The study sought to ascertain the sufficiency of educational support provided to teachers during LSE curriculum implementation using descriptive and correlation statistics in tables below.

**Table 4.21 Source of Education support for teachers of LSE curriculum**

Source of support	Yes		No		Total
	Frequency	%	Frequency	%	
HODs G&C	105	67.3	51	32.7	156
Head Teachers	104	66.7	52	33.3	156
DQASO	38	24.4	118	75.6	156

Sixty seven point three percent of the teachers of LSE curriculum received educational support from HoD's, Guidance and Counseling, 32.7% did not; sixty six point seven percent (66.7%) of teachers received educational support from head teachers while 33.3% did not; only 24.4% of teachers received educational support from DQASO while 75.6% never received support from DQASO.

HoD's G&C supported teachers of LSE curriculum by encouraging them to attend LSE curriculum implementation seminars whenever organized, allocating lessons of LSE curriculum to teachers, plotted LSE lessons on the timetable and encouraging teachers to teach LSE curriculum as timetabled.

Head teachers supported teachers by encouraging teachers to teach LSE curriculum, providing LSE teachers' handbooks or guides, purchasing other LSE instructional resources like reference books and textbooks, as well as funding teachers to attend LSE curriculum implementation seminars whenever organized.

Interview with head teachers revealed that some head teachers had began purchasing LSE textbooks and other reference materials after seeing the LSE curriculum books' titles in the 'Yellow Book'.

Others confessed that a few LSE curriculum topics had been integrated in the Guidance and Counseling programs/sessions, and implementation was going on using reference materials in the Guidance and Counseling department.

**Table 4.22 Descriptive Statistics of teachers of LSE**

	Mean	Std. Deviation	N
how often do you teach lse as time tabled	1.7179	.63036	156
teachers have a positive attitude towards lse	3.5192	1.16104	156
how often do you get inservice training	1.2244	.41850	156
lse guides are available	3.2115	1.31497	156
lse guides are easy to understand	3.4423	1.14858	156
DQASO support	1.7564	.43063	156

A close examination of table 4.22 showed that how often teachers of LSE were in serviced posted the lowest mean of 1.2244, followed by how often teachers teach LSE as timetabled with a mean of 1.7179, and DQASO support with mean of 1.7564 against the highest mean of 3.5192 for teachers having positive attitudes towards LSE curriculum; with LSE guides easy understanding and availability in the second and third positions. This implied that the implementation of LSE curriculum was not being supported sufficiently as indicated by the low means.

**Table 4.23-Descriptive Statistics of HoD's G&C**

	Mean	Std. Deviation	N
what is your work load	2.6250	.61914	16
state the school category	3.0625	1.18145	16
lse guides are available	3.1875	1.37689	16
there is adequte support from DQASO	1.9375	1.18145	16
lse teachers are sufficiently trained	1.4375	.51235	16
teachers enjoy teaching lse	2.6250	1.45488	16

Table 4.23 indicated that sufficient training of teachers poses the lowest mean of 1.4375, followed by adequate support from DQASO with the mean of 1.9375 against LSE guides availability with the highest mean of 3.1875. This implied that LSE guides were availed in most schools but the training of teachers and DQASO support were still lagging behind schedule, hence needed improvement. The findings from HoD's G & C in table 4.25 concur with those findings from teachers of LSE curriculum in table 4.24 above; implying that there was insufficient support to teachers of LSE curriculum in the secondary schools.

**Table 4.24 Sufficiency of support from DQASO**

Responses	Frequency	%	Valid %	Cumulative %
Disagree	13	81.3	81.3	81.3
Undecided	1	6.2	6.2	87.5
Agree	2	12.5	12.5	100
Total	16	100	100	

From table 4.24 above, majority of the HoD's (81.3%) disagreed that there was adequate support from DQASO to the teachers of LSE curriculum, 6.2% were undecided and 12.5% agreed; implying that only a few teachers of LSE curriculum received educational support from DQASO. Most of the educational support for LSE curriculum implementation was internal, provided by educational managers (head teachers and HoD's G&C) in the school.

