

**EFFECTIVE TEACHING OF LIFE SKILLS EDUCATION IN PRIMARY
SCHOOL CURRICULUM IN KENYA KERICHO CENTRAL SUB-COUNTY**

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for the Requirements for the Conferment of the Degree of Master of
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DECLARATION AND APPROVAL

Declaration

This thesis is my original work and has not been presented for the conferment of a degree or for the award of a diploma in this or any other university:

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DEDICATION

First and foremost this work is dedicated to the almighty God for his magnanimous grace which inspired me through the study. Finally, this work is dedicated to my wife Janet Koech and my children for their prayers and moral support.

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May I acknowledge the contribution of my supervisors, Dr. Paul Onsare and Dr. Benedicta Tabot, who assisted me during the writing of this research thesis, the staff of Department of Curriculum Instructional and Educational Media for their support. Although the above persons have guided me in writing this research, I remain solely responsible for any error.

ABSTRACT

Life Skills Education (LSE) is expected to equip the learners with psycho-social competences and interpersonal skills to enable an individual make informed decisions, solve problems, think critically and creatively, communicate effectively and relate with other people. The objectives of this study were to investigate teacher preparedness in teaching of LSE; examine the attitude of teachers towards teaching of Life Skills Education; to establish availability of LSE resource materials in public primary schools and establish the challenges teachers face while teaching LSE subject in primary schools. The study was underpinned by a theory of curriculum implementation developed by Rogan and Grayson who argued that major changes in new curricula are difficult to implement and contend that any curriculum innovation should supersede existing practices. Kelly and Melograno's Achievement Based Curriculum (ABC) model was also used to build up the background for the study. Purposive sampling, simple random sampling technique and stratified sampling techniques were used to select the study sample of 30 head teachers and 68 LSE teachers. Questionnaires, interview schedules, checklist and observation schedule were used to collect data. The content validity of the research instruments was determined by discussing with course supervisors. Reliability of the instruments was determined by the use of test-retest method and Pearson moment correlation of 0.7 was obtained indicating that instruments were reliable. Descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) package was used to analyze data from questionnaires while qualitative data from interview schedule and classroom observation schedule were analyzed thematically. The purpose of the study was to investigate effective teaching of LSE subject in public primary schools in Kericho Central Sub-County. The study investigated how the teaching of the subject is affected by teacher preparedness, attitude and availability of teaching learning resources. The main findings were that most teachers had not been trained on LSE hence the low level of preparedness. Teachers did not have a positive attitude towards the teaching of LSE as they indicated that they did not enjoy the teaching of the subject. The study found that critical teaching/learning resources were inadequate or not available in most of the primary schools. The study also found that the effective teaching of LSE faced challenges arising from the teaching methods used by the teachers teaching the subject, for example poor conceptualization of the content by both teachers and pupils, the fact that it is not examinable by KNEC, lack of proper supervision by education officers, teachers' failure to be role models, large class numbers, inadequate guidelines from the syllabus and not being allocated specific time on the timetable. The study recommends that teachers need to be trained on the LSE through workshops, seminars and in-service training. LSE should become examinable like other subjects so that pupils and teachers take it seriously in the school curriculum. The government through the ministry of education should ensure that resources for teaching and learning LSE are adequate in schools to enhance effective teaching of the subject in the primary schools. The government through the Ministry of Education should ensure manageable pupil teacher ratio in primary schools. LSE should be customized with prevailing societal cultural concerns in a constructive way.

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LIST OF ABBREVIATIONS AND ACRONYMS

CSO	- Curriculum Support Officers
DEO	- District Education Officers
ESARO	- East and Southern Africa Regional Office
ICAP	- International Center for Alcohol Policies
INSET	- In-Service Training
KCPE	- Kenya Certificate of Primary Education
KICD	- Kenya Institute of Curriculum Development
KIE	- Kenya Institute of Education
LSE	- Life Skills Education
NACOSTI	- National Commission for Science Technology and Innovation
NGO	- Non-Governmental Organization
PTA	- Parents Teachers Association
SDE	- Sub-County Director of Education
TEST	- Tertiary Education and Skills Training
UNESCO	- United Nation Education Scientific Cultural Organization
UNICEF	- United Nation International Children Fund
WHO	- World Health Organization
ZQASO	- Zonal Quality Assurance Officers
ABC	- Achievement Based Curriculum

DEFINITION OF TERMS

Attitude: it is whether a teacher likes teaching LSE or not and feelings exhibited towards LSE subject

Availability: is the presence of resource materials to be used in teaching LSE in school

Challenges: are the difficulties encountered when teaching LSE

Holistic: Development of a child refers to the physical, social, mental, and emotional and spiritual growth and development of a child

Life skills: According to this study it refers to psycho-social abilities which enable a person to have self-awareness, emotion, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, coping with stress and emotions

Psycho-social

Competences: Refers to learners' ability to have positive behavior as result of being equipped with following skills decision-making, problem solving, critical thinking, creative thinking, effective communication, interpersonal relationship and coping with stress and emotion

Stand-alone: it is whereby the teaching/ learning of LSE subject within the time allocated in the time table

Strategies: Refer to the methods or approaches used by teachers in delivery of subject for example LSE

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter describes the background of the study, statement of the research problem, the purpose of the study, study objectives, research questions, significance, scope and limitations and the assumptions of the study.

1.2 Background of the Study

Life skills are capacities for versatile and positive conduct that enables people to manage or deal effectively with the day to day difficulties of life. The teaching of LSE enables the acquisition of these abilities which equips one with psycho-social capabilities and relational aptitudes to empower an individual settle on informed choices, take care of issues, think critically and innovatively, communicate adequately and relate with other people (Wachira, Obai, Pare, Moracha, Mbaabu & Ng'ang'a, 2011).

Customarily, parents, grandparents and other relatives were actively involved in LSE through shaping boys and girls on their respective gender roles in the society (KIE, 2008, p. 9). Guidance on growing up, what to be, what to do, what to know and how to consolidate gender specific respective virtues was stressed in traditional societies, adds International Centre for Alcohol Policies (CAP, 2000). This shows that traditionally teaching of LSE was a very important core function of parenting. This was done by parents within the family as well as by extended family members. The teaching of life skills was also considered a societal parental obligation in which LSE was imparted communally in an informal way (Katola, 1996).

The concept of teaching of LSE as a subject in the curriculum in a formal way has its roots in North America, with an objective of equipping individuals with psycho-social competences e.g. ability to make informed decisions, think critically and creatively, solve problems, communicate effectively, relate with others well and exhibit desirable behaviours in order to respond effectively to the demands of life (Baylies, et al, 1998).

The concept of individual teaching of LSE was further developed by the United Nations (UN) spearheaded mostly by its two agencies, United Nation International children Fund (UNICEF) and World Health Organization (WHO). In order to come up with the current concept of LSE, the two agencies conducted case studies on the then existing LSE programmes in various curriculums of different world countries in various regions such as Asia, Middle East, South East Asia, the Pacific, Latin America, the Caribbean and Africa. The said case studies conducted found out that there was need to teach LSE in schools so as to develop individual child's fullest potential. The UN has been in the forefront in urging various countries in the world to introduce LSE programmes in their curriculums.

In Africa, countries like South Africa, Malawi, Zimbabwe and Uganda among others have introduced life skills as a subject in their primary and secondary school curriculums between 1997 and 2008. In Kenya, LSE was introduced when the Kenya government adopted the UN resolution which recommended that member countries introduce formal teaching of LSE in their curriculum, Kenya being a UN member by then.

The Kenya Institute of Curriculum Development (KICD) formerly called the Kenya Institute of Education (KIE, 2008) observes that there were many challenges, for example, teenage crisis, early pregnancies and marriages, drug and substance abuse

and undesirable behaviours facing children and youth due to a fast changing world. These challenges are psychological, social and economic among others. These challenges render children and youth to be vulnerable to negative effects of these changes resulting in making youth and children to be susceptible to drug abuse, early pregnancies, premarital sex, crime which include cybercrime like hacking, violence done individually or organized groups like Al-shabaab and general unbecoming behaviours. LSE assumes a noteworthy role in empowering the people to interpret learning, frames of mind and qualities into genuine capacities in reference to what to do and how to do it (Mugambi & Muthui, 2003).

The Kenya Institute of Education (2008) introduced LSE as one of the teaching subjects in primary school curriculum with the following LSE objectives in the year 2008. That before the finish of the course the students ought to have the option to value oneself as a one of a kind person, exhibit the capacity to relate genially with the others, settle on educated and sane choices on issues influencing them and others, show capacity to take an interest in network improvement and secure mentalities, values and mental capabilities that advance dependable living and show the capacity to adapt to day to day challenges. These objectives can only be realized by effective teaching of LSE in our public primary schools.

Effective teaching of LSE enables an individual to improve their perception of self-awareness, self-esteem, self-efficiency and personal risk perception (KIE, 2006). This objective concurs with the two relevant Kenya national goals of education which states that education is “to provide opportunities for the development of individuals’ personality” and that “it should develop learners with sound moral values” (KIE, 2002, p. 9). This means, in order to realize the two national goals of education,

effective teaching of life skills is essential in both primary and secondary schools. The main objectives of teaching LSE is to enable youths improve their skills and ability to take responsibility in making decision that enhance their ability to oppose negative pressures and keep away from risky behaviours (Kimbui, 2011). Apparently, the effective teaching of Life Skills should be done with the same intensity as with the other formal subjects. Teachers need to allocate the specific periods on the master timetable, prepare schemes of work and lesson plans, as well as determine the rubrics for their assessment. Teachers should have access to relevant resource materials which includes textbooks, journals, magazines, pamphlets and other learning aids as recommended by the KICD. In addition to that, the teaching of LSE subject in primary school curriculum enables young people to be equipped with skills of knowing and living with oneself, knowing and living with others and settling on compelling choices.

However, it seems that children exiting primary level of education are not well equipped with LSE psycho-social competencies as intended in LSE objectives. Effective teaching of LSE essentially must address teachers' preparedness, their attitude towards the subject, availability of resource materials and remedies for challenges affecting the subject. Bunyard, et al. (1998) observe that mass media report of rising cases of young school going people often involved in drug and substance abuse, irresponsible sexual behaviour resulting to children being born out of wedlock, low academic achievement, high dropout rate and general indiscipline. Such media reports as observed by Bunyard *et al*, clearly indicates that there seem to be a discrepancy between the teaching of LSE and acquisition of psycho-social competencies among learners exiting primary level education.

1.3 Statement of the Problem

LSE was introduced as a subject in Kenyan primary school curriculum in the year 2008 as a stand-alone subject with an objective to equip learners to address psycho-social challenges which the children and youth are facing. Hence the LSE subject primary syllabus focuses on three main areas; knowing and living with oneself, knowing and living with others and making effective decisions (WHO, 2010).

Although the focus of teaching of LSE has been based on the three areas mentioned above, behaviours of learners exiting primary level education, (Bunyard, et al, 1998) seem to suggest inadequate acquisition of psycho-social competences, hence the need to investigate the teaching of LSE. Though a number of studies on implementation of LSE have been done for example Abobo (2012) in Trans Nzoia West District of Trans-Nzoia County, Riungu (2011) in Langata Division in Nairobi County and Kimbui (2011) in Ruiru District in Kiambu County, these studies focused on strategies used in the teaching of LSE in Kenyan schools. However, there is lack of focus on level of preparedness of the teachers, their attitude towards the subject, the availability of relevant resource materials and challenges affecting the effective teaching of LSE in public primary schools in Kenya. Therefore, there is need for an investigation of effective teaching of LSE in primary schools in Kenya.

The above mentioned studies and perhaps many others have not given reasons why there is apparent discrepancy between the teaching of LSE subject and inadequate acquisition of LSE psycho-social competencies among the learners exiting primary level education. This study therefore seeks to investigate effective teaching of LSE in primary schools in Kenya.

1.4 Purpose of the Study

The purpose of the study was to investigate effective teaching of LSE subject in public primary schools in Kericho Central Sub-County. The study investigated how the teaching of the subject is affected by teacher preparedness, attitude and availability of teaching learning resources.

1.5 Objectives of the Study

The following objectives guided the study:

- i. Investigate teacher preparedness to teach Life Skills Education in public primary schools in Kericho Central Sub-County.
- ii. Examine the attitude of teachers towards teaching of Life Skills Education in public primary schools in Kericho Central Sub-County
- iii. Establish the availability, use and the adequacy of resource materials used in teaching Life Skills Education in public primary schools in Kericho Central Sub-County.
- iv. Find out challenges affecting the effective teaching of Life Skills Education as a subject in public primary schools in Kericho Central Sub-County.

1.6 Research Questions

The following research questions guided the study:

- i. What is the level of teachers' preparedness in teaching Life Skills Education in public primary schools in Kenya?
- ii. What is the attitude of teachers towards the teaching of Life Skills Education subject in public primary schools in Kenya?

- iii. Are there adequate resource materials to be used to teach Life Skills Education in public primary schools?
- iv. What are the challenges teachers face while teaching Life Skills Education as a subject in public primary schools?

1.7 Justification of the Study

The ability to acquire psycho-social competences that enable one to settle on educated choices, take care of issues, think imaginatively and basically, impart successfully and relate with people is a very important education agenda. The teaching of LSE seeks to enable young people to acquire psycho-social competencies which enable them to deal effectively with the effects of globalization which has gradually been eroding societal traditional cultural values, making people lack identity and meaning of life (Ingrain, 2010). Teaching of LSE to young people is therefore vital so as to develop and bring good harmonized co-existence.

It is therefore important to ensure that teaching of LSE is effectively done so as to enable young people to have adaptive and positive behaviours to effectively deal with and overcome demands and challenges of daily life (Vihar, 2012). Failure to do so results in social problems and moral decay in society as youth would miss an opportunity to learn the right skills to tackle the issues that face them on a daily basis.

1.8 Significance of the Study

This study examines the teaching of LSE to primary schools learners. The findings and recommendations are of importance to the Ministry of Education for curriculum reviews, feedback and planning. At the school level, the findings will help school administrators to assess the effectiveness of the teaching since they are at the stage of implementation. For teachers and parents, this will aid in understanding the need for

effective teaching of LSE and its effects on holistic development among the learners and the youth.

1.9 Scope of the Study

The scope of this study centered on the teaching of LSE as a subject in public primary schools in Kericho Central Sub-County. It covered specific aspects which included teacher preparedness, their attitude towards teaching of LSE, the availability of resource materials and challenges affecting the effective teaching of LSE in public primary schools in Kenya. There are other areas that would have been studied for example the role of LSE in holistic development of a child and also assess the impact of LSE on primary school learners. But this present study seeks to make contribution towards improving the quality of acquisition of psycho-social competencies by the end of primary school level.

1.10 Limitations of the Study

There were limitations experienced by the researcher during the study. The respondents who were teachers and head teachers were reluctant to respond to some items in the questionnaire due to fear that the information may be used to victimize them. Thus the study relied only on the information obtained from respondents, which were not all-encompassing. The data from sample schools was collected from teachers and head teachers who are not the only persons involved in the wholesome teaching of LSE even though they are the major players. Since the study did not entirely cover other set ups, like in particular households, religious and special institutions, other germane factors may have been omitted.

1.11 Assumptions of the Study

The study assumed that LSE is only entirely taught in all public primary schools within the area of study and that the head teachers and teachers were willing to divulge all the information required in the questionnaires and interview schedules. It was assumed also that teachers would allow themselves to be observed during the teaching of their LSE lessons. Finally it was assumed that respondents would give genuine and honest responses to questionnaires and interview schedules.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature and other materials related to the teaching of LSE as a subject in primary school curriculum under the following sub headings: LSE, preparedness of teachers to the teaching of LSE, the attitude of teachers towards the teaching LSE, the availability of LSE resource materials and challenges facing the teaching of LSE, theoretical framework and identification of knowledge gap.

2.2 Review of Related Literature

Related literature and materials were reviewed.

2.2.1 Life skills education

Tripathi and Shukla (2013) observed that in the 21st century, life globally is undergoing significant ‘transition and change’. Today’s children and youths are exposed to more information and cultural diverse choices than earlier times. These changing social, moral, cultural, ethical and religious values have exposed ‘lifestyles’ in the society which affected the youth and the children. This calls for the need to provide today’s children with new set of ways and systems to deal with demands of life. In the 21st century ‘individual’ rather than ‘the systems’ is considered as the basic unit of the society hence it is important that children and the youth are equipped with life skills and other skills to deal with variety of choices, changes and stressors.

Hendren, Birel, Weisen and Orley (1994) states that “ nearly one in five children had emotional problems over time during their youth regardless of where they live or how well off they are” (Hendren, Birel, Weisen & Orley (1994, p. 220). Such a group scenario can only be mitigated by ensuring LSE is taught effectively. Emotionally

disturbed children exhibit their impairment in a variety of ways such as failing academically, having poor self-image, having poor peer relations, show little respect to their followers and also do not respect their parents. Hendrens et al, (1994) emphasize that teaching of LSE enables children and adolescents to be equipped with abilities which enable them to develop socially, emotionally, mentally and spiritually.

Hence life skills are considered as crucial for promotion of healthy children and adolescent development for primary prevention of some key causes of children and adolescent diseases, disabilities and deaths. Teaching of LSE is further considered as a tool for socialization and preparing young people to cope with the effects of globalization causing significant transition and change (WHO, 1999). Teaching of LSE has come about as a result of the fact that individuals must be equipped with learning opportunities which empowers an individual with psycho-social competences (KIE, 2006). So as to cope with the effects of globalization such as requests of present day life, poor child upbringing, changing family structure, broken connections, new comprehension of youngsters' needs, decay of religion, and quick socio social change (WHO, 1999).

Delor's Report (2001) observes "... concerning education in the 21st century, traditional responses to the demands for education that are essentially quantitative and knowledge based are no longer appropriate. It is not enough to supply each child early in life with storage of knowledge. But each individual must be equipped with learning opportunities both to broaden his/her knowledge, skills and attitudes so as to adapt to the changing complex and interdependent world" (Delor's Report, 2001, p. 59). Therefore this means that apart from provision of knowledge to learners they should

be given opportunities to 'learn to be' and to 'live together.' To cater for this need among learners is the reason why LSE was introduced in primary school curriculum.

Alison (2006) argues that LSE focus on transmitting learning as well as causes the young to investigate their frames of mind, emotions, feelings and qualities in this manner creating psycho-social abilities to confront life challenges adequately. Proper teaching of LSE guaranteed compelling execution of LSE subject in primary school curriculum which is an immediate interest in our country's human capital and its personal satisfaction. It might likewise serve to diminish the expense brought about from social issues present in our nation as supported by the Ministry of Tertiary Education and Skills Training (TEST) of Trinidad and Tobago.

Tripathi and Shukla (2013) pointed out that teaching of LSE content should consist of core set of skills that include the following ten generic skills which are paired into five pairs of related skills as follows; basic leadership and critical thinking, inventive reasoning and basic reasoning, correspondence and relational aptitudes, self – mindfulness and compassion and adapting to feelings and stress. The ten identified generic skills related to LSE are shown in Figure 2.1 below.

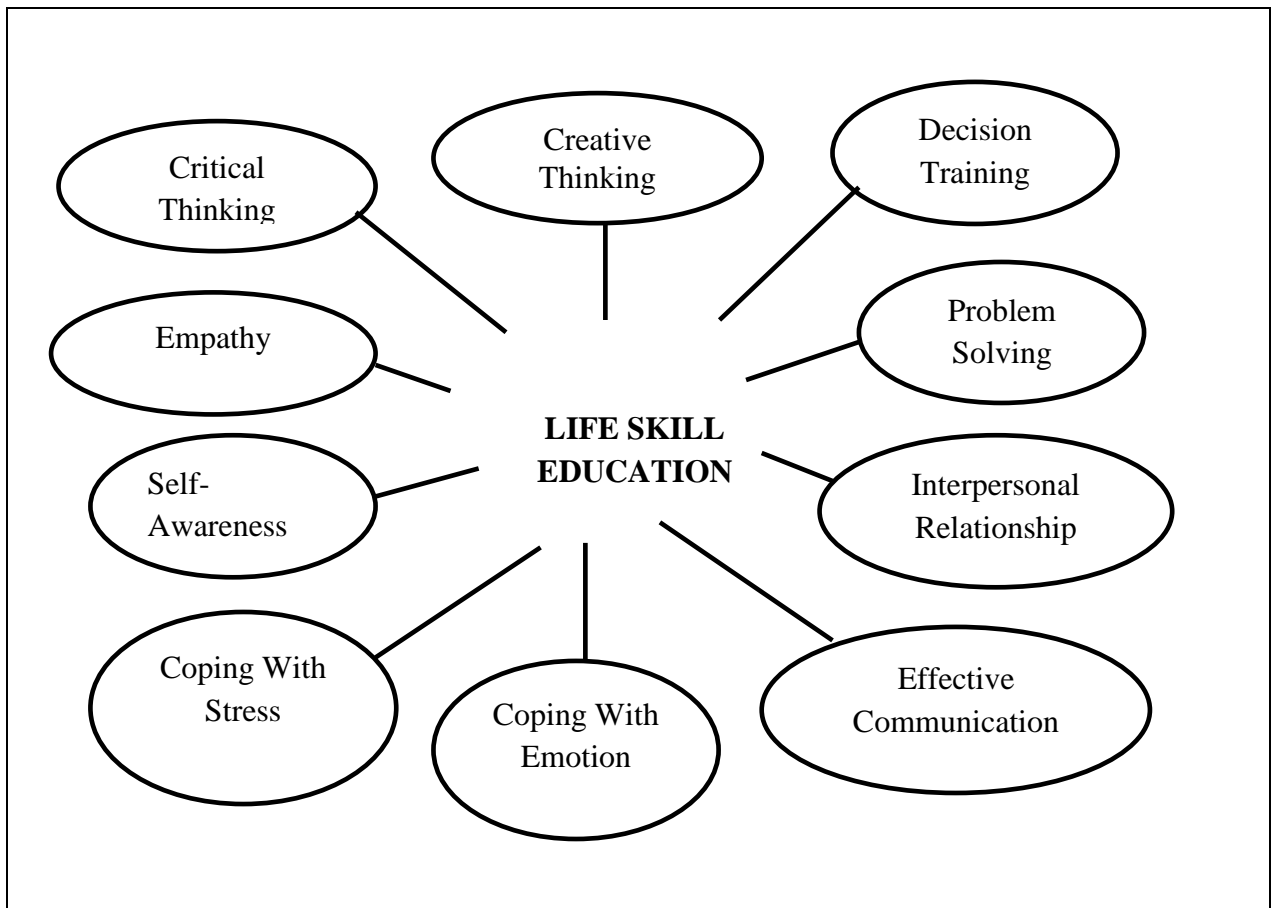


Figure 2.1: Ten Generic Skills of Life Skills

Source: Tripathi and Shukla (2016)

It is imperative to teach LSE since it empowers a person to create inspirational frame of mind towards self as well as other people by changing learning, abilities and qualities enthusiastically. This upgrades the capacities for viable choice and relating with others genially in the general public. LSEs equip the learners with psycho-social skills that would enable them to settle on educated choices, tackle issues, think imaginatively and basically, communicate adequately, build solid relationship with others, relate to other people and deal with their lives in a sound and profitable way, (KIE, 2008; Wachira, 2010).

Life skills have long term instructive, social, wellbeing, social and financial advantages to the general public. Instructive advantages of LSE incorporate

reinforcing instructor understudy connections, make alluring practices change, improve discipline in schools, lessen student issues, for example, truancy, non-attendance, medication and substance misuse and high school pregnancies in this way helping students to improve their scholastic execution (KIE, 2008), consequently the need to examine viable instructing of LSE.

2.2.2 Preparedness of teachers towards teaching of LSE

Kimui (2011) noted that preparedness of teachers teaching LSE refers to teacher academic, professional managerial abilities in ensuring that LSE is well planned, managed and evaluated. Preparedness includes also the availability of teaching/learning resources at the disposal of learners and teachers to facilitate the teaching and learning of LSE. (Abobo & Orodho, 2014) pointed out that successful implementation of curriculum depends on the vital role of teachers. This calls for the need to give teachers proper and important preparing to have the option to deal with another program including LSE. They further noted that the teacher who is the instructor translate the wide broad objectives of the educational modules into instructional destinations.

Therefore teacher training is aimed at developing relational abilities, proficient mentalities and qualities that furnish educators with learning and capacity to distinguish and build up the instructive needs of the youngster, Republic of Kenya (UNESCO, 2012). Hence teacher preparedness is a very vital element in LSE implementation in that the saying that “No education is better than its teachers” still holds. Teaching of LSE requires instructional method of dynamic learning through participative showing techniques, for example, pretend, discusses, circumstance examiners and one-on-one critical thinking.

Life skills programmers can effectively draw in youngsters in their very own improvement procedure (Mangiukai, Whiteman & Posner, 2001). Active learning of LSE requires teaching using participatory learning mode which requires engaging the learner in an experiential environment, thus enabling children to acquire attitudinal and behaviour change (Bwayo, 2014). In order for teachers to teach LSE using participatory learning mode, teachers need to be trained so as to be conversant with participatory mode of teaching. Shikuku (2013) noted that teaching LSE is done by teachers who have not been adequately trained while some have never been trained. What has been happening since LSE was introduced in 2008, is that the ministry of education has provided resource materials, mostly in form of text books only, without any special training to teachers (UNESCO, 2012).

As often as possible educators have been accused of average quality in applying teaching method and ineptitude in homeroom execution (Sifuna, 2008) also, this has influenced students' results adversely. Educators' powerlessness to successfully convey in the homeroom and the utilization of improper procedure is brought about by ineptitude among instructors (Otieno, 2010). Such incompetency among professional teachers impact negatively on the outcomes of the curriculum designers' expectations on LSE in which apart from being recently introduced in primary and secondary curriculum, requires participatory mode of teaching of which most professional teachers have not been in-serviced.

The significance of in-service training and proceeding with expert improvement for the training calling when all is said in done is progressively recognized in nations all through the world (Fraser, Killian, Reide, Lesley, McKinney & Stephen, 2007). Hence LSE instructors ought to be satisfactorily prepared through in-service training

to deal with ably LSE. Thus improving acquisition of psycho-social competencies among learners exiting primary level of education. Studies in Sub-Saharan African reveal that many LSE teachers are under-qualified due to the fact that they are not adequately trained (Trendrebege, Meijer & Engleberg, 2003), hence there is need to train teachers through in-service training in order to not only teach LSE (Coombe, 2002; Rooth, 2005; Christiaan, 2006), but to do so effectively.

2.2.3. Attitude of teachers towards the teaching of LSE

Shiundu and Omulando (1992) pointed out that at the point when teachers have an inspirational frame of mind of the change or new educational modules, they acknowledge and disguise the logic behind the new thoughts, build up a preference for change and are in this way dedicated to its prosperity. Hence it is vital to ensure teachers create inspirational dispositions towards change or new curriculum. By creating awareness among them through in - service education, this enabled teachers to accept new change, since teachers' attitude impacts either positively or negatively on any new curriculum implementation. Jansen (2002) observed that curriculum implementation hinges on the teacher and their disposition towards work. The feelings teachers have on work have the ability to shape their capacity to execute educational curriculum policy. The present study wishes to examine how the teachers' attitude influences the viable instructing of LSE.

Teachers' mindset affects their attitude towards LSE teaching of some topics in LSE, especially on sexuality matters, as outlined in the syllabus. If teachers perceive it negatively they may avoid teaching it thus undermining LSE implementation (Ratsatsi, 2005). Educators' demeanor towards instructing of LSE is influenced by the method of educating it. Instructing of LSE include the utilization of dynamic

participatory technique for educating of which many teachers are not at ease with, hence tending to create a negative perception towards teaching the subject. Mahlangu (2001) pointed out this fact that the use of participatory methods in teaching LSE tend to have an impression on the attitude of teachers towards the subject.

Teachers have a tendency to feel secure when they use familiar, traditional teaching methods compared with the participatory mode used in teaching LSE, as outlined in the LSE syllabus. The lack of being conversant with LSE participatory mode of teaching have a propensity to make teachers insecure in handling the subject and in the long run, build up a negative frame of mind towards teaching the subject. This undermines teaching of LSE since teachers always try to avoid teaching the subject whenever possible.

Teachers' individual circumstances like family health and living standards tend to affect their disposition towards instructing of LSE. Teachers who are affected by the above mentioned circumstances feel uneasy to teach LSE since it require teachers to be role models or living examples of what they are teaching. A teacher who does not meet the expected moral standards tends to avoid teaching what they are not living up to Lowe (2008) in a study of teachers' personal circumstances and ability to implement curriculum effectively.

It was found out that teachers in Malawi are obliged by social conditions, for example, conveying debilitated kids, individual sick wellbeing, including Human Immuno Virus HIV/ Acquired Immuno-Deficiency Syndrome (Aids) as well as meager income. These social circumstances cause teachers to be absent from work thus undermining the usage of educational programs including the instructing of LSE. The preparedness of teachers to teach LSE in terms of cultivating positive attitude is

very important. The success of any curriculum implementation is determined by, among other factors, the attitude of the educators who are the genuine implementers of the educational programs.

The instructors interpret the expansive and general objectives of the prospectus of some random subject which for this study is LSE into instructional objectives. They decide the learning experience, method of content presentation and evaluation. Since the teacher's direct learner's learning it is therefore important for the teacher to have inspirational attitude towards showing LSE. Kimbui (2011) argues that preparedness of teachers which include their attitude towards LSE teaching or its implementation is paramount in that it brings sense of ownership of the programme thereby facilitating its implementation.

2.2.4. Availability of LSE resource materials

Material assets, their sufficiency, shortcoming and qualities are considered as a significant segment of the effective execution of LSE. Schools can't work without course readings that contain suitable precedents, language, sex references and learning exercises or without learning materials, gear and fundamental framework to show LSE.

Christiaans (2006) and Prinsloo (2007) argue that it is not only the availing of LSE materials assets, yet the quality and assortments of materials are required for the powerful instructing of any subject. Resource materials for teaching include textbooks, charts, journals, magazines, drawings, 2-D and 3-D objects which must be relevant and able to arouse learners' interest in order to an advantage learning process. Instructors should choose the most proper assets for a specific exercise which ought to

be utilized in the most common and consistent way, to strengthen and upgrade a specific learning action.

KIE (1999) apart from provision of materials assets for teaching LSE, expect educators to use participatory mode of learning whereby learners are kept dynamic by giving them “rich environments to allow for active exploration and hands on activities” (Schunk 2004, p. 451). To ensure “rich environment” there is need for teachers of LSE to avail appropriate instructional materials so as to enable learners to be effectively included with preparing data by taking part in it (Pritchard, 2005, p. 37).