**Table 4.25-HoD's Correlation matrix**

		what is your work load	state the school category	lse guides are available	there is adequate support from DQASO	lse teachers are sufficiently trained	teachers enjoy teaching lse
what is your work load	Pearson Correlation	1	-.239	.010	.148	.342	.352
	Sig. (2-tailed)	.	.372	.971	.584	.195	.182
	N	16	16	16	16	16	16
state the school category	Pearson Correlation	-.239	1	.648(**)	.051	-.158	.131
	Sig. (2-tailed)	.372	.	.007	.852	.558	.629
	N	16	16	16	16	16	16
lse guides are available	Pearson Correlation	.010	.648(**)	1	-.115	-.124	-.129
	Sig. (2-tailed)	.971	.007	.	.671	.647	.634
	N	16	16	16	16	16	16
there is adequate support from DQASO	Pearson Correlation	.148	.051	-.115	1	.379	.606(*)
	Sig. (2-tailed)	.584	.852	.671	.	.148	.013
	N	16	16	16	16	16	16
lse teachers are sufficiently trained	Pearson Correlation	.342	-.158	-.124	.379	1	.324
	Sig. (2-tailed)	.195	.558	.647	.148	.	.221
	N	16	16	16	16	16	16
teachers enjoy teaching lse	Pearson Correlation	.352	.131	-.129	.606(*)	.324	1
	Sig. (2-tailed)	.182	.629	.634	.013	.221	.
	N	16	16	16	16	16	16

\*\*Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Table 4.27 showed that there was a moderately strong positive correlation between school categories and LSE guides availability at 0.01 level with a P value of 0.007 which was less than 0.05.

Implied that the availability of LSE guides varied from school to school because a good proportion of schools' head teachers made efforts to support LSE curriculum implementation through provision of LSE guides whereas a few head teachers did nothing or very little to support the implementation of LSE curriculum due to lack of awareness and training.

There was also a moderately strong positive correlation between teachers enjoy teaching LSE curriculum and adequate DQASO support at 0.05 level with a p value of 0.013 which was less than 0.05. The implication was that teachers who were well supported by DQASO through training, encouragement and technical advice on implementation of LSE curriculum would be happy, competent, and develop positive attitudes towards LSE curriculum hence enjoy teaching it. There was a strong positive correlation between teaching LSE curriculum as timetabled and how often teachers got in service training, LSE guides availability, LSE guides easy understanding at 0.01 level and DQASO support at 0.05 level with p values of 0.002, 0.000, 0.002, 0.022 all less than 0.05; implying significant relationship. The implication was that teachers who were well supported through training, provided with LSE guides, encouragement and technical advice on implementation of LSE curriculum would be happy, competent, and develop positive attitudes towards LSE curriculum hence teach LSE curriculum as timetabled. There was also a significant correlation between how often teachers got in service training and teachers having positive attitudes towards LSE curriculum, LSE guides easy understanding and DQASO support at 0.01 level and with LSE guides availability at 0.05 significant level with their p values of 0.008, 0.000, 0.001 and 0.015 all below 0.05 implying significance.

The implication was that teachers who had in-service training on implementation of LSE curriculum organized by DQASO and got provided with LSE guides/handbooks in time by the head teachers automatically understood the objectives in the LSE guides and developed positive attitudes towards the LSE curriculum; hence implemented LSE curriculum as expected. There was however no significant correlation between LSE guides availability and adequate DQASO support, LSE teachers being sufficiently trained & teachers enjoy teaching LSE curriculum as depicted by their p values being greater than 0.05 all through.

Implication was that LSE guides availability was a major educational support component; however in this case LSE guides availability did not depend on DQASO but strictly on the head teachers support as already noted.

There were notable efforts of support, by education managers within the school towards implementation of LSE curriculum despite them not being in serviced on implementation of LSE curriculum. On training, seventy five percent (75%) of the head teachers admitted that they had never organized nor sent teachers of LSE for LSE curriculum implementation in service training. Most head teachers interviewed also reported that DQASO rarely visited schools to oversee implementation of LSE curriculum but visited schools yearly during routine assessments and or whenever there was a problem of poor academic performance or mismanagement of funds. DQASO seemed to be doing very little to support LSE curriculum implementation in secondary schools as indicated by a low percentage (24.4%) of teachers who acknowledge getting educational support on LSE curriculum implementation from DQASO while the greater 75.6% have never got support from DQASO.

On being interviewed, DQASO acknowledged that they rarely visited schools to oversee LSE curriculum implementation and that in service was organized only once since the inception of LSE curriculum in secondary schools in 2008. He reported that they visited schools yearly during routine assessments or when there was a problem of persistent poor academic performance and or mismanagement of funds. He revealed that there was scanty concern of LSE curriculum in most schools and that the LSE curriculum was neither mentioned nor even known in some schools.

On educational support; sixty seven point three (67.3%) of the teachers of LSE received educational support from HoD's, 66.7% from head teachers and 24.4% from DQASO while 32.7% of teachers did not get educational support from HoD's, 33.3% from head teachers and a huge proportion of 75.6% did not get support from DQASO. Eighty one point three percent (81.3%) of the HoD's disagreed that there was adequate support for teachers of LSE from DQASO, 6.2% were undecided and 12.5% agreed. Sixty eight point eight percent (68.8%) of the HoD's also disagreed that they were satisfied with the way LSE curriculum was supported, learnt and taught, 25% were undecided and 6.2% agreed. Some head teachers acknowledged that they began purchasing LSE textbooks and other reference materials recently. A few head teachers had integrated some LSE topics in the ongoing guidance and counseling sessions. Seventy five percent (75%) of the head teachers confessed that they had never organized nor sent teachers of LSE curriculum to an LSE curriculum implementation seminar, and that DQASO rarely visited schools to oversee LSE curriculum implementation progress. DQASO acknowledged that they rarely visited schools to oversee LSE curriculum implementation, in service was organized only once since the inception of LSE curriculum in secondary schools in 2008, very few teachers attended and no other training on LSE curriculum implementation had been done.

He reported that they visited schools yearly during routine assessments or when there was a problem of persistent poor academic performance and or mismanagement of funds. He revealed that there was scanty concern of LSE curriculum in most schools and that the LSE curriculum was neither mentioned nor even known in some schools. These results indicated clearly that the educational support for LSE curriculum implementation in secondary schools was insufficient; probably because most educational managers were not inducted on LSE curriculum content and implementation skills prior to its inception.

Most managers were incapacitated on LSE curriculum implementation skills; did not know 'what' and 'how' to provide the technical advice and support to teachers on LSE curriculum during implementation. The education managers too, just like the teachers of LSE curriculum lacked training on LSE curriculum content and implementation skills.

**Table 4.26 Frequency of teaching LSE curriculum as timetabled**

Response	Frequency	Percent	Valid Percent	Cum Percent
Not at all	59	37.8	37.8	37.8
Rarely	82	52.6	52.6	90.4
Always	15	9.6	9.6	100
Total	156	100	100	

Findings showed that majority of teachers, 52.6% rarely taught as time tabled, 37.8% have never taught at all and only a few, 9.6% always taught as time tabled.

The implication was that although most teachers had positive attitudes towards LSE curriculum, majority of the teachers rarely taught it as timetabled and many others had

never taught it at all. Most of them did not enjoy teaching the LSE curriculum for they were incapacitated, others felt LSE curriculum was an extra burden since it already existed in subjects like CRE (Table 4.17) and still others wished that LSE curriculum be made examinable (Table 4.18) in order to enhance its implementation.

Document analysis revealed that in most secondary schools, LSE curriculum was not being taught; in some schools LSE subject was allocated time on the timetable but no teacher assigned to teach it. In others, all the allocations were completed but no actual teaching of LSE curriculum went on, in others LSE was not plotted on the timetable and not even mentioned in the school.

DQASO interview responses revealed that LSE curriculum was not being implemented in secondary schools successfully because LSE curriculum not being examinable was over looked by most teachers who concentrated on improving the performance of examinable subjects giving little or no attention to LSE curriculum despite its importance.

#### **4.7 Summary of findings**

These findings implied that teachers of LSE curriculum were insufficiently trained on LSE curriculum implementation content and skills, most teachers of LSE had positive attitudes towards LSE curriculum but a few (23.1%) had negative attitudes, LSE guides were scantily available in most schools; notably, availability of LSE guides varied from one school to another but in most schools inadequate as supported by document analysis. The educational support for implementation of LSE curriculum in secondary schools was insufficient especially from DQASO since most educational managers were not inducted on implementation of LSE curriculum and the required support prior to the inception of LSE curriculum.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This section presented a summary of the whole study findings, drew conclusions and made recommendations.

#### 5.2 Summary of findings

This study sought to assess the implementation of Life Skills Education (LSE) curriculum in the Kenyan secondary schools. The concern of the study was that, despite the government's efforts to equip youths with psycho social competences through various preventive educational strategies like AIDS education, Guidance and Counseling and recently Life Skills Education (LSE); young people in secondary schools have continued to succumb to psycho social problems such as alcohol and drugs abuse, unfocused social relationships that results to HIV infections, teenage pregnancies and school dropout, indiscipline, negative peer influences and poor academic performance; a clear indication that youths still lacked life skills.

The objective of the study was to assess the success of implementation of LSE curriculum in the Kenyan secondary schools by answering the following study questions;

1. Had the teachers been sufficiently trained to acquire desired competences for successful LSE curriculum implementation?
2. What were the attitudes of teachers towards LSE curriculum?
3. Were the LSE instructional resources available adequate?