According to KIE (2008), the use of materials makes the learning of LSE all the more fascinating, genuine and agreeable, accordingly empowering students to hold information. A study by Aila (2005) on the utilization of teachings materials in instructing/learning, found out that the use of teaching aids generate interests and creates situation which make the learners to be fully engaged in classroom activities. Provision of resource materials is important for success of any given innovation (Shikuku, 2013) hence an innovation like LSE programme must be funded well so as to succeed.

Shiundu and Omulamdo (1992) noticed that a program requires applicable and sufficient offices, physical offices must be readied and materials bought even before usage to guarantee fruitful initiation of a program. They caution that a circumstance ought to be maintained a strategic distance from where there are no finances accessible when another educational programs is prepared for usage.

A number of studies uncover that LSE experiences absence of adequate subsidizing and deficiencies of materials, offices and hardware. This situation can affect

contrarily in the usage of LSE (Christiaans, 2006; Prinsloo, 2007 & Rooth 2005). A similar view is shared by Abobo (2012) who did a study in Trans-Nzoia West District in Trans-Nzoia County and found out that lack of adequate teaching materials, namely educators' aides, course books, reference materials and other significant materials affected the teaching of LSE negatively. In this regard the researcher seeks to explore the availability of resource materials for LSE teaching or its unavailability on the effective teaching of LSE in public primary schools in Kenya.

2.2.5. Challenges facing the teaching of LSE

The teaching of LSE is faced with a number of challenges. Bwayo (2014) identified the teaching of LSE challenges as follows:- issues surrounding hostile social and cultural environments, failure of teachers as role models, use of praise when communicating and giving feedback to children, large classroom numbers, some LSE content areas being sensitive to discuss, lack of use of participatory methods, inadequate support from schools heads and ministry of education officials, lack of trained teachers to handle LSE and the misconception being non-examinable.

2.2.5.1. Unfavorable social-cultural environment

Guardians and community social attributes, for example, convictions, statistic qualities, dimension of proficiency impact the instructing of LSE. For example guardians may impact students to dismiss subjects like LSE or other subjects they consider detrimental to the interest and cultural belief of a particular community (Chirwa, 2009).

In a study done by Malawi Institute of Education (MIE, 2006) which surveyed the execution of LSE in classes five to eight of primary schools, the findings illustrate the

influence that guardians and community individuals have on instructing of LSE and different subjects in the educational programs. Chirwa (2009) further noted that guardians contended that it was unethical for grade younger students to be shown the human sexual and conceptive substance in the educational programs. This undermined the successful usage of the educational modules and brought about having the themes on human sexual and regenerative issues in the LSE programme not being taught at all in some primary schools (Kishindo, Mzumara & Katundulu, 2006).

The unfavourable social-cultural environment influencing the teaching of LSE has earlier been pointed out by (WHO, 1997, p. 3) “Cultural and social factors determined the exact nature of LSE. For example eye contact may be encouraging in boys for effective communication but not for girls in some societies, so gender issues arose in identifying the nature of the LSE for psycho-social competence. The exact content of LSE must therefore be determined at the country level or in more local context.” Therefore since LSE equipped an individual with psycho-social competencies which include correspondence exchange, basic leadership and basic reasoning, emphaticness and stress the executives, the obtaining of LSE enables the thinking pattern of girls and boys, women and men of different generations to experience change (Bwayo, 2014).

In order to accommodate the issues posed by unfavourable social- cultural environment, the LSE teaching ought to be customized according to social-cultural concerns in a harmonious way. Yet, it should equip all individuals with psycho-social competencies that enable one to know and live with oneself, knowing and living with others and basic leadership. Teaching of LSE equips individual learners to deal with

the challenges of unfavourable social-cultural environment by enabling their mindset to go beyond the traditional, cultural mind especially on gender issues. This is because “traditional mindset which relegates women and girls to an inferior social status resulting in social structures characterized by unequal gender relationships should be discarded.” (UNICEF, ESARO, 2001).

2.2.5.2. Failure of teachers to be role models

The teaching of LSE involves equipping an individual with psycho-social competencies which enable character development. This implies that teachers should act as role models so as to facilitate the acquisition of psycho-social competencies by the learners.

Peterson (2008) noted that the importance of teacher’s actions as role models for LSE and advocates for teachers training and other school staff on how to integrate character education into the entire school learning experience. This calls for the need for adults to serve as role models of exemplary character traits and good social behaviours.

Chirwa (2009) found out that fruitful execution of LSE needs something other than an educator with academic and substance of LSE this was in a study on challenges facing LSE implementation in Malawi. Since LSE manages instructing of qualities, educators whose lead is seen by students to be improper are unfit to be effective facilitators of LSE. Therefore teachers are required to uphold high standards of professional ethics and avoid any unprofessional conducts which include drug and alcohol abuse, sexual relations with pupils, theft of teaching and learning materials (Kadzamira, 2006).

Since teachers' ethical uprightness is a vital element in LSE, cultivating the right character development through in-service courses among the teachers is paramount, in order to teach right moral values to the learners. The character development of learners depends largely on teachers and other adults who are significant good examples standard-setters and wellspring of impact (Peterson, 2008).

2.2.5.3. Using praise when communicating and giving feedback to children

The way parents and teachers communicate and give feedback to the efforts children make in their learning process matter a lot. It determines whether the child's self-esteem is boosted or lowered. Porter (2003) noted that some teachers and parents use praise instead of acknowledgement and encouragement to appreciate performance of their children, but praise can involve judgmental feedback which raises children's standard to a point where they feel they can seldom attain what you expect and can cause low self-esteem when such standard are not met by children.

An example is if a child does a task and he/she is complimented "very good" with 80% and in another day he/she is complemented "below average" with 30%, it affects the way the child feels (self-concept) and affects self-esteem. Hence, the use or lack of use of praise when communicating and giving feedback instead of using acknowledgement and encouragement may affect negatively the learner's acquisition of LSE and psycho-social competencies.

2.2.5.4. Large class numbers

One of the most common and prevalent challenges encountered by teachers while teaching LSE in developing countries like Kenya, is the issue of large class numbers. In a study done in Ugandan schools, Buczkiewicz and Carnegie (2001) said, "LSE

requires children to participate actively in the lessons, which makes it hard to implement in Ugandan schools with huge classes and didactic styles.” Therefore large classes has been one of the challenges confronting the instructing of LSE since huge classes made it hard to utilize the prescribed participatory showing technique which takes into consideration dynamic learning.

2.2.5.5. Some life skills content areas are sensitive

LSE especially on sexual and reproductive health components is strongly opposed by conservative religious bodies in Kenya. Religion plays a basic job in forming the people's frames of mind towards generation and sexuality (HSP, Religious and Sexual and Reproductive Health and Right, 2005). This opposition by religious organization concerning the teaching of sexual and reproduction education which is one of the content of LSE, has undermined the teaching of LSE. Traditional and cultural beliefs which most adults still uphold, undermines the provision of the most basic information about reproductive health due to fear that such information unleash to learners immoral sexual desires (Bwayo, 2014).

2.2.5.6. Lack of participatory methods

Most teachers have not been in-serviced LSE teaching, yet the syllabus recommends that LSE teaching should be done using active learning participatory method. The advantage of using participatory method in LSE is noted by UNESCO (2008) when it pointed out that the process of learning using participatory method enables learners to have interest, listen, participate, observe, model, practice and use the learnt skills. This enables the learner to be prepared and be able to use the life skills wherever they are.

The teaching methodologies which are utilized in LSE are participatory in nature. It varies from techniques ordinarily utilized in study hall educating. Participatory/learning facilitates acquisition of life skills in that it means “that which is discussed, understood, practiced and applied before the learner and not just what is delivered by the teacher” (International HIV/ AIDS Alliance, 2014). In order to accomplish participatory method of LSE teachers need to be acquainted with adequate information and also exposed to variety teaching-learning methodologies. This enables the teaching of LSE as subject to be interesting and enables the use of creative ways which are child-centered.

Child-centered participatory methodologies may include the following techniques: games, posters, role play and drama, case studies, transforming debates, panel discussions, group discussions, story-telling, songs, field trips, research interviews, etc. (UNICEF- Esaro, 2002; WHO, 2003). The lack of use of participatory methods in the teaching-learning process to facilitate effective teaching of LSE among the teachers, has undermined the effective teaching of LSE as a subject and is one of the major challenges facing the teaching of the subject in most public primary schools in Kenya.

2.2.5.7. Inadequate support from heads and Ministry Of Education officials

The role of school heads and ministry of education officials in the teaching of LSE is very important. Heads of schools should provide effective supervision of curriculum delivery in the school. They provide direction, control and management of curriculum delivery in schools. They also organize in-service training (INSET) in school for teachers when the need dictates (Eshiwani, 1993). Quality Assurance and Standards Office (QASO) supplements the school heads’ efforts in curriculum management by

organizing in-service courses and workshops for educators to keep refreshed with new information and instructing techniques, adds Eshiwani (1993) and Olembo (1992).

Though school heads and ministry of education officials are charged with supervision and management of curriculum delivery their supervision and management of curriculum has been wanting. School heads have been effective in their role due to some of the following reasons. They are overwhelmed with other school administrative duties caused by inadequate staffing in public primary schools. This forces most public schools to employ extra teachers, so-called Parents Teachers Association (PTA) teachers which necessitate collection of extra levies in school in order to maintain PTA teachers. This adds more work to school heads leaving little or no time for supervision of curriculum delivery. On the side of education officials they cannot also provide adequate supervision and management of curriculum since they are also overwhelmed with administrative work due to under-staffing.

Another factor affecting education officials and school heads is that most of them are not trained on the teaching-learning process of LSE. Hence the inadequate support from school heads and ministry of education officials and lack of commitment to ensure non-examinable subjects like LSE is effectively taught is one of the challenges faced the teaching of LSE as subject. Christiaans (2006) in a study in South Africa saw that lacking help from school heads and the branch of training intensify the circumstance in that some school heads' and education officials' attitudes towards teaching of LSE is not positive to implementation of LSE curriculum.

2.2.5.8. Lack of trained teachers to handle LSE

The teaching of LSE has not been effective in that most educators have not been prepared to teach LSE. Talbot (2001), Hardman, (2003) and Rooth (2000) noted that the challenge of teaching of LSE by non-specialists should be handled as a critical issue, since the status and practice of LSE was determined by the knowledge and skills of the teacher handling it. Success and effective teaching of life skills as noted above require competently trained teachers equipped with knowledge and skills and are motivated to teach the subject. The aspect of lack of trained teachers to teach LSE in schools was identified as one of the factors hindering effective teaching of LSE (Kenya Report, 2010).

2.2.5.9. Misconceptions about LSE

UNICEF (2012) pointed out that the teaching of LSE has not been effectively handled in Kenya and yet LSE conceptualization has been clearly defined in some African countries.

WHO (1997) argues that the skills that are said to be life skills are varied, depending on different cultural settings. Different countries have varied interpretation of what LSE is. However, United Nations explains LSE as equipping an individual through the teaching of psycho-social skills to enable one to have critical thinking and social skills to deal with the demands and challenges of everyday life. Misconceptions about what LSE are, is also a challenge facing the teaching of LSE as a subject. In South Africa, Van Deventer and Van Niekerk (2008) in their study on challenges facing LSE, found out that misconceptions about LSE makes teachers and learners not to attach much importance to the teaching and learning of the subject. This means that

improper conceptualization of LSE as a teaching subject is a challenge which affects the effective teaching of LSE.

2.2.5.10 LSE subject being non-examinable

The teaching of LSE suffers from pre-conceptions about the non-examinable status of subjects like Physical Education, Creative Arts, Music and Crafts among others in primary curriculum in Kenya, whose education system is largely examination oriented. This fact has a negative impact on the teaching of non-examinable subject in the curriculum. A study done by UNICEF (2012) on LSE implementation found out that evidence from schools suggest that coverage of LSE is affected by the following: shortage of teachers, overcrowded curricular, limited teaching materials and focus on traditional examinable subjects of which LSE is none among them.

LSE being one of the non-examinable subjects in primary school tended to confine the subject to remain marginalized. Coombe (2002) noted that time allocated to the teaching of LSE is regularly utilized for formal subject like science which are considered progressively significant, since LSE does not include outer evaluation, in spite of the way that it is an obligatory subject. LSE is thus seen as a subject not requiring much planning or expertise on the part of teachers. This fact has undermined the teaching of LSE in schools.

2.3 Theoretical Framework

Rogan and Grayson (2003) implementation theory was used in this study in order to investigate how teachers teach LSE subject in primary schools curriculum. The study also adopted use of the Achievement –Based Curriculum (ABC) model, by Kelly & Melograno.

2.3.1 Rogan and Grayson curriculum implementation theory

Rogan and Grayson (2003) base their theory of implementation on three constructs. These include Profile of Implementation, capacity to support innovation and support from outside agencies. The profile of implementation helps with comprehension, breaking down and communicating the degree to which the goals of the new program are put into utilization.

It perceives the way that there can be a few different ways of putting educational modules energetically. Notwithstanding, it expects that there are common factors that constitutes and empowers brilliance to develop. Furthermore, the profile likewise perceives that there are various dimensions of which usage can be said to happen. Consequently usage of educational modules includes various components and the course it takes is not really unsurprising. The construct “capacity to support innovation” manages factors that are probably going to help or impede the usage of new thoughts and practices in a curriculum. The construct takes into account that schools can differ in terms of the ability to implement innovation.

Potential pointers of execution fall into four classifications, physical assets, school ethos and the board, instructor and understudy factors. Physical assets are basic in that poor and reversed assets can upset execution of even the best instructors and students (Fullan, 1991).

School ethos and management are closely intertwined hence the need to consider them together. Rogan and Grayson (2003) argue that in schools in developing countries, teachers assume a fundamental job in the usage procedure and factors, for example, their experience preparing, topic learning, inspiration, promise to instructing

and attributes towards the proposed educational modules usage impact their ability and eagerness to execute change. Rogan and Grayson further argue that learners' background and the sort of solidarity and imperatives they may convey to the school impact various frames of mind to instructing and reactions to changes. These issues incorporate their home condition parental responsibility to training wellbeing and sustenance and capability level in language of guidance among others. These four dynamic factors enabled the schools to have capacity to implement curriculum changes over time. Such changes have influence effective teaching and learning of LSE.

The construct "support from outside agencies" refers to kinds of action undertaken by outside organizations such as national, county and sub county education offices, and influences practices either by support or sanctions. The role of say sub county education offices is to see that standards are maintained. Outside agencies include the international agencies like UNESCO, UNICEF and others. There is also local and international Non-Governmental Organization (NGOs) which often provide teachers and learner's materials like textbooks and other teaching kits which is common in developing countries such as Kenya where the present study was be done.

According to Rogan and Grayson (2003) the construct of support from outside agencies is divided into two; material support and non-material support. This theory builds on the strength of various educational institutions like educational system, educational policy personnel, teachers, learners and school environment as shown in Figure 2.2.