4. Was the education support availed to teachers of LSE curriculum sufficient for successful implementation?

The study was based on Cole's (2004) theory of needs assessment, where the difference between successful and the actual implementation of LSE curriculum created the gap for the study; together with curriculum innovations' implementation theories postulated by re-known scholars such as Shiundu and Omulando, (1992). The study adopted a mixed methods design using descriptive survey strategy. It involved 198 secondary school teachers purposively and randomly selected from stratified 19 secondary schools in (larger) Lugari district, Kakamega county, Kenya. The other respondent was curriculum supervisor, DQASO from DEO's office. Questionnaires were used to collect data from 16 heads of department, Guidance and Counseling teachers and 156 teachers of LSE curriculum. Interviews were used to collect data from 16 secondary school head teachers and 1 DQASO. Data was analyzed using descriptive and correlation statistical techniques with the help of Statistical Package for Social Sciences (SPSS) and presented in form of means, standard deviation, frequencies, percentages and correlation tables, bar graphs and pie-charts. The findings of this study were that; seventy seven point six percent (77.6%) of the teachers of LSE curriculum have never been in serviced on LSE curriculum implementation, only 22.4% were in serviced but only once.

All HoD's G&C disagreed with the fact that teachers of LSE curriculum were sufficiently in serviced (56.2% strongly disagreed while 43.8% disagreed). Sixty two percent (62.5%) of the head teachers reported that teachers of LSE subject portrayed little understanding of LSE curriculum objectives with 37.5% reporting that only a few teachers portrayed understanding of the LSE curriculum objectives to a very small extent.

Seventy five percent (75%) of the head teachers admitted that they had never organized nor sent teachers of LSE curriculum for an LSE curriculum implementation seminar. DQASO noted that training on LSE curriculum implementation was done only once during the inception of the LSE program in 2008, very few teachers attended and no other training has been done.

Most teachers of LSE curriculum, 59% have positive attitudes towards the LSE subject while a reasonable number, 41% have negative attitudes. The negative attitudes could be attributed to the fact that most teachers, (77.6%) have never been trained on LSE curriculum implementation. 72.4% of teachers of LSE agreed that teaching LSE subject was fascinating and fun, while 27.6% disagreed. However, fifty percent (50%) of the HoD's disagreed that teachers were enjoying teaching LSE curriculum but the other 50% agreed that teachers were enjoying teaching LSE subject. Failure to enjoy teaching LSE curriculum could be due to the fact that many teachers were incapacitated while others were busy working on the mean score of their academic subjects. Head teachers revealed that teachers of LSE curriculum were positive about the LSE subject, only that most of them portrayed little or no understanding of the LSE curriculum objectives; required more training to boost their competence in the LSE subject implementation process. Fifty five point seven percent (55.7%) of the teachers of LSE curriculum agreed that LSE guides were available, 34% disagreed while 10.3% were undecided. Fifty percent (50%) of the HoD's agreed that LSE guides were available, 37.5% disagreed and 12.5% were undecided.

Some head teachers confessed that, they were only able to purchase a few LSE textbooks and other LSE reference materials after they saw the LSE books' titles in the "Yellow book". Documents analyzed revealed that many schools lacked LSE guides, syllabus, text books and other reference materials.

Finally, sixty seven point three percent (67.3%) of the teachers of LSE curriculum received educational support from HoD's, 66.7% from head teachers and 24.4% from DQASO while 32.7% of teachers did not get educational support from HoD's, 33.3% from head teachers and a huge proportion of 75.6% did not get support from DQASO. Eighty one point three percent (81.3%) of the HoD's disagreed that there was adequate support for teachers of LSE from DQASO, sixty eight point eight percent (68.8%) of the HoD's also disagreed that they were satisfied with the way LSE curriculum was supported, learnt and taught. Some head teachers acknowledged that they began purchasing LSE textbooks and other reference materials on seeing the LSE books' titles in the "Yellow book" recently. A few head teachers had integrated some LSE topics in the ongoing guidance and counseling sessions. Seventy five percent (75%) of the head teachers confessed that they had never organized nor sent teachers of LSE subject to an LSE curriculum implementation seminar, and that DQASO rarely visited schools to oversee LSE curriculum implementation progress. DQASO acknowledged that they rarely visited schools to oversee LSE curriculum implementation, in service was organized only once since the inception of LSE curriculum in secondary schools in 2008, very few teachers attended and no other training on the implementation of LSE curriculum had been done. He reported that they visited schools yearly during routine assessments or when there was a problem of persistent poor academic performance and or mismanagement of funds. He revealed that there was scanty concern of LSE curriculum in most schools and that the LSE curriculum was neither pronounced nor even known in some schools.

Document analysis revealed that in most secondary schools, LSE curriculum was not being taught; in some schools LSE subject was allocated time on the timetable but no teacher assigned to teach it. In others, all the allocations were completed but no actual teaching of LSE curriculum went on.