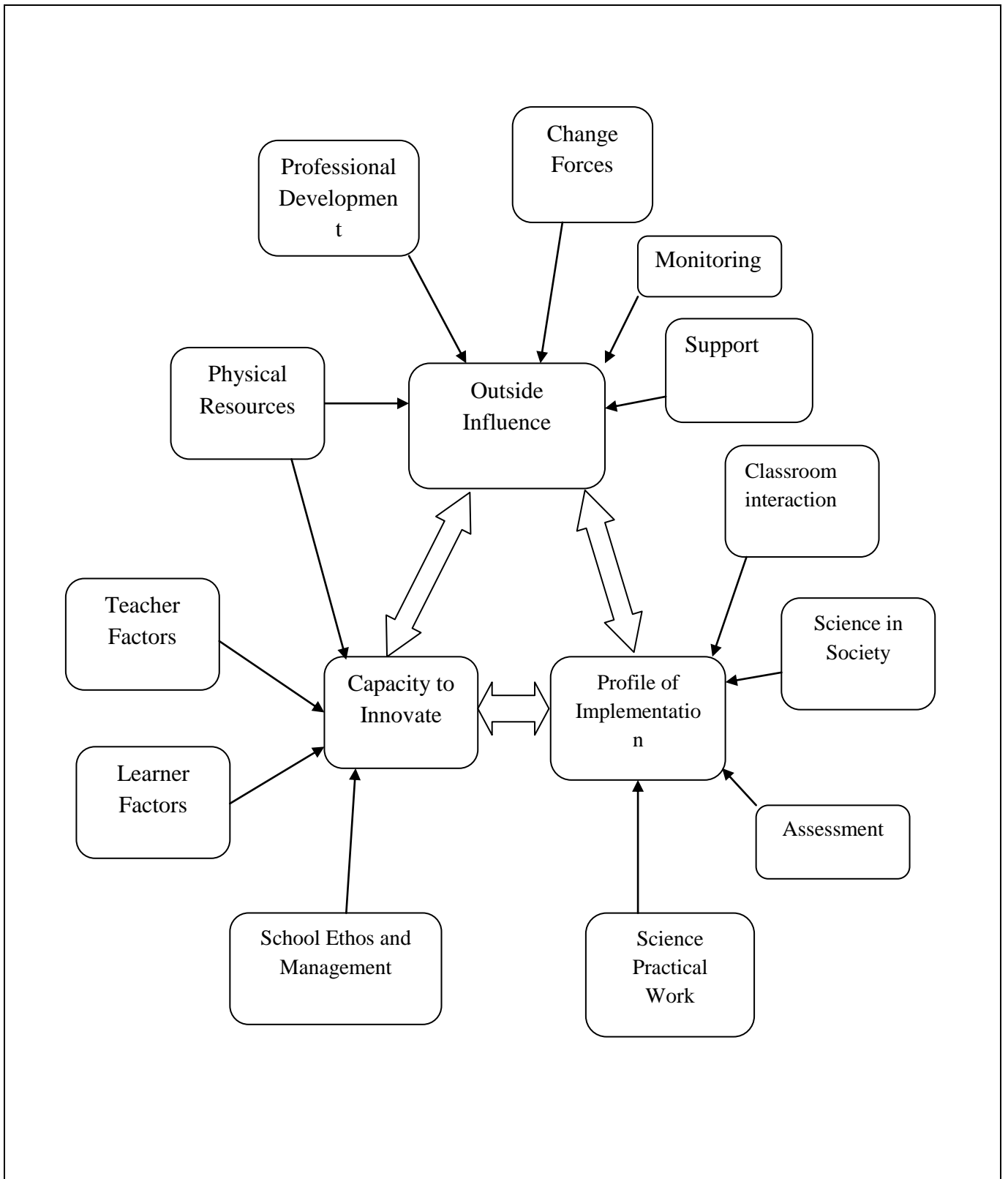


Figure 2.2: Implementation Theory
Source: Rogan and Grayson (2003)

Material support includes infrastructure such as specialist room and non-material resources such as learners' textbooks, facilities and other equipment used in the teaching and learning process. Non material support also includes provision of teacher proficient advancement. These include in-administration preparing where instructors' aptitudes could be updated. This is likely a standout amongst the most unmistakable and clear manner by which outside offices endeavor to acquire change schools (Kaisken, Voncken, & Voorthus, 2000). Kenya has benefited from international agencies that have been regularly providing in-service trainings for LSE teachers.

Rogan and Grayson (2003) theory of implementation was used in this study because it is about how teachers implement the teaching of LSE in primary school curriculum and the challenges that influence the way they implement it. Since it takes into consideration current situations that exist in different developing Countries of which Kenya is one of them.

2.3.2. The achievement –based curriculum (ABC) model

This study was also based on the Achievement-Based Curriculum (ABC) model by Kelly and Melograno (2004). The model focuses on developing a programme that bases its skills on the needs of learners and achieve the intended curriculum outcomes. Kelly and Melograno (2004) further argue that the (ABC) model presents a breakthrough that could guide life skills education step by step through the process of translating curriculum theory, instructional practices as shown in Figure 2.3.

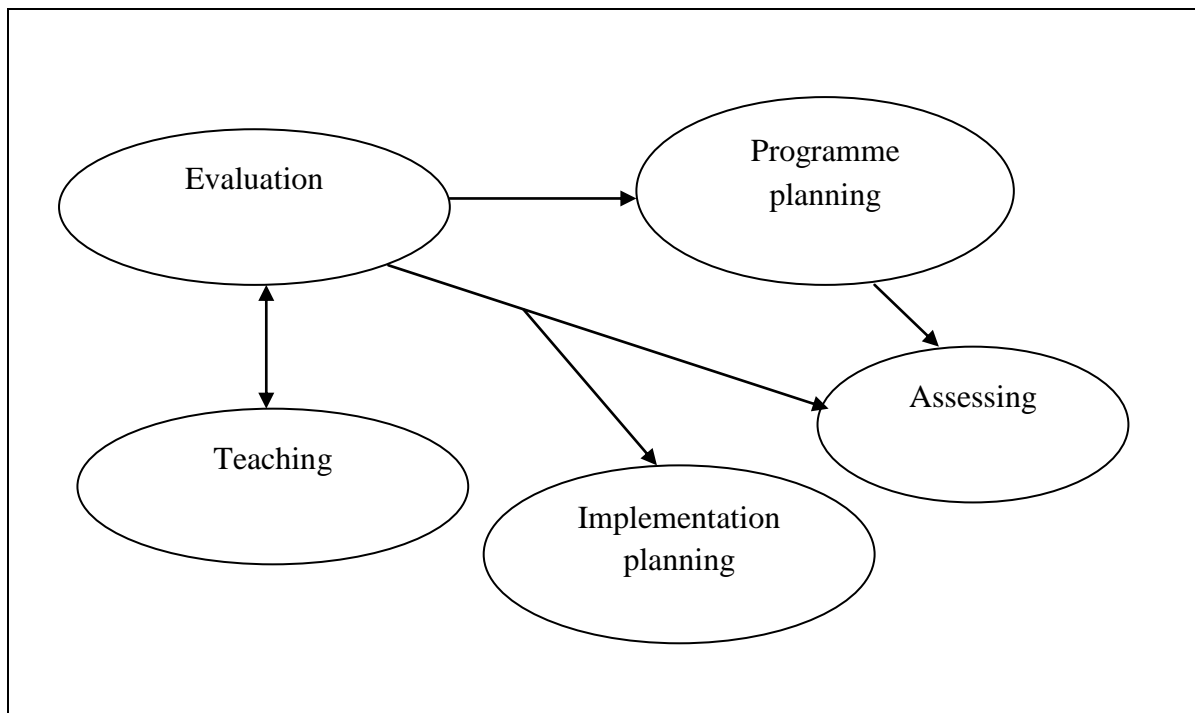


Figure 2.3: The achievement – based curriculum (ABC) model
Source Kelly and Melograno (2004)

Figure 2.3 shows the five components of the ABC model. The model integrates the programme planning, assessing, implementation, planning, and teaching and evaluation components of LSE instruction. The illustration shows that an effective teacher should follow a specified programme continuously, assess the learners and use assessment data to plan and implement instruction. They use the evaluation data re-assessment to determine learner’s progress, the effectiveness of teaching and appropriateness of programme plan (Kelly & Melograno, 2004).

The ABC model provides educators with systematic decision making procedure to help them develop a curriculum that addresses unique and diverse needs. The model is not bound to any particular curriculum theory or philosophy (Kelly & Melograno, 2004). This model is relevant to LSE teaching as it serves as a guide to enable teachers develop their programmes, such as LSE and monitor the progress of learners by means of assessment tasks. This helps the LSE teacher to determine the

effectiveness of the programme regarding the teacher’s preparedness, their attitude towards the teaching of LSE, the availability of resource materials and challenges affecting the effective teaching of LSE in public primary schools in Kenya, and how to overcome those issues and challenges that come with it.

This model acts as a driving force that could motivate LSE teachers to implement quality LSE teaching and assess the successes and challenges. This encourages LSE teachers to deal with challenges and enhance success.

2.4 Conceptual Framework of the effective teaching of life skill education

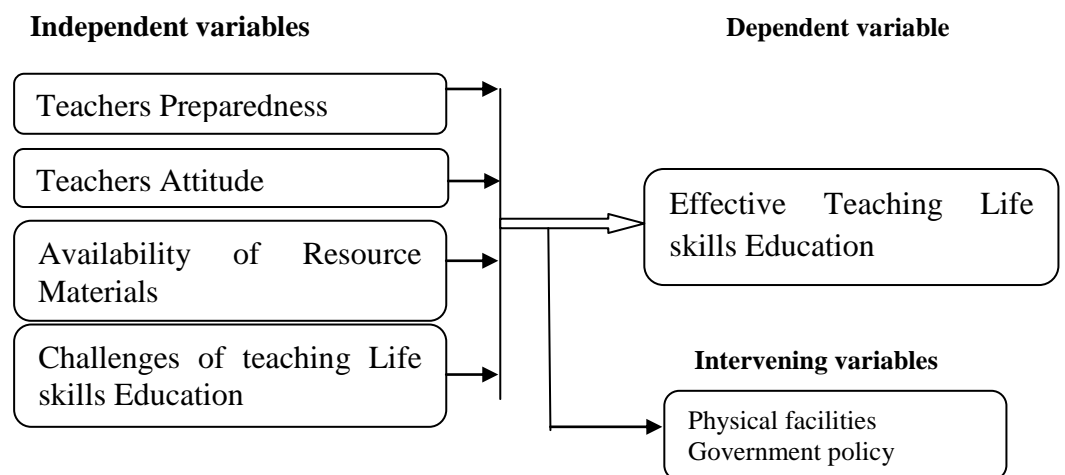


Figure 2.4: Conceptual Framework of the effective teaching of life skill education
Source: Researcher (2018)

2.5 Identification of Knowledge Gap

A number of studies on implementation of life skill especially in secondary schools has been done such as those of Kimbui (2011), Abobo (2012) and Riungu (2011). Most of these studies have concentrated on implementation strategies. The studies mentioned above and perhaps others did not investigate the level of preparedness of teachers teaching LSE, the teachers' attitude towards the subject, the availability of the resource materials used in teaching and the challenges that affect the effective teaching of LSE subject in public primary schools in Kenya. This study also found out why there is apparent discrepancy between the teaching of LSE subject and inadequate acquisition of LSE psycho-social competencies among the learners exiting primary level education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, study area, study population, sample and sampling procedure, data collection instruments, piloting, reliability and validity of research instruments, data collection procedures, data analysis and ethical and legal consideration.

3.2 Research Design

A research design is the course of action of conditions for gathering and dissecting information in a way that joins importance to the examination reason with economy in strategy and to provide the required information (Kothari, 2007). The study adopted a mixed method approach and as such, it was an intensive descriptive analysis of effective teaching of LSE. According to Gall & Borg (2006) descriptive research approach portrays accurately the characteristics of a particular individual, situation or group. Descriptive survey research study was used as it allowed for mixed method approach. The adoption of descriptive survey was useful for educational fact-finding because it provided a great deal of information. It was therefore a self-report study which required collection of quantifiable information from the sample. It was descriptive, exploratory and involving qualitative data analysis and accounted for a substantial proportion of the research done in the field of education.

3.3 Location of the Study

The study was conducted in Kericho Central Sub-County which is located in the South-Western side of the Kenyan Rift Valley Province. It lies between 35⁰ -40⁰ and latitude of 023⁰ South East between the Equator as shown in appendix VII. Kericho Central Sub-County has a population of 758,339 according to 2009 census. The area

is home to the best of Kenyan Tea which is world famous for its brightness, attractive color, brisk flavor and textures of fragrant leaves.

Kericho Central Sub-County is also home to some of the world's best long distance runners among whom have repeatedly won gold medals in international events. It is home to Kenya's biggest water catchment area, the Mau Forest. With a high altitude and virtually daily rains, it is the centre of Kenya's large tea industry, its town square is even known as Chai Square (Chai is Hindi for Tea).

Kericho Central Sub-County is a cosmopolitan area and has realized a great influx of learners because it is a business zone which has several business people who have come to settle there. As such, there are a high number of learners in the schools who comes from different ethnic backgrounds. The choice of Kericho Central Sub-County is because of the high population of pupils it holds which will enable the researcher to have a sizable sample population for the study. Kericho Central Sub-County comprises of seven (7) educational zones namely: Municipality, Ainamoi, Kapsaos, Kapsoit, Soliat, Soin and Koitaburot. Since there is perhaps no other research that has been done on effective teaching of LSE by primary school teachers in Kericho sub-county, it is therefore believed that the findings of this study which was only conducted within Kericho Central Sub-County, will be of use to Educational Planners.

The researcher chose to take the observation of this study particularly in class seven in all the schools because this is the class whose pupils are beginning to realize the challenges of the onset of puberty and adolescence stages. Learners at this stage also have started to develop self-awareness hence the need to provide proper guidance and counseling through the teaching of LSE which imparts in them the psycho-social competencies.

3.4 Target Population

According to Goshi (1982), study population is the sum total of the group in which the researcher has an interest. In this study, the researcher has an interest in life skill teachers in public primary schools within Kericho Central Sub-County. House (2008) on the other hand defines it as a set of the entire individuals which has got a given characteristic. The research therefore took the study in 102 public primary schools within Kericho Central Sub-County. The study area has a total population of 227 LSE teachers of whom 65 are male teachers and 162 are female teachers, (DEO, Kericho Central Sub-County, 2016). The study population therefore consisted of 227 LSE teachers and 102 head teachers of the public primary schools. The study was biased in that the researcher only concentrated on studying classroom LSE teachers and head teachers.

3.5 Sample Size and Sampling Procedures

Sample size is a representative proportion of study population selected for analysis. In this study, the researcher determined the sample size from the study population. Warwick and Lininger (1975) argue that, the main factor considered in determining the sample size is the need to keep it manageable enough. This enables the researcher to derive from it detailed data at an affordable cost in terms of time, finances and human resource (Mugenda & Mugenda, 1999). The sample size for the study therefore was arrived at after taking 30 percent of 102 head teachers and 30 percent of 227 LSE teachers as argued by Orodho (2005).

Table 3.1 *List of Schools and Distribution of LSE Teachers*

Zone	Public Schools	Sample Schools (30%) Teachers	LSE	Sample of LSE (30%)
Municipality	12	4 (12.90%)	33	10 (14.70%)
Ainamoi	18	6 (19.35%)	43	13 (19.12%)
Kapsaos	16	5 (16.14%)	36	11 (16.18%)
Soin	9	3 (9.68%)	20	6 (8.82%)
Kapsoit	21	6 (19.35%)	43	13 (19.12%)
Soliat	16	4 (12.90%)	33	9 (13.24%)
Koitaburot	9	3 (9.68%)	20	6 (8.82%)
TOTAL	101	31 (100%)	227	68 (100%)

Source: Sub-County Educational Office (2018)

First purposive sampling technique was used to select the 68 teachers and 31 head teachers in the selected schools then simple random sampling was used get the data intended for the specific objectives of the study. Proportionate stratified sampling technique was then used to determine the levels of education of teachers teaching

class seven in the schools as well as the period of experience among head teachers who would be involved in the study, from Kericho Central Sub-County.

Table 3.2 *Sample Size*

Sample Type	Population	Sample
1. Head Teachers	102	31
2. Teachers	227	68

Source: Researcher (2018)

3.6 Data Collection Instruments

The researcher collected data using five instruments namely: questionnaires for teachers, questionnaires for the head teachers, interview schedules for head teachers, observation of the lesson for LSE teachers and check list for LSE resources.

The head teachers' and teachers' questionnaires were used to determine the preparedness of teachers in teaching LSE and the attitude of teachers towards teaching of LSE. They were also used to establish the availability of resource materials used in teaching LSE and the challenges teachers face when teaching LSE in their schools. The head teachers' questionnaires sought to capture their bio-data, the experience they had on the teacher preparedness, their attitude towards teaching of LSE, availability of resource materials and challenges facing the effective teaching of LSE. The teachers' questionnaires captured the same contents as the head teachers' questionnaire however, teachers gave responses on the challenges they face individually in the teaching of LSE.

The questionnaires consisted of three sections, namely bio-data information, closed and open ended questions on the respondents' opinions and suggestions on remedies

for the challenges they cited and Likert's five-point scale with questions on attitude and challenges facing effective teaching of LSE. The questionnaires were developed in line with the specific objectives of this study (Orodho, 2008). The types of questions in the questionnaires were direct in analysis, time saving and ensured respondents had a similar range of options to choose from. Therefore the researcher adopted Orodho's ideas in this study, that questionnaires address the specific objectives of a study.

The purpose of the interview schedule was to address the specific outcomes of the study. The researcher specifically conducted the interview schedules orally to each of the head teachers at their stations. The details of the interview schedules captured the respondents' bio-data, teacher preparedness in handling LSE, the teachers' attitude towards the teaching of LSE, the availability of LSE resource materials and challenges facing the teaching of LSE subject.

The lesson observation schedule was used to capture data on the particular teachers, schools and classes with focus on the lesson stages, from introduction, lesson development and conclusion. The researcher sought to find out the levels of motivation during introduction, development of skills, use or appropriate teaching approaches, pupil involvement and assessment techniques used by the teachers in teaching the LSE lessons. An observation checklist was also prepared to capture availability of resource materials that were being used for the teaching of LSE.

The researcher conducted a pilot study in two schools in Sotik Sub-County in Bomet County, which is adjacent to Kericho County to the South, which had similar environment and conditions. The pilot study was used to establish the validity and reliability of the research instrument and enabled the researcher to be familiar with the

instrument. The researcher personally administered the piloting research instruments, conducted the pilot interviews and schedules and made observations to be certain that they were actually going to be useful during the research. The responses obtained from the instruments administered to the respondents during the pilot period in combination to the researcher's observation of the actual teaching of the lessons served to convince the researcher that they were valid and reliable to be used in conducting data collection during the study. There were minimal changes that were made to the instruments regarding the biographic data information and the ratio of resource materials to the users. The exercise was subjected to a dummy analysis of data repeatedly to ascertain that the results were consistent.

3.6.1 Validity of instruments

According to Mugenda and Mugenda (2003) validity refers to the accuracy and meaningfulness of inference which is based on the research results. It is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. Therefore the researcher determined the content validity of the research instruments by discussing the items in the instruments with the course supervisors and lecturers in the department of Curriculum Instruction and Educational Media, Postgraduate School of University of Kabianga. Their suggestions for change were incorporated in the final instruments that were used in the study.

3.6.2 Reliability of instruments

Amin (2005) points out that an instrument is reliable if it produces the same results whenever it is repeatedly used to measure a trait or concept from the same respondents even by other researchers. According to Best and Kahn (2000) reliability of an instrument is the level of consistency that an instrument illustrates; that is, the exactness of the test scores which are free of decision mistakes. Two head teachers and four teachers in the public primary schools representing 100% respectively had responded to the questionnaires, interview schedules, lesson observation and checklist schedules appropriately. After three weeks the researcher administered the same instrument to the two headteachers and teachers. The researcher cross-checked the results obtained from the exercise using the test-retest method. Pearson product moment correlation coefficient was used to compute correlation coefficient. The correlation coefficient of 0.7 at p-value 0.05 between results obtained from this exercise using the test-retest method indicates that the instrument was reliable.

3.7 Data Collection Procedures

The researcher visited all the sampled schools in person within a period of two weeks on a daily basis and conducted oral interviews using the interview schedules for the head teachers as well as for the teachers. Questionnaires for the head teachers and the teachers were also served to the respondents who provided responses adequately. The researcher personally made lesson observations regarding the teaching of LSE in the selected schools. The researcher also counter-checked the check-list of the items used in the teaching of LSE resource materials.

During the lesson observation, the researcher observed one lesson each of LSE subject per the selected schools thereby making a total of 30 actual lessons. The

researcher observed the teaching process of LSE subject, studied the Schemes of Work, Lesson Plans, the set objectives, the methodology used, the strategies applied and the teaching resources that were available to teach LSE. The researcher practically counter-checked the items from a pre-prepared observation checklist for LSE resource materials whether the LSE resource materials were; available, available but not adequate or not available. The resource materials included; syllabus for LSE, pupil textbooks, teacher guides, and reference books based on the checklist schedule. Projected resources like slides, PowerPoint and films and non-projected materials like charts, diagrams were also checked. Visual materials which include models, chalkboard, teacher preparation books, exercise books and timetable were counter-checked based on availability, adequacy and utilization.

3.8 Data Analysis and Presentation

The researcher separated the research instruments according to the different categories, i.e. head teachers' and teachers' questionnaires, the interview schedules, lesson observation schedules and the checklists for materials used in the teaching of LSE using statistical package for social science (SPSS) 17.0 program. The data collected was analyzed to calculate frequencies and percentages of responses of respondents.

The data collected using headteachers', teachers' questionnaires was processed by coding the closed end questions then (SPSS) program was used to obtain descriptive analysis of frequencies and percentages. A framework was used to structure and categorize headteachers' interview questions and open ended questions were categorized into themes to facilitate analysis (Holiday, 2002).

The open ended questions in the headteachers' and teachers' questionnaires and data collected from headteachers' interview schedules was categorized, themes established, data coded and entered into SPSS program for descriptive analysis. Using Creswell (2002) guidelines for interpretation of quantitative and qualitative research, five scaled likert questionnaire data was supported by the qualitative data obtained from headteachers' interviews, teachers' lesson observation schedule and observation checklist. After doing the descriptive analysis, the results were presented using tables, figures and percentages for easy interpretation.

3.9 Ethical Considerations

Before undertaking the actual study in the respective public primary schools in Kericho Central Sub-County, the researcher sought permission from the School of Education of the University of Kabianga and the National Commission for Science, Technology and Innovation (NACOSTI). The researcher also obtained permission from the County Director of Education in Kericho to conduct the research in the county primary schools. The researcher also sought permission from the public primary schools by providing an introductory letter from University of Kabianga. Vide this document, the researcher assured the LSE teachers and the head teachers that the research was purely for academic purpose and as such implored on them to be voluntary. He affirmed to them that the data obtained from them would be treated with utmost confidentiality.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents data obtained from the field by using five instruments namely; head teachers' questionnaire, head-teachers' interview schedule, teachers' questionnaire, lesson observation schedule and observation checklist. The head teachers' and teachers' questionnaires were the principal tools used to collect data while the rest were used to tri-angulate the responses from the questionnaires. The results obtained by each instrument are discussed focusing on the objectives of the study which were:-

- i. Investigate teacher preparedness to teaching of LSE in public primary schools in Kenya
- ii. Examine the attitude of teachers towards teaching of LSE in public primary schools
- iii. Establish availability and use of LSE teaching resource materials
- iv. Find out challenges teachers face while teaching LSE subject.

Data presentation was done based on the above four main objectives of the study.

4.2 Presentation of Results

The study was composed of 227 LSE teachers and 102 headteachers within Kericho central sub-county in public primary schools. The respondents were 68 teachers and 31 headteachers. Before the study was done, the respondents were assured that the data obtained would be used for the purpose of the study hence the identities of the respondents would remain anonymous.

4.2.1 Response rate

The sample of this study comprised of 68 life skill teachers and 31 head teachers. The participants were drawn from the public primary schools of Kericho Central Sub-County, Kericho County. The rate of return of questionnaires is shown in Figure 4.1.

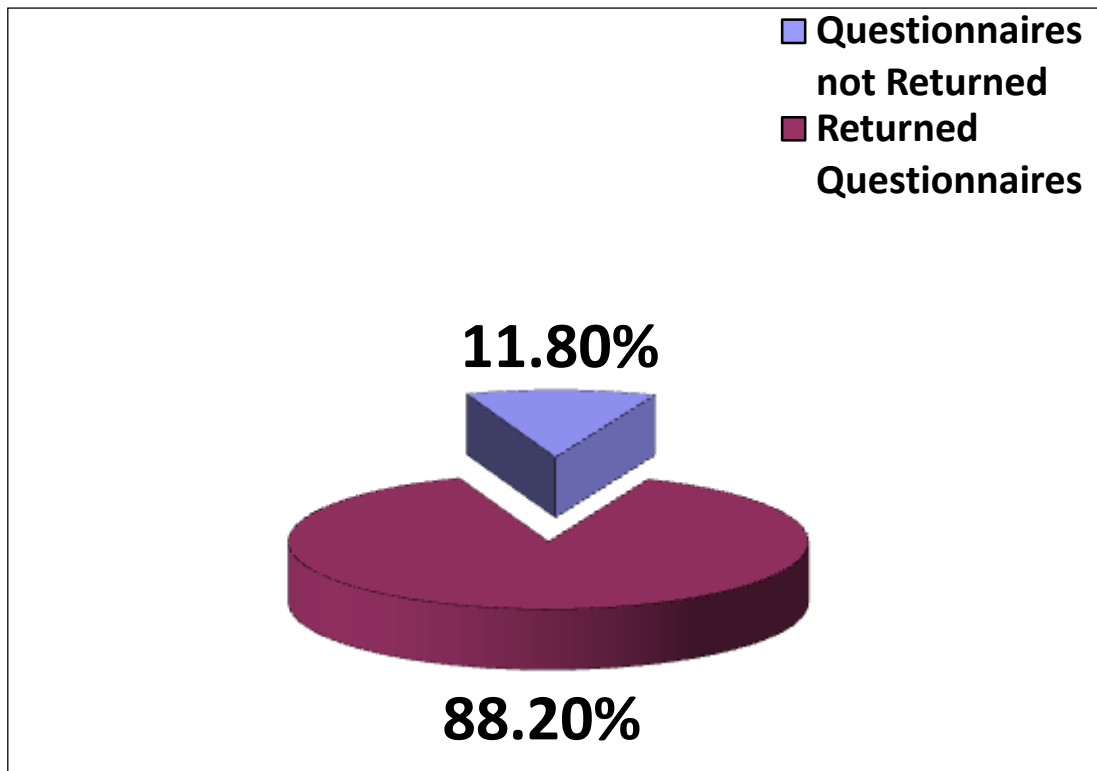


Figure 4.1: Questionnaire Return Rate

Source: Researcher (2018)

Of the 31 questionnaires distributed to 31 head teachers, 30 were returned, representing 96.77%, while out of 68 questionnaires distributed to teachers, 60 were returned translating to a return rate of 88.2%. This was attributable to the respondents' willingness and voluntariness. On lesson observation, the researcher observed 30 lessons out of the possible 31 representing an observation rate of 96.78%. One lesson was not observed due to co-curricular activities being held at the school. According to

Mugenda and Mugenda (2009), a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good and a response rate of 70% is excellent, therefore the rate of 88.2% for this study exceeded excellent. The researcher regarded the return rate of 88.2% as 100% for the purposes of the research findings.

4.2.2 Head teachers' and teachers' demographic information

Background bio-data for head teachers and teachers included their gender, age, highest academic qualification, duration of teaching LSE subject so as to determine whether they trained to teach the subject as a matter of choice. This was also done so as to have a specific representation of the respondents in the desired field.

Table 4.1 *Gender representation of Head teachers and Teachers*

Head Teachers			Teachers	
Sex	Frequency	%	Frequency	%
Male	25	83.33%	35	58.33%
Female	5	16.67%	25	41.67%
Total	30	100%	60	100%

Source: Researcher (2018)

The findings in Table 4.1 shows that 25 (83.33%) of the head teachers who participated in the study were male while 5 (16.67%) were female. Among the 60 LSE teachers, males were 35 (58.33%) and 25 (41.67%) were female. Male gender was the dominant among the respondents than the female gender both for head teachers and teachers. The findings showed that the area under study had attracted a high number of male teachers and head teachers. With reference to the cultural set-up of the Kipsigis community, who are predominantly the inhabitants of the region under

study, matters relating to LSE, males are usually not necessarily at ease in delivering content on sensitive parts of the lessons for instance on sexuality to the females (girls). Hence this will have a biased influence on the teaching and acquisition of psycho-social competences, since significant issues may not be proficiently comprehended among the learners.

Table 4.2 *Age of the Head Teachers and Teachers*

Head teachers			Teachers	
Age	Frequency	Percent (%)	Frequency	Percent (%)
20 – 30 years	0	0	29	48.33%
31 – 40 years	8	26.67%	27	45%
41 – 50 years	15	50.0%	3	5%
over 50 years	7	23.33%	1	1.67%
Total	30	100%	60	100%

Source: Researcher (2018)

The ages of all the respondents as shown in Table 4.2 shows that there were no head teachers who were aged between 20 years and 30 years, this could be attributed to the fact that the position of a head teacher is given to one who has been in the teaching profession for more than 10 years from the date of his first employment. The head teachers who were between 31 and 40 years were eight (26.67%) and the age between 41 – 50 years were 15 (50%) while those head teachers who were over 50 years were seven (23.33%). This implies that the school heads may not be conversant with new developments of teaching LSE in primary school curriculum which was introduced in 2008.

29 (48.33%) of the LSE teachers were between the age of 20 and 30 years followed closely by 27 (45%) teachers between age 31- 40 years. The teachers who were aged 41 and 50 were three (5%) and only one (1.67%) of them was above 50 years, according to Table 4.2. This implies that teachers who are teaching LSE in public primary schools in Kenya are those who are aged 40 years and below. Teachers of this age category, majorly males, may not be seasoned enough to tackle sensual issues especially those relating to sexuality among gender-based audiences. Younger male teachers tend to be tensed and not well articulate while discussing pertinent issues with girls as well as may not be adequately skilled on the appropriate methodology of teaching LSE therefore affecting their effectiveness.

Table 4.3 *Academic Qualifications of Head Teachers and Teachers*

Head Teachers			Teachers	
Qualifications	Frequency	Percent (%)	Frequency	Percent (%)
Masters	1	3.33%	2	3.33%
Bachelor's degree	12	40.00%	18	30.00%
Diploma	13	43.33%	7	11.67%
P1	4	13.33%	33	55.00%
Total	30	100%	60	100%

Source: Researcher (2018)

Academic qualification in terms of the levels of professional training of the respondents were sought to determine if it contributed to the challenges facing effective teaching of LSE in the primary school curriculum. 13 (43.33%) head-teachers as shown in Table 4.3 were diploma holders in primary school education closely followed by those who had a Bachelor's degree qualification who were 12

(40%). Four (13.33%) of the head teachers had a P1 (Primary One) certificate, while one (3.33%) head teacher had a Master's Degree in education, implying that a great number of primary school head teachers had acquired a higher level of professional qualification and could have a better capacity in handling LSE issues.