In other schools, LSE subject was not plotted on the timetable and not even mentioned in the school. In conclusion, fifty two point six percent (52.6%) of the teachers of LSE subject rarely taught as time tabled, 37.8% have never taught at all and only a few, 9.6% always taught as time tabled; indicating that LSE curriculum was not being taught successfully in Kenyan secondary schools.

### **5.3 Conclusions**

From the study findings, the following conclusions were made:

1. Teachers of LSE curriculum and education managers were in sufficiently trained on implementation of LSE curriculum. Most teachers had never been trained while a few were trained only once; this was the major cause of poor implementation of LSE curriculum in secondary schools.
2. Most teachers had positive attitudes towards LSE curriculum, but some (23.1%) still had negative attitudes. The few teachers with negative attitudes greatly affected the implementation of LSE curriculum since they concentrated on improving performance of the examinable subjects giving little or no attention to the non-examinable LSE curriculum.
3. LSE guides were scantily available in most schools (varied from one school to another) but in many schools; LSE guides, other reference materials and textbooks were totally missing. This scenario was well supported by document analysis.

4. Educational support for the implementation of LSE curriculum in secondary schools was insufficient; this was elaborately indicated in tabulated results of chapter four. Insufficient education support could be attributed to the fact that most educational managers were not inducted on LSE curriculum content and implementation skills and the required support prior to its inception. Most education managers were incapacitated on LSE curriculum content plus implementation skills; they did not know 'what' and 'how' to provide the technical advice and support to teachers on LSE curriculum implementation. The education managers too, just like the teachers of LSE curriculum lacked training on LSE curriculum content and implementation skills. In addition, the DQASO concentrated on monitoring the successful implementation of examinable subjects at the expense of the non-examinable subjects in schools.

In a nutshell, the study revealed that LSE curriculum was not being implemented successfully in secondary schools; because most teachers of LSE curriculum were not sufficiently trained, there was insufficient educational support, and LSE instructional resources were scantily available in schools. Although most teachers possessed positive attitudes towards the LSE curriculum, a few who had negative attitudes greatly affected the implementation of LSE curriculum negatively. In addition, LSE curriculum not being examinable was over looked by most teachers who concentrated on improving the performance of examinable subjects giving little or no attention to LSE curriculum despite its importance as revealed by interview informants. In fact, DQASO felt that other than insufficient training, the emphasis held by many teachers in Kenyan secondary schools towards examinable subjects at the expense of non-examinable subjects like LSE curriculum; contributed greatly to the implementation of LSE curriculum.

#### **5.4 Recommendations**

From the study findings and conclusions, the following recommendations were made:

1. KIE should incorporate LSE curriculum in teacher education programs for teacher trainees at all levels (pre service education) and continue with in-service training to teachers in schools. KIE should mount repeated in service education seminars and workshops for teachers and Education managers, to make the LSE curriculum objectives, content and implementation skills clearly known and understood by teachers; so that they can successfully teach the subject. Education managers should be trained on proper monitoring skills as well as LSE curriculum implementation skills by KIE in order to guide the teachers accordingly.

2. KIE should intensify life broadcasts of Life skills education lessons through the Educational Media Service, KBC for secondary schools students in forms 1, 2, 3 and 4; in this way both teachers and students will learn more on the approaches used to teach LSE curriculum by listening to these radio lessons. Policy makers through KIE should enhance successful implementation of LSE curriculum in secondary schools by creating clarity and awareness on meaning and importance of LSE curriculum to students, teachers and education managers through intensive campaigns and seminars; this would improve the understanding of LSE curriculum objectives by teachers hence develop competences and positive attitudes among teachers to successfully teach LSE curriculum. TSC should employ more teachers in secondary schools to reduce the workload of most teachers to manageable levels; develop positive attitudes towards LSE curriculum hence plan to teach LSE curriculum successfully.

LSE curriculum should either be made examinable or be integrated in other subjects of the secondary schools curriculum, in order to be taken seriously by both students and teachers who were already strained by the high workload.

3. KIE should print more textbooks and reference books of LSE curriculum; and provide other LSE resource materials and facilities in local bookshops.

Schools should purchase adequate LSE textbooks, reference materials and cassettes from KIE Education Media Programs on LSE lessons for use by both teachers and students in the teaching and learning LSE curriculum in secondary schools.

4. Education managers (DQASO, head teachers and HoD'sG&C) should give more educational support to teachers of LSE curriculum by providing adequate LSE resource materials, organizing LSE curriculum implementation seminars, encouraging teachers and funding them to attend these seminars. DQASO to visit schools regularly to oversee the implementation of LSE curriculum, provide frequent and proper follow up supervision and offer guidance and or technical advice where necessary. Education managers should be trained on proper monitoring skills as well as LSE curriculum implementation skills by KIE in order to guide the teachers accordingly.

5. Curriculum developers (KIE) together with policy makers (MoE) should come up with a policy guideline that will enhance successful implementation of useful but non-examinable subjects in the secondary school curriculum. This will guide teachers on how to balance their efforts to all (examinable & non-examinable) subjects in the school curriculum hence eliminate the examination syndrome that is currently ruining the Kenyan education system.

### **5.5 Suggestions for further research**

Further research should be conducted on how best non examination subjects could be successfully implemented and supported in Kenyan secondary schools despite the examination syndrome in the Kenyan education system.

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## APPENDICES

### Appendix 1: QUESTIONNAIRE FOR TEACHERS OF LSE CURRICULUM

#### Instructions

#### Topic: The implementation of Life Skills Education (LSE) curriculum in Sec Schools

Please fill in this questionnaire to the best of your knowledge and ability by ticking in the brackets provided ( ) or writing answers in the spaces provided. Do not write your name anywhere on this paper. Your responses will be treated with utmost confidentiality and strictly used for academic purposes. Your positive and honest responses will be highly appreciated.

Thank you in advance for your co operation.

#### Part I: Background information.

1. Sex: 1) Male ( ) 2) Female ( )
2. Your age in years?
  - 1) Below 30 ( ) 2) Between 31 – 35 ( ) 3) Between 36-40 ( ) 4) Above 40 ( )
3. Marital status.
  - 1) Married ( ) 2) Single ( ) 3) Widowed ( )
4. What is your highest professional qualification?
  - 1) Diploma ( ) 2) Degree ( ) 3) Masters ( ) 4) P.G.D.E ( )
  - 5) Others (specify)
5. For how long have you been teaching? (Duration in years)
  - 1) Less than 5 ( ) 2) Between 5 – 10 ( ) 3) Between 11 – 15 ( )
  - 4) Between 16 – 20 ( ) 5) More than 20 ( )
- 6a) State category of your main teaching subject?
  - 1) Sciences ( ) 2) Languages ( ) 3) Mathematics ( ) 4) Humanities ( ) 5) Others ( )
- b) What is your work load/number of lessons per week?
  - 1) Below 15 ( ) 2) Between 15-25 ( ) 3) Above 25 ( )

7 a. State your school category

- 1) Girls' boarding ( )  
 2) Boys' boarding ( )  
 3) Mixed Boarding/ Day ( )  
 4) Mixed Day ( )

b. Which category of schools in 7a above would you prefer to teach?

- 1) ( ) 2) ( ) 3) ( ) 4) ( ) 5) All ( )

c. Give reasons for your response in 7b.

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1) Enjoy working with boys / girls in boarding schools since they are more focused and have fewer academic distracters ( )

2) Interactions between boy and girl students provide rich source of examples from which LSE curriculum draws ( )

3) Comfortable with all the varied challenges in all the above school categories ( )

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**Part II: Awareness, competencies, attitudes and education support of LSE curriculum**

8. Comment on the following statements basing on your understanding by ticking whichever is applicable to you using the scale.

5) Strongly Agree / SA, 4) Agree /A, 3-Undecided/U, 2) Disagree / D, 1) Strongly Disagree / SD

Statements	5- SA	4- A	3-U	2- D	1- SD
a) LSE guides are available					
b) LSE guides are easy to understand and use					
c) LSE curriculum is taught					
d) LSE curriculum is important to students					

9a) How often do you teach LSE as timetabled?

3) Always ( ) 2) Rarely ( ) 1) Not at all ( )

9b) How often do you receive in-service training on LSE curriculum implementation?

3) Frequently ( ) 2) Rarely ( ) 1) Not at all ( )

10. Who organized the in-service training you received?

1) School ( ) 2) District ( ) 3) KIE ( ) 4) None / N/A ( )

11. Each of the following expresses an opinion which you have towards LSE.

Tick ( ) the alternative that best describes your opinion using the key.

KEY: 5-SA/Strongly Agree, 4-A/Agree, 3-Undecided/U, 2-D/Disagree, 1-SD/Strongly Disagree.

Statement	5 -SA	4 – A	3-U	2 - D	1 - SD
Teachers have positive attitudes towards LSE					
Many students enjoy learning LSE					
Teaching LSE is more fascinating & fun					
LSE should be examinable to make it effective					
LSE already exists in some subjects like CRE, thus an additional burden to teachers					

12a) Do you ever get support from the following education managers?

1) Yes                      2) No

Head of department, G & C                      ( )                      ( )

Principal    ( )                      ( )

DQASO    ( )                      ( )

b) Using the key, state the extent to which you are satisfied with the following support from education managers in 12a above.