On the side of the teachers, 33 (55%) of the LSE teachers had P1 certificate. Those who had Bachelor's Degree were 18 (30%) those with Diploma Certificate in education were seven (11.67%) and those with Master's qualification were two (3.33%). The study revealed that although a P1 certificate is the minimum requirement for one to teach in a primary school, a great deal of teachers had improved their qualification to degree level. Therefore, teachers who were in the field by the time of this study, may have had higher professional qualification but may lack the specific training on LSE, whereas those who were trained in college had not yet been employed, showing that the shift in the curriculum is yet to be fully realized.

4.2.3 Service experience of head teachers

The number of head teachers captured in this study had graduated earlier from Teacher's Training Colleges before LSE was introduced as a course subject in 2008. Table 4.4 shows the number of years of work experience for head teachers and the percentage they represent.

Table 4.4 *Service Experience of Head Teachers*

Service Experience	Frequency	Percentage
11 years and above	17	56.67%
6 – 10 years	8	26.67%
1 – 5 years	5	16.67%
Less than 12 months	0	0
Total	30	100%

Source: Researcher 2018

The service experience here relate to the period of first employment of the head teachers after graduation from college and the time of the study. Deducing from Table 4.4 it can be noted that 17 (56.67%) of the head teachers had served as head teachers for over 11 years, those with between 6-10 years were 8 (26.67%), 5 (16.67%) head teachers had between 1 and 5 years' experience and there was none with less than 12 months. Primary school head teachers' experience as indicate does not necessarily correlate to the knowledge of LSE, implying that they lacked the capacity of administration of the subject thus compromising on effective teaching of LSE in public primary schools in Kenya.

Table 4.5 *Teaching Experience of LSE Teachers*

Teaching Experience	Frequency	Percentage
11 years and above	36	60.00%
6 – 10 years	12	20.00%
1 – 5 years	10	16.67%
Less than 12 months	2	3.33%
Total	60	100%

Source: Researcher (2018)

From Table 4.5 on teaching experience of teachers, 36 (60.00%) had a teaching experience of 11 years and above, while 12 (20.00%) of the teachers had a teaching experience of between 6 and 10 years. If these teachers were employed immediately they graduated from Teachers' Training Colleges, it means that they did not receive training in LSE. Teachers who possessed a teaching experience of less than five years were 12 (20.00%) showing that at least they received training on life skills as a course subject while in college because LSE had been introduced as a course subject by the time they were in college, hence have necessary skills for teaching LSE. The teachers deducing from the Table 4.5, also mostly fall in to the age bracket of below 40 years and have challenges in handling the subject, though they possessed the appropriate skills regarding to use of the right methodology.

The researcher made personal observations on the learning process by those teachers who received training while in college, and confirmed by the way learners responded

to them through speaking, answering questions, show of respect and their personality. It implies therefore that for teachers to effectively teach LSE in public primary schools they have to be trained either through college or seminars/workshops which are organized in order to build their capacity. This means that regardless of teachers' high level of professional qualification they need to have specific training on the teaching of LSE as a subject. Therefore it can be seen that teachers who are already in the field and are teaching LSE have not directly received the requisite training for the particular area of LSE, so they have to be individually innovative in a bid to teach learners, as in-service training is not available.

4.3 Teacher-Preparedness to Teach LSE

The study sought to find out level teachers preparedness towards teaching of LSE in primary school as one of its objective. Teachers were to indicate if they are prepared or not to teach LSE subject by responding to the question based on their knowledge. To achieve this, head teachers' and teachers' questionnaire had a section on preparedness where the respondent gave their response by indicating Yes or No to the questions on preparedness.

4.3.1 Teachers' preparedness to teach LSE

The responses from the head teacher's questionnaire on teacher's preparedness towards teaching LSE as a subject are as per Table 4.6.

Table 4.6 *Head Teacher's Response on Teacher-Preparedness*

Statement	Yes	No	Total
1. Teachers have attended LSE training course.	10 (33.33%)	20 (66.67%)	30 (100%)
2. Teachers have knowledge in teaching of LSE.	9 (30%)	21 (70%)	30 (100%)
3. Teachers have attended LSE workshops	9 (30%)	21 (70%)	30 (100%)
4. I have conducted in-service training of LSE for teachers in school.	6 (20%)	24 (80%)	30 (100%)
5. There are teachers who have done private training in teaching of LSE	4 (13.33%)	26 (86.67%)	30 (100%)

Source: Researcher (2018)

Based on Table 4.6, 20 (66.67%) of head teachers responding to item 1 on whether teachers in their schools have attended LSE training, indicated that the teachers had not attended training course on teaching LSE subject; those who agreed that indeed teachers were trained were only 10 (33.33%). This revealed that majority of teachers according to the head teachers were not prepared to teach LSE hence this poses difficulty in delivering LSE to the learners. This is contrary to the study of (Republic of Kenya, UNCEF (2012) which stated that teacher training and developing of communication skills, professional attitudes and values equip teachers with knowledge and ability to identify and develop the educational needs of the learners. This is also in line with a study by Shikuku (2013) who noted that teachers teaching LSE have not been sufficiently trained while some have never been trained.

Responding to item 3 in Table 4.6, nine (30%) head teachers reported that teachers have attended LSE course and had knowledge in teaching of LSE while 21 (70%)

agreed that teachers had not attended any LSE training course and had no knowledge in teaching LSE. This implies that teachers may not be able to effectively teach LSE subject in primary schools therefore there is need to train in the area of LSE to build their capacity.

Responding to item 4, 6 (20%) of the head teachers agreed that teachers have participated in in-service training of LSE, while 24 (80%) of them reported that teachers had not participated in any in-service training on LSE.

On whether there are teachers who had done private training in the teaching of LSE, four (13.33%) of the head teachers said that there were teachers in their schools who had done private training on LSE, but the other 26 (86.67%) of the head teachers said that there were teachers in their schools who had not gone for private training on life skills. This implies that the teachers handling LSE subject in public primary schools in Kenya are not capacitated to handle LSE as a subject.

These responses point out that teachers in public primary schools in Kenya experienced challenges in the teaching of LSE subject. This is in line with Orodho (2013) and Birimana and Orodho (2014) who are in agreement regarding the need for a continuous staff training and capacity building in order to enhance quality of teaching. The quality of LSE teaching was therefore not adequate in the primary schools within the study area, thus the learners did not meet the desired outcomes in as far as the objectives of the curriculum is concerned. Learners therefore are not able to empirically conceptualize essential concepts relating to life skills issues.

In essence, according to Table 4.6 indicates an existing gap that needs to be addressed in terms of training teachers in a bid to building their skill capacity to teach LSE in schools in Kenya.

Therefore, it can be deduced from these facts that teacher training is very key but lacking in the implementation of the curriculum. The teacher training curriculum in teachers' training colleges and institutions does not include the pedagogy of LSE. This renders teachers inept and incapacitated to effectively teach LSE and so teachers have to rely on their general knowledge and expertise in implementing the curriculum, while others have little or no experience at all and are incompetent in teaching LSE. Teachers will teach issues that may not have been included into the new curriculum and therefore learners may not essentially gain from what was planned for in the curriculum.

4.3.2 Teachers' responses on preparedness to teach LSE

Teachers' preparedness towards teaching of LSE as a subject was investigated through the use of teachers' questionnaires and the findings are recorded as per Table 4.7.

Table 4.7 *Teachers' Responses on Preparedness to Teach LSE*

Statement	Response		
	Yes	No	Total
1. I was trained to teach LSE subject in college	12 (20.0%)	48 (80.0%)	60 (100%)
2. I have undergone training course in LSE subject	10 (16.7%)	50 (83.3%)	60 (100%)
3. I am conversant with strategies/ methods used to teach LSE e.g. (use of participatory mode of teaching)	15 (25.0%)	45 (75.0%)	60 (100%)
4. I have the right concept of what LSE subject entails	8 (13.3%)	52 (86.7%)	60 (100%)
5. I have expertise in teaching LSE subject which enables acquisition psycho-social skills among learners with ease.	5 (8.3%)	55 (91.7%)	60 (100%)

Source: Researcher (2018)

The results in Table 4.7 on teachers preparedness to teach LSE subject showed that, 12 (20.0%) out of 60 (100%) teachers who participated in the study had been trained to teach LSE in college, while 48 (80.0%) were not. This indicates that majority of teachers who had not undergone LSE training are facing challenges in terms of teacher preparedness to teach the subject. Responding to item 2 on Table 4.7 about those who had undergone some training course relating to LSE, 10 (16.7%) teachers indicated that they had undergone some training, while 50 (83.3%) indicated that they had not undergone any training implying that those teachers teaching life skill were not adequately equipped with the methodology and skills to teach LSE.

Teacher's responding to item 3, 15 (25.0%) indicate that teachers were conversant with the strategies or methods to teach LSE that one needed to be conversant with, for

example (use of participatory mode of teaching), while 45 (75.0%) of the teachers were not conversant with LSE methodology. This shows that teachers were unable to engage the learners actively in LSE lessons. Responding to item 4, only eight (13.3%) of the teachers indicated that they had the right concepts of what LSE subjects entails and those who lacked the right concepts about LSE subject were 52 (86.7%), implying that teachers have a misconception of what LSE subject entails. Five (8.3%) of the teachers had the expertise to enable learners acquire psycho-social skills easily while 55 (91.7%) had no expertise.

It can therefore be noted that the subject of LSE suffers insufficient and inadequate manpower in the implementation of its curriculum. It can be reliably deduced from Table 4.7 that teachers who are teaching LSE have not been trained to teach LSE either back in Teachers' Training Colleges or through in-service training since they graduated from college before the introduction of LSE Curriculum into the system in 2008. The findings therefore revealed that a higher number of teachers had no pre-service training, contrary to a study by Orodho (2013) who concur that, one of the factors in curriculum implementation is the pre -service and in-service training of teachers; pre-service is the training of teachers on a certain curriculum before they start teaching while in-service is the training of teachers on how to implement a certain curriculum while they are already in the field.

This therefore implied that many teachers were not prepared to teach LSE. Thus teachers teaching LSE are not conversant with the teaching strategies and methodologies which becomes a challenge to the effective teaching of LSE. This renders teachers inept and incapable of teaching LSE effectively as they have to rely on their general knowledge and expertise to teach LSE which ostensibly leads to teaching out of inconsequence where the content and guidelines are not adequately

available. This also is in contrary to Mangrulkar Whiteman and Posner (2001) who assert that active learning of LSE requires to be taught using participatory learning mode which requires engaging the learner in an pragmatic environment.

The study reveals that teachers have little experience and expertise rendering them incompetent in teaching LSE. This therefore means that learners end up not being well-equipped with the appropriate knowledge and skill to deal with psycho-social life issues, contrary to Hanushek et al (1998) who compared well-trained teachers with less trained teachers and noted that achievement was related to teachers' knowledge of the subject matter. The results of this study showed that teachers who are teaching LSE subject in public primary schools are not well prepared to teach LSE thereby pointing out to the idea that learners are not attaining the requirements of the curriculum.

4.3.3 Effectiveness of training life skills teachers

The responses obtained from the head teacher's questionnaires inquiring if indeed teachers' training to teach LSE was effective or not, are as per Table 4.8.

Table 4.8 *Effectiveness of Life Skills Teachers' Training*

Statement	SA	A	UD	D	SD
1. Teachers who are trained in LSE can effectively teach the subject.	12 (40.0%)	14 (46.7%)	1 (3.3%)	2 (6.7%)	1 (3.3%)
2. Training teachers on LSE in college enhance effective teaching of LSE subject	15 (50.0%)	9 (30.0%)	1 (3.3%)	3 (10.0%)	2 (6.7%)
3. Teacher's mastery of LSE content enhances effective teaching of the subject.	10 (33.3%)	12 (40.0%)	2 (6.7%)	3 (10.0%)	3 (10.0%)
4. Effective teaching of LSE depends mainly on teacher preparedness.	14 (46.8%)	13 (43.3%)	1 (3.3%)	1 (3.3%)	1 (3.3%)
5. There is need to in-service teachers to effectively teach LSE.	15 (50.0%)	10 (33.3%)	2 (6.7%)	2 (6.7%)	1 (3.3%)
6. LSE lesson subject is allocated in the school master time table	3 (10.0%)	4 13.3%	0 0.00%	18 60.0%	5 16.7%

Source: Researcher (2018)

According to Table 4.8, a total of 26 (86.7%) head teachers agreed that teachers who are trained in LSE can effectively teach the subject, three (10.0%) of the head teachers disagreed whereas one (3.3%) of the head teachers was undecided. This implies that to effectively teach LSE, teachers needed to undergo the relevant training in LSE. If that is not done then there will be incapacitated handling of the subject by teachers and therefore learners will not attain the achievement as spelled out in the curriculum. The desirable characteristics in the behaviours of learners will not be realized; hence the learners may exit primary level of education without acquiring the necessary

psycho-social competencies and may exhibit undesirable behaviours and undesirable vices.

On item 2, 24 (80.0%) of the head teachers agreed that training teachers on LSE in college enhance effective teaching of LSE subject. Five (16.7%) head teachers disagreed while one (3.3%) head teacher was undecided. This implies therefore that training of teachers on LSE in college enhances effective teaching of LSE subject. This is in agreement with Kimbui (2010) who pointed out that qualified trained teachers contribute more positively to effective teaching of LSE than untrained teachers. Responding to item number 3, on the mastery of LSE, 22 (73.3%) of the head teachers agreed that mastery of LSE content enhanced effective teaching of the subject. However, six (20.0%) of the head teachers disagreed while two (6.7%) of the head teachers were undecided. This implies that, teacher's mastery of LSE content enhance effective teaching of the subject.

The head teachers who agreed that effective teaching of LSE depends mainly on teacher preparedness were 27 (90.1%), those who disagreed were 2(6.6%), and one (3.3%) of the head teachers was undecided as shown on Table 4.8, item four. The findings of this study therefore means that a teacher of LSE should be well-prepare well in order to effectively deliver on teaching LSE. 25 (83.3%) of the head teachers agreed to the need for in-service teachers training so as to effectively teach LSE was by two (6.7%) of the head teachers were undecided due to lack of knowledge on the contents of the curriculum for teaching LSE. Three (10.0%) of the head teachers disagreed to the fact that there is need for in-service training of teachers who are teaching LSE. This therefore means that there is much need for the in-service training of the teachers in all the primary schools for the effective teaching of the LSE. If this is not done, then teachers who are teaching LSE in public primary schools are not

capacitated to handle the subject meaning that learners will end up exiting primary school level of education without acquiring the necessary life skills.

Table 4.9 *Allocation of LSE Subject in the Master Timetable and Lesson Planning*

Question	Yes	No
1. Is life skills subject allocated in the school master timetable?	7 (23.30%)	23 (76.70%)
2. Do teachers prepare for the lessons of LSE in your school?	6 (20.00%)	24 (80.00%)
3. Does teaching of LSE enhance the learners' cognitive abilities?	7 (23.30%)	23 (76.70%)

Source: Researcher (2018)

Effective teaching of LSE lesson in primary schools curriculum requires the subject to be allocated in the school master time table, teachers needed to prepare for the LSE lessons and that they need to know that the subject enhances psycho-social abilities of the child. 23 (76.70%) of the head teachers said that life skills lessons is not allocated in the school master timetable while seven (23.30%) said that LSE subject is allocated in the school master timetable as indicated in Table 4.9. This implies that LSE subject is not given a serious attention as other formal subjects since it did not exist in the school time table and also that its being non-examinable at the national level in standard eight, negatively influences the affects the effective teaching of LSE subject. According to the head teachers' responses, teachers of LSE do not prepare for life skills lesson as indicated by 24 (80.00%) of the head teachers while six (20.00%) of them said that teachers prepared to teach life skills lessons. This means that teachers do not effectively teach LSE. 23 (76.70%) of the head teachers agreed that LSE enhanced children's abilities while seven (23.30%) head teachers feel that LSE did not, implying that teaching of LSE is key in having learners acquire the life skills while in primary school. These findings agree with the findings of Kawira, (2012)

who indicated that inadequate time allocated to the teaching of LSE has compromised on the content coverage, so as a result, it is difficult for learners to develop psycho-social competencies.

4.3.4 Effective teaching of LSE

Whereas head teachers were asked to respond on the on the allocation of LSE on the master timetable, teachers need to prepare well by preparing for LSE subject as allocated on the master timetable. Teachers therefore should prepare, scheme of work, lesson plans and lesson notes so as to effectively teach LSE. To be able to achieve this, teachers in the 30 schools where the study was conducted, through the teacher's questionnaires, were asked on the best way of effectively teaching LSE and their response were as recorded in Table 4.10.

Table 4.10 *Effective Teaching of LSE*

Statement	SA	A	U	D	SD
1. Adequate coverage of content at each level facilitates effective teaching of LSE subject	24 (40.0%)	20 (33.3%)	3 (5.0%)	8 (13.3%)	5 (8.3%)
2. Proper utilization of schemes of work and lesson plans facilitate effective teaching of LSE subject	29 (48.3%)	21 (35.0%)	2 (3.3%)	8 (13.3%)	1 (1.7%)
3. Proper utilization of relevant resource materials enhances the teaching of life skills.	30 (50.0%)	26 (43.3%)	2 (3.3%)	1 (1.7%)	1 (1.7%)
4. Strengthening of school based curriculum supervision by head teachers improves the quality of teaching of LSE.	22 (36.7%)	23 (38.3%)	1 (1.7%)	10 (16.7%)	4 (6.7%)
5. Maintaining up-to-date record of individual pupil psycho-social competencies skills ensure effective teaching of LSE.	26 (43.3%)	25 (41.7%)	2 (3.3%)	3 (5.0%)	4 (6.7%)

Source: Researcher (2018)

From Table 4.10, item number 1, a total of 24 (40.00%) and 20 (33.30%) of the teachers from the selected schools in Kericho Central Sub-County strongly agreed and agreed respectively that adequate content coverage at each level facilitates effective teaching of LSE subject, eight (13.40%) of the teachers disagreed while five (8.30%) strongly disagreed. Only three (5.00%) were undecided implying that content coverage is needed to facilitate teaching of LSE in schools. 50 (83.3%) of the teachers agreed that proper utilization of schemes of work and lesson plans facilitate effective teaching of LSE subject as deduced from item no. 2 on Table 4.10, nine (15%) disagreed, while two (3.3%) were undecided. This points out that well prepared schemes of work, lesson plans and lesson notes enhance effective teaching of LSE, which according to the teachers' responses, were not prepared.

According to the data collected from the teachers' questionnaires as tabulated in Table 4.10 item 3, proper utilization of relevant resource materials enhanced the teaching of life skills, 56 (93.3%) of the teachers agreed to it while two (3.30%) disagreed and two (3.30%) were undecided. This indicated that proper utilization of teaching resource materials was critical to enhancing the teaching of LSE in primary schools, which according to the study was not the case. 45 (75%) of the teachers agreed that strengthening of school based curriculum supervision by head teachers improves the quality of teaching of LSE in schools, while 14 (23.4%) felt that it does not.

It is therefore seen that strengthening of the school-based curriculum supervision improves the quality of teaching of LSE in the schools. 51 (85%) of the teachers responding to item 5 agreed that maintaining an up-to-date record of individual pupil's psycho-social competency skills ensures effective teaching of LSE while 7 (11.7%) of teachers disagreed as shown in Table 4.10. This affirms that an up-to-date

individual record of learners' psycho-social competences enhances effective teaching of LSE, thus enhancing the acquisition of psycho-social competencies.

According to table 4.9, teachers did not adequately cover LSE content, prepare schemes of work, lesson plans, and did not properly utilize relevant LSE learning resource materials. There was no continuous supervision of life skills curriculum delivery in primary schools; hence, there was lack of effectiveness of the teaching of LSE. This is contrary to Onganga (2007) and Human Rights Watch (2003) who both asserts that for there to be effective implementation of the LSE program, there should be a clear supportive policy from the government.

4.3.5 Teachers' preparedness to teach LSE subject

The responses compiled from head teachers' interviews pointed out that lack of training for teachers was one of the major hindrances which affected teacher's basic preparedness in teaching of LSE in primary schools.

Head teachers in all the schools affirmed that as implementers of LSE in their schools, teaching of LSE play an important role in shaping the behaviour outcomes of learners.

Head teacher I in school 2 was interviewed on the effectiveness of LSE, and said:

“Teachers in my school have not gotten training in LSE. The major challenge faced by my teachers is lack of knowledge on participatory methods recommended for teaching LSE subject. Teachers do not have the skills on how to teach LSE subject since they did not get any training on LSE in teachers training colleges neither has the ministry of education done in-service training of teachers through seminars and workshops on the teaching and learning of LSE. I am convinced that if teachers get trained on life skills they would be in a position to prepare well to effectively teaching LSE it with confidence.”

Head teachers in schools 4, 5, 7 and 8 shared a similar view. Moreover, a head teacher of one of the sampled schools, school 1, who had similar views as above also observed that lack of life skill training contribute to teacher's non-preparedness to teach LSE curriculum in the teaching and learning process.

"...teachers have not received any training or seminar to keep them up-to-date with the new curriculum..." (Head Teacher X, School 1).

"... when the government introduced the new curriculum in 2008, on LSE curriculum, it did not organize seminars and workshops for teachers already in the field to build their capacity to teach the new subject." (Head Teacher III, School 3).

Head Teacher V in School 7 responding to item 13 of the interview schedule on the challenges teachers face in the teaching LSE said:

"The government has not reconsidered providing frequent training of teachers, who are already in the field and were not trained in colleges, through seminars or workshops for the sake of building their capacity and knowledge on LSE."

Head teachers in other schools, 1, 5, 9, 11, 19 and 26 had similar opinions as head teacher V in school 7.

The statements of the interviewees relates to the responses from the head teachers' and teachers' questionnaires in that lack of training for teachers makes them unprepared to teach LSE in primary schools. As a result, the teachers faced a dilemma when it came to the teaching of LSE. This affects the learners as they are not adequately facilitated through the participatory approach method by the teachers as they lacked the current knowledge and skills, resulting in learners exiting primary level of education without empirical life skills attributes.

4.3.6 Discussion on teachers' preparedness to teach LSE

From the responses of head teachers and teachers, a high number of teachers have not been trained in LSE subject either during the training in college or through workshops or in-service training so as to be able to implement life skills curriculum effectively.

According to the head teachers' and teachers' responses, teacher preparedness to teach LSE is in agreement with the findings of Birimana and Orodho (2014) and Orodho (2013), who emphasized the need for continuous staff development in order to enhance quality of curriculum implementation. Given that most of the teachers have not attended any workshops or seminars so as to enhance the teaching of life skills, most of the teachers teaching life skills in the selected schools have not been adequately trained in LSE either through seminars or workshops or in college. This implies that teachers who are teaching LSE in public primary schools in Kenya do not have the requisite capacity to handle the subject.

4.4 Teacher's Attitude towards Teaching LSE

Head teachers and teachers were asked about the attitude teachers have towards the teaching of LSE.

4.4.1 Head Teacher's response on teacher's attitude

The findings on the attitude towards teaching of life skills was achieved by use of a five point (1-5) Likert Scale. The respondents were asked to indicate the level of their agreement with different statements on the teaching of life skills in schools. On the Likert Scale, 1 represented "Strongly Agree", 2 represented "Agree", 3 represented "Undecided", 4 represented "Disagree" and 5 represented "Strongly Disagree". The responses from head teachers are as presented in Table 4.11.

Table 4.11 *Response on Teachers' Attitude towards Teaching of LSE*

Statement	SA	A	U	D	SD
1. I enjoy the way the teaching of LSE subject in primary school curriculum is done in my school	5 (16.7%)	6 (20.0%)	1 (3.3%)	8 (26.7%)	10 (33.3%)
2. The teaching of LSE subject enhances development of psycho-social skills among learners.	7 (23.4%)	10 (33.3%)	0 (0.0%)	10 (33.3%)	3 (10.0%)
3. Teachers need more training in order to enhance teaching of LSE	10 (33.3%)	11 (36.7%)	0 (0.0%)	5 (16.7%)	4 (13.3%)
4. Teachers in my school do support inclusion of LSE subject in primary school curriculum.	5 (16.7%)	5 (16.7%)	0 (0.0%)	10 (33.3%)	10 (33.3%)
5. LSE is achieving its objectives in my school	4 (13.3%)	5 (16.7%)	1 (3.3%)	10 (33.3%)	10 (33.3%)

Source: Researcher (2018)

From the responses in Table 4.11, 18 (60.0%) of the head teachers responding to item 1 on whether teachers enjoy the way the teaching of LSE subject in primary school curriculum is done, disagreed. 11 (36.7%) of head teachers responding to the question on whether teachers did enjoy the way the teaching of LSE subject in primary school curriculum was done, affirmed that teachers did enjoy teaching life skills. According to head teachers' responses, teachers have got a negative attitude towards the teaching of LSE in their schools. The head teachers' opinions are contrary to the thoughts of

Orodho (2014) who aver that a teacher who has a positive attitude towards LSE and uses appropriate instructional strategies is likely to influence the students to develop the same attitude. This therefore implies that negative attitude born by the teachers teaching LSE will also negatively affect the effective teaching of the subject. Head teachers who agreed that the teaching of LSE subject enhanced development of psycho-social skills among learners from Table 4.11 were 17 (56.7%), whereas 13 (43.3%) disagreed. This implied that learners' psycho-social skills were enhanced by LSE.

21 (70.0%) of the head teachers agreed that teachers do need more training in order to enhance teaching of LSE. This implies that head teachers were positive about the teachers' need to be trained on LSE in order to enhance effective teaching of LSE whereas nine (30.0%) of the head teachers disagreed to the fact that training of teachers enhance the teaching of life skills, implying that they had a negative attitude towards teaching of LSE. The findings from the head teachers' responses indicate that teaching methods are influenced by a teacher's attitude towards his or her competence, concurring with Witt (2002).

20 (66.6%) of the head teachers disagreed that teachers in their school support inclusion of LSE subject in primary school curriculum while 10 (33.4%) agreed. This implies that, teachers were not in support of incorporating LSE subject in the primary school curriculum, meaning they had a negative attitude towards the teaching of life skills. This is contrary to Grogarn (1993) who stated that cultivation of positive attitude is of paramount importance to a school teacher, therefore this affects the effective teaching and incorporation of life skills subject in primary schools resulting

in low acquisition of psycho-social competencies among the learners exiting the primary level of education.

This shows that teachers need to have a positive change of attitude and effective training in order to enhance the teaching of LSE and enable them support incorporation of LSE subject in primary school curriculum and to enjoy teaching life skills subject in primary schools.

4.4.2 Teacher’s response on their attitude towards LSE

Teachers were asked about their attitude towards the teaching of LSE and the responses were as per Table 4.12.

Table 4.12 *Teachers’ Attitude towards Teaching LSE*

Statement	SA	A	U	D	SD
1. I enjoy teaching LSE subject in primary school curriculum	11 (18.3%)	12 (20.0%)	5 (8.3%)	17 (28.3%)	15 (25.0%)
2. Teaching of LSE ensures holistic development of a child	10 (16.7%)	9 (15.0%)	6 (10.0%)	20 (33.3%)	15 (25.0%)
3. Teaching of LSE enhances learners’ acquisition of psycho-social skills.	13 (21.7%)	11 (18.3%)	5 (8.3%)	15 (25.0%)	16 (26.7%)
4. I need more training to effectively teach LSE.	19 (31.7%)	21 (35.0%)	4 (6.6%)	7 (11.7%)	9 (15.0%)

Source: Researcher (2018)

On teachers’ attitude towards teaching of LSE shows that 23 (38.3%) teachers agreed to enjoying teaching LSE, 5 (8.3%) were undecided, 32 (52.3%) disagreed to enjoying teaching LSE. It therefore means that they did not enjoy teaching LSE as a subject or perhaps were not comfortable in teaching LSE as a subject, yet Orodho (2014) aver

that a teacher who has a positive attitude towards LSE and uses appropriate instructional strategies is likely to influence the students to develop a similar attitude. Such a negative attitude may be attributed to low acquisition of psycho-social competencies among learners exiting primary school level of education.

On item 2 about LSE ensuring holistic development of the child, 19 (31.1%) of the teachers agreed that teaching LSE ensures a holistic development of a child. Six (10.0%) of the teachers were undecided, while 35 (58.3%) disagreed that teaching of LSE do not ensure holistic development of a child, meaning that teachers did not believe that LSE develops a child psycho-socially, spiritually or academically which empirically affect the general acquisition of life skills because of the lack of the right attitude. According to item number 3, 31 (51.7%) of the teachers disagreed that teaching of LSE enhances learners' acquisition of psycho-social skills while 24 (40.0%) agree that LSE enhance learners acquisition of psycho-social skills. This disproportion means that teachers have a general lack of the right attitude towards the teaching of LSE in primary schools in Kenya. LSE as advocated for by Tuko Pamoja (2006), that life skills equips learners with psycho-social abilities and relational aptitudes that can enable them to settle on educated choices, take care of issues, assemble solid connections, understand the destitute and deal with their lives in a sound and profitable manner.

For effective teaching of LSE one requires to have training on the subject as evidenced by 40 (66.7%) of the teachers who agreed that they need more training for them to effectively teach LSE. Only 16 (26.7%) of the respondents indicated that they do not need more training to teach LSE subject effectively in primary schools. This could be due to the attitude concerns as earlier indicated by the responses on the teachers' attitude towards teaching of LSE. Responses from the interview schedules

for the head teachers affirmed that teachers need more training on LSE in order to effectively handle the subject. This implies that teachers did not effectively teach LSE using the primary school curriculum as stipulated by Kenya Institute of Education.

The results give a strong indication that for teachers to effectively teach life skills in primary schools, effective training on life skills subject acts as a motivation for teachers which will lead to a change of their attitude positively, as most of them indicated that they did not enjoy teaching LSE subject in the primary school. Effective training of teachers relates to the findings of Shiundu and Omulando (1992) who pointed out that when teachers have an understanding of the change or a new curriculum as implementers, they accept and internalize the philosophy behind the new ideas, develop liking for change and are therefore committed to its success.

Head teachers responding to interview schedules about the attitude of teachers towards life skills indicated that there was a negative attitude by the teachers in teaching LSE and further that pupils likewise had low attitudes towards the teaching of life skills. Therefore these studies correspond to the fact that teachers need to have further training on the new changes in the curriculum regarding the teaching of LSE in primary schools in Kenya. This will have a positive effect in the teaching of life skills thus effectively equipping the learners with the necessary psycho-social skills.