Key: 5-Extremely Satisfied/ES, 4-Satisfied/S, 3-Undecided/U, 2- Dissatisfied/D, 1-Extremely Dissatisfied/ED

	5-ES	4-S	3-U	2-D	1-ED
Organize LSE seminars / workshops for teachers					
Encourage teachers to attend LSE workshops					
Fund teachers to attend the LSE seminars					
Provide LSE resource materials					
Allocate LSE lessons to teachers					
Include LSE lessons on the school timetable					
Provide follow up supervision and guidance					

13. Suggest ways of making the implementation of LSE curriculum successful.

## Appendix 2: HEAD OF DEPARTMENT (HOD), G & C QUESTIONNAIRES

These questions are based on the research topic “The implementation of Life Skills Education (LSE) curriculum in Kenyan secondary schools”. You have been identified as one having important information for this study. Please fill in your responses to the best of your knowledge and ability by ticking in the brackets ( ) appropriately or by writing answers in the spaces provided. Your responses will be strictly confidential and used for academic purposes only.

### Part I: Background information.

1. Sex : 1) Male ( ) 2) Female ( ) .
2. What is your age in years?
  - 1) Below 30 ( ) 2) Between 31 -35 ( ) 3) Between 36-40 ( ) 4) Above 40 ( ) .
3. Marital status
  - 1) Married ( ) 2) Single ( ) 3) Widowed ( ) .
4. For how long have you been teaching? (Duration in years).
  - 1) Less than 10 ( ) 2) Between 10-15 ( ) 3) Between 16-20 ( ) 5) More than 20 ( )
- 5a). State your teaching subjects.
- b. What is your workload/number of lessons per week?
  - 1) Below 15 ( ) 2) Between 15-20 ( ) 3) Above 20 ( ) .
6. Indicate your highest level of professional qualification.
  - 1) Diploma ( ) 2) B.Ed ( ) 3) B.A/B.SC ( ) 4) M.Ed/M.Phil ( )
  - 5) Others (Specify) .....
- 7a. State the category of your school.
  - 1) Girls Boarding ( )
  - 2) Boys’ Boarding ( )
  - 3) Mixed Boarding / Day ( )
  - 4) Mixed Day ( )

b) For how long have you been teaching in your current station? (Duration in years)

1) Less than 5 ( ) 2) Between 5-10 ( ) 3) Between 11-20 ( ) 4) More than 20 ( )

c) Which category of school in 7a above do you prefer working in?

1 ( ) 2 ( ) 3 ( ) 4 ( ) 5) All ( )

Give reasons by ticking what is applicable to your choice.

1) Enjoy working with boys or girls in boarding schools for they are more focused and have fewer academic distracters ( )

2) Interactions between boy and girl students as they grow up and learn together provide rich source of examples of LSE curriculum ( )

3) Comfortable with all the varied challenges in all school categories ( )

## Part II: Information on LSE teachers' training, attitudes, resources and education support

8. The following are statements on some aspects of LSE curriculum. Indicate the level to which you agree or disagree with each by ticking against your preferred response using the key.

KEY: 5-SA/Strongly Agree, 4-A/Agree, 3-U/Undecided/U, 2-D/Disagree, 1-SD/Strongly Disagree.

Statements

Responses

	<u>5-SA</u>	<u>4-A</u>	<u>3-U</u>	<u>2-D</u>	<u>1-SD</u>
a).LSE guides are adequately available					
b) LSE guides are easy to understand					
c) LSE curriculum is very useful					
d) LSE curriculum is popular to students					
e) LSE teachers are sufficiently trained					
f) LSE teachers like/enjoy teaching LSE					
g) There is need to examine LSE to make it more effective					
h) There is adequate educational support from DQASO					
i)I am completely satisfied with the way LSE is supported, taught & learnt in my school					

9. Give two suggestions about the following aspects to make LSE curriculum implementation effective.

a) LSE Teacher education

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b) Attitudes of Teachers and Students towards LSE.

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c) LSE instructional resources

d) Support from Education managers.

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**Appendix 3: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS**

- 1) Designation -----
- 2) School type -----
- 3) How long have you been working in this school?
- 4) According to your observation, do the LSE teachers portray understanding of the LSE curriculum objectives?
- 5) Are the teachers and students enthusiastic in teaching & learning LSE curriculum?
- 6) What difficulties (if any) are the LSE teachers experiencing while teaching LSE?
- 7) What in your opinion should be done to equip / provide teachers with the necessary skills?
- 8) Are the parents and community aware of and supporting the LSE curriculum?
- 9) What have you done to improve LSE curriculum implementation?
- 10) How often do you organize or sent teachers for LSE in-service courses?
- 11) How often do DQASO visit your school?
- 12) What challenges (if any) do you experience in your efforts to help teachers implement LSE curriculum effectively?
- 13) Suggest possible ways of making LSE implementation effective.

**Appendix 4: INTERVIEW SCHEDULE FOR DQASO**

- 1) How long have you been working in this District?
- 2) Since the introduction of LSE curriculum, how many times have the LSE teachers been in- serviced / trained on LSE implementation?
- 3) How often do you visit schools to oversee the progress of LSE implementation?
- 4) In your own view, is LSE curriculum being implemented in schools as required? Why?
- 5) Suggest possible ways to improve the implementation of LSE in this district.

**Appendix 5: DOCUMENT ANALYSIS**

To check for the following:

1. School Motto, Mission and Vision.
2. LSE Timetable allocations.
3. Availability of LSE syllabus, Teachers' Guides, Hand book & other LSE instructional materials like Textbooks, reference books.
4. Students' discipline and behavior trends
5. Students' performance versus their Guiding and Counseling records
6. Students' Attendance Register
7. Teachers LSE record of work covered / students' performance records in LSE

**Appendix 6: LETTER OF INTRODUCTION**

MOI UNIVERSITY

SCHOOL OF EDUCATION

Department of Curriculum Instruction and Educational Media

P. O BOX 3900, ELDORET.

Dear Sir / Madam,

REF: INTRODUCTION LETTER.

I am a post graduate student wishing to carry out a study entitled “An investigation into the implementation of Life Skills Education (LSE) curriculum in the Kenyan secondary schools”. You are one of those identified as having important information for this study. Kindly respond honestly to all items. All responses will be treated with utmost confidentiality and used for academic purposes only. Your positive and honest responses will be highly appreciated.

Thank you in advance.

-----

Sikuku Immaculate Adika

EDU/PGCM/15/09

**Appendix 7: RESEARCH PERMIT**

CONDITIONS

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



**REPUBLIC OF KENYA**  
**RESEARCH CLEARANCE PERMIT**

GPK6055t3mt10/2009

(CONDITIONS— see back page)

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. IMMACULATE  
ADIKA SIKUKU

of (Address) MOI UNIVERSITY  
P.O. BOX 3900, ELDORET

has been permitted to conduct research in .....  
.....Location,  
LUGARI.....District,  
WESTERN.....Province,

on the topic. An investigation into  
the implementation of life skills  
education in Kenyan Secondary  
Schools.

for a period ending 31ST JULY, 20 11

Research Permit No. NCST/RRI/12/1/SS-011/168  
Date of issue 24/02/2011  
Fee received SHS 1,000



Adika Sikuku  
Applicant's Signature

[Signature]  
Secretary  
National Council for  
Science and Technology

## Appendix 8: CLEARANCE LETTERS ATTACHED

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RRI/12/1/SS-011/168/4**

Date:  
**24<sup>th</sup> February 2011**

Immaculate A. Sikuku  
 Moi University  
 P. O. Box 3900  
 ELDORET

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*An investigation into the implementation of life skills education in Kenyan secondary schools*" I am pleased to inform you that you have been authorized to undertake research in **Lugari District** for a period ending **31<sup>st</sup> July 2011**.

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

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

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

Copy to:

The District Commissioner  
 Lugari District

The District Education Officer  
 Lugari District

**MINISTRY OF EDUCATION**

Telephone: **020-2611527**  
 Email: **ministryedulug@gmail.com**  
 When replying please quote  
 Ref.No: LUG/EDU/TRN/26/25



**DISTRICT EDUCATION OFFICE,  
 LUGARI DISTRICT,  
 P. O. BOX 305,  
 TURBO**

Date March 17, 2011.

**TO WHOM IT MAY CONCERN**

**RE: AUTHORITY TO CARRY OUT RESEARCH**

The bearer of this letter Immaculate A. Sikuku a student of Moi University has been authorized to conduct a research study in our District on "*An investigation into the implementation of life skills education in Kenyan secondary schools*" for a period ending *31<sup>st</sup> July 2011*.

Kindly accord her the necessary assistance.

Thank you.

FOR DISTRICT EDUCATION OFFICER  
 LUGARI DISTRICT

**WERE O. E.  
 FOR: DISTRICT EDUCATION OFFICER  
 LUGARI DISTRICT**

**CC:**

National Council for Science and Technology  
 P.O. Box 30623 – 00100  
 NAIROBI

The Chancellor  
 Moi University  
 P.O. Box 3900  
 ELDORET

District Commissioner  
 Lugari District