4.5 Availability of LSE Resource Materials

This study also wanted to find out the availability, adequacy and use of LSE resources based on their availability and adequacy for the purposes of determining the relationship this has on the effectiveness of teaching LSE in Kenyan primary schools. The responses from head teachers and teachers were presented both through their

respective questionnaires, interview schedules, lesson observation and the observation check list.

4.5.1 Availability of LSE materials

The researcher sought to obtain responses from 30 head teachers regarding the availability of resource materials for teaching LSE and recorded data under the categories; Available, Available but Not Adequate and Not Available, as recorded in Table 4.13.

Table 4.13 *Availability of LSE Resource Materials*

LSE Resource Materials	Available	Available but Not Adequate	Not Available
1. LSE syllabus	2 (6.6%)	8 (26.7%)	20 (66.7%)
2. LSE textbooks	2 (6.6%)	5 (16.7%)	23 (76.7%)
3. LSE magazines	4 (13.4%)	4 (13.4%)	22 (73.2%)
4. School pamphlets on LSE	3 (10.0%)	5 (16.7%)	22 (73.3%)
5. LSE Journals	1 (3.3%)	5 (16.7%)	24 (80.0%)
6. Newspapers, dailies, etc.	8 (26.7%)	10 (33.3%)	12 (40.0%)
7. Others	3 (10.0%)	3 (10.0%)	24 (80.0%)

Source: Researcher (2018)

The results from Table 4.13 indicate that 20 (66.7%) of the head teachers reported that the syllabuses for LSE as one of the printed resources were not available in their schools, eight (26.7%) of the head teachers said that the syllabus for LSE was available but the copies were not adequate. The only available had one copy for the whole school thereby posing a challenge of sharing among the LSE teachers, while two (6.6%) head teachers admitted having the syllabus for LSE in their school. This

implies that there were hardly any copies of LSE syllabuses for LSE curriculum in primary schools in Kericho Central Sub-County. This essentially means that schools lacked the basic document requisite for effective planning of learning process making it a challenge to teach LSE subject effectively.

LSE text books were not available in 26 (86.6%) schools and though available, were not adequate in four (13.4%) schools, where according to head teachers' responses from the interview schedules, the ratio of books to pupils ranges from 1:20 to 1:25. This implies that there were high shortages of LSE textbooks to be used in teaching of LSE which is likely to affect the outcomes of behaviours and attitudes of learners.

As seen in item number 3, 22 (73.2%) of the head teachers admitted that they do not have magazines related to LSE in their schools, only four (13.4%) of the head teachers said that they had magazines related to LSE, four (13.4%) of the head teachers agreed that there were magazines in school but were not adequate. This implies that there were hardly magazines in schools with content related to LSE for example *Parents, Today in Africa* or *Youth*. Lack of such articles is likely to affect ideal conceptualization of life skills by the learners exiting the primary level of education.

In item number 4, 24 (80%) of the schools did not have LSE journals, 5 (16.7%) had the journals which were still inadequate; but one (3.3%) had at least a copy of a journal with content on LSE. It is therefore implied by this information that learners are unable to access newspapers which contain information relating to LSE.

Newspapers like *Daily Nation, Standard, Taifa Leo* with pullouts with features and articles from which one can access LSE materials were not available in 12 (40%) of the schools according to their head teachers. Whereas 10 (33.3%) schools had

newspapers, they were inadequate but four (26.7%) of the schools had at least a copy of a newspaper with content on LSE. This indicated that LSE printed resources and materials like syllabuses, textbooks, magazines, pamphlets, LSE journals and newspapers were barely available in an average of 27 (90.0%) public primary school in Kericho Sub-County. This apparently hinders effective teaching of LSE in primary schools.

From the findings of the study, it can be noted that even though some resources were available in the sampled schools, some had none. This disproportional distribution of resources was also established by Orodho (2014) study on public secondary schools in Mandera County, Kenya. The study concurs with Abobo, (2012) who did a study in Trans-Nzoia West District in Trans-Nzoia County and found out that lack of adequate printed teaching materials namely Teachers' Guides, textbooks, reference materials and other relevant materials negatively influenced the teaching of LSE. Therefore, this study found that there is an acute shortage of printed teaching resources in public primary schools in Kenya.

Table 4.14 *Availability of Audio-Visual Materials*

Resource	Available Functional	and Available	but Not	Not Available
1. Videos	1 (3.3%)	5 (16.7%)		24 (80.0%)
2. PowerPoint	0 (0%)	8 (26.7%)		22 (73.3%)
3. Slides	4 (13.4%)	4 (13.4%)		22 (73.2%)
4. Computers	0 (0%)	4 (13.4%)		26 (86.6%)

Source: Researcher (2018)

The results in Table 4.14 show the availability of projected life skills materials which included videos, slides, PowerPoint presentation and Computers. The first item according to one (3.30%) of the head teachers shows that at least a single unit of video was available and functional in his school. Five (16.7%) of the head teachers noted that at least one unit of video was available but not functional while 24 (80%) did not have any videos on LSE. This implies that learners in most of the schools are not able to access the use of videos with content related to LSE in the teaching and learning process of LSE. Responding to item number 2 on availability of PowerPoint presentation materials, eight (26.7%) of the head teachers said the materials were available but not functional due to technicalities and lack of electric power in their schools, while 22 (73.3%) said that they were not available in their schools. This denotes that the learners were not accessing power point presentations of LSE which otherwise arouses interest of the learners thus improving the teaching and learning of LSE.

According to responses to item number 3, four (13.4%) of the head teachers said that LSE slides were available and functional in their schools; so did those who said they were available but not functional, while 22 (73.3%) did not have any slides on LSE. It implies therefore that LSE was not effectively taught due to lack or non-functionality of the LSE slides.

As indicated in item number 4, computers to be used in the teaching of LSE were available but not functional in four (13.4%) schools while in 26 (86.6%) schools, there were no computers to be used in the learning LSE. This means there is barely little integration of information communication technology in the teaching and learning of LSE.

Table 4.15 *Availability of 3-D Resources*

3-D Materials	Available Adequate	and Available Adequate	Not Not Available
1. Cartoons	3 (10.00%)	5 (16.70%)	22 (73.30%)
2. Models	1 (3.30%)	5 (16.70%)	24 (80.00%)
3. Graphics	3 (10.00%)	5 (16.70%)	22 (73.30%)

Source: Researcher (2018)

From Table 4.15 it can be seen that only three (10%) of the head teachers that cartoons were available for use in teaching of LSE in their schools, were used to teach LSE since they were available and adequate, whereas five (16.7%) head teachers said that they have cartoons in their schools but they were not adequate in the teaching of life skills while the other 22 (73.30%) said that they do not have cartoons to be used in teaching LSE in their schools, implying that cartoons were not adequately available for use in teaching LSE in Kenya.

One (3.30%) head teacher said that models were available to be used in the teaching of LSE in his school, five (16.70%) of the head teachers admitted to having models to be used in teaching of LSE but were not enough to cater for all pupils but there were no models for use in the teaching of LSE according to 24 (80%) of the head teachers. Graphics were only available in their schools according to reports from three (10%) head teachers, five (16.7%) schools had the graphics but were not adequate while 22 (73.3%) said they did not have any graphics to be used in teaching LSE. This indicates that LSE visual materials to be used in the teaching of LSE were not available in primary schools thus resulting in ineffective teaching of LSE in primary schools. This means that learners were not actively involved in the teaching and

learning of LSE. This also implies that teachers did not use practical materials to reinforce the concepts they taught due to the shortages of LSE resource materials.

The study found out that 3-D resources such as charts, cartoons and models were hardly available for use in teaching LSE in schools and where they were available were not adequate. This revealed that teachers still faced challenges on the use of 3-D materials to enhance the teaching and learning of LSE which is more captivating and involves the direct participation of learners during the lessons. This leads to ineffective teaching of LSE in primary schools and therefore poor acquisition of psycho-social competencies among learners exiting primary school level of education. Onganga, (2007) and the Kenya Legal and Ethical Issues Network on HIV/AIDS (2011) also reported that shortage of necessary resource materials poses a serious challenge to the teaching of LSE curriculum in primary schools, which case concurs with the reports obtained from the head teachers of the schools where the interviews were conducted.

Table 4.16 *Availability of 2-D Materials*

2-D Material	Available	Available but not Adequate	Not Available
1. Charts	8 (26.7%)	10 (33.3%)	12 (40%)
2. Diagrams	3 (10%)	10 (33.3%)	17 (56.7%)
3. Pictures & photographs	3 (10%)	8 (26.7%)	19 (63.3%)
4. Drawings	4 (13.3%)	7 (23.3%)	19 (63.3%)

Source: Researcher (2018)

Results in Table 4.16 show that Charts were available and adequate in the ratio of 1:9 (according to head teachers' responses to interview schedules on resources), in eight (26.7%) of the head teachers in their schools. 10 (33.3%) head teachers reported that they were available and not adequate in their schools and 12 (40%) indicated that they were not available in their schools meaning that charts were available for teaching LSE in primary schools in Kenya.

According to the findings in Table 4.16, 17 (56.7%) of the head teachers noted that diagrams to be used in the teaching of LSE was not available in their schools while 10 (33.30%) of them admitted to having diagrams although they were not adequate (adequacy here is measured by the ratio of the number of pupils to materials in this case 25:1) and three (10%) of head teachers said their schools did have diagrams for use in the teaching of LSE subject. This means that the teaching of LSE in the schools was not effectively done because the lack of use of diagrams regresses the learning in that learners are unable to visualize the context of what they are being taught leading to poor conceptualization of issues.

From the head teachers' responses to item number 2 in Table 4.16, pictures and photographs were not available in their schools according to 19 (63.3%) of the head teachers, while eight (26.7%) of them indicated that they had pictures to be used in teaching LSE in their schools but were not adequate regarding the ratio of pupils to materials as it was 25:1 respectively, whereas three (10%) of the head teachers said that they had pictures to teach LSE. This points out that the teaching of LSE was not being effectively done because of the unavailability of pictures for learners to practically relate the concepts and does not make learning interesting.

19 (63.3%) of the respondents reported that they do not have drawings used to teach LSE in their schools, seven (23.3%) reported that drawings were available but were not adequate to the ratio of 4:1 as is appropriate and only in four (13.3%) of the schools were there drawings. This indicates that it is difficult to deliver teaching of life skills successfully in the schools resulting in poor development of psycho-social skills among learners exiting primary school level of education. Head teachers responding to interviews on the availability of audio-visual aids, 2-D and 3-D resources and visual aids resource materials to be used in the teaching of LSE indicated a large scale of unavailability of the resources and where they were available they were not adequate.

4.5.2 Results of observation on teaching of LSE

LSE teachers in the selected schools were each assigned a similar reference number to the respective school number during the observation of LSE lesson. Table 4.17 provides a detailed distribution on availability of teaching and learning resources in the lessons observed in class seven in the 30 schools of single streams each.

Table 4.17 *Materials Used During Lesson Development*

No. of Schools Visited	Introduction	Lesson Development	Conclusion	No. of Lessons Observed
4	A	C	a, c	4 (13.30%)
4	-	-	B	4 (13.30%)
3	B	-	D	3 (10.00%)
4	a, b	C	a, f	4 (13.30%)
5	-	-	E	5 (16.70%)
7	D	-	G	7 (23.30%)
3	d,	-	D	3 (10.00%)

Source: Researcher (2018)

Key:

- a) - Textbooks b) - Charts c) - Pictures d) - Drawings
 e) - Graphics f) - Newspapers g) - Diagrams

From Table 4.17 the observation were that very few materials were used during the actual teaching in the classroom and more so during the lesson development stage. In the introductory stages, textbooks were not available to be used in a total of 22 lessons out of the 30 which represent 73.3% of the lessons observed. It can be noted from the table that out of the 30 lessons that were observed, only in eight (26.7%) did the teachers use pictures in the lesson development and conclusion stages only.

It was observed that teachers used charts during lesson development and conclusion stages in 11 (3.7%) lessons out of the 30 lessons which were observed. In 13 (43.3%) lessons, teachers used drawings during both introduction and conclusion stages only.

Graphics were used in five (16.7%) of the lessons at the conclusion stages only while newspapers were used in four (13.3%) lessons at the conclusion stages. Teachers used seven (23.3%) diagrams at conclusion stages only. The development of concepts and skills from known to unknown or from easy to complex through practical lessons was observed to be hindered by limited materials essentially at the lesson development stages of the lessons; pictures were majorly used in 8 (26.7%) of the lessons.

There were no resource materials used during lesson introduction and lesson development stages in a total of 22 (73.3%) lessons in 22 schools which can undoubtedly be attributed to lack of teaching aids. Throughout the observation time the researcher was able to observe a great lack of use of teaching materials which basically besets the conceptualization and acquisition of skills by the learners.

4.5.3 Checklist on the availability of resource materials

The availability of life skills learning materials through observation was done by use of observation checklist to record and confirm their availability and usage in the teaching and learning of LSE. The results are presented in Table 4.18.

Table 4.18 *Checklist Results on LSE Resource Materials*

Life Skills Materials	Available	Not Adequate	Not Available
1. Syllabus for LSE	2 (6.6%)	8 (26.7%)	20 (66.7%)
2. Pupils Textbooks	0 (0%)	4 (13.4%)	26 (86.6%)
3. Teachers Guide	4 (13.4%)	4 (13.4%)	22 (73.3 %)
4. Reference Books	3 (10.0%)	5 (16.7%)	22 (73.3%)
5. Diagrams	1 (3.3%)	5 (16.7%)	24 (80.0%)
6. Pictures	8 (26.7%)	10 (33.3%)	12 (40.0%)
7. Drawings	2 (6.6%)	8 (26.7%)	20 (66.7%)
8. Graphics	0 (0%)	4 (13.4%)	26 (86.6%)
9. Charts	4 (13.4%)	4 (13.4%)	22 (73.2%)
10. Models	3 (10.0%)	5 (16.7%)	22 (73.3%)
11. Chalkboard	1 (3.3%)	5 (16.7%)	24 (80.0%)
12. Teacher's preparation of schemes of work, lesson plans, etc	12 (40.0%)	10 (33.3%)	8 (26.7%)
13. Exercise books	3 (10.0%)	5 (16.7%)	22 (73.3%)
14. Timetable allocation	7 (23.33%)	5 (16.7%)	18 (60.0%)

Source: Researcher (2018)

From Table 4.18, copies of LSE syllabus were not available in 20 (66.7%) of the schools, but in 10 (33.3%) of the schools, the copies of the syllabus were at least available. This indicates that the effective teaching of LSE subject was not possible in majority of the schools because it is in the syllabus that teachers can access the approved content to be taught in the specific areas of learning. This shows an acute lack of the essential document, the syllabus, which is key in plotting any schemes of work for teaching LSE subject.

From the checklist, the researcher observed that in 26 (86.6%) schools, pupil's textbooks were not available but in 4 (13.4%) schools the textbooks were available but not adequate. This reveals that learners in those schools, which lack the textbooks, are not able to follow the sequence of the learning area thereby posing a difficulty in their acquisition of relevant LSE before they exit primary school level of education. According to checklist item number 3, in two (6.6%) of the 30 schools, copies of the teachers' guide books were available and adequate, (adequacy in this case is measured by the number of available guides vis-à-vis the number of LSE teachers per class). In 8 (26.7%) of the schools, the guides were available but not adequate while in 20 (66.7%) of the schools they were not available at all. It means therefore teachers lacked the relevant guide books they need to refer on the methods and the content to be taught thus inhibiting them from effectively teaching the right LSE content leading to poor acquisition of the desired LSE competencies among the learners.

From the checklist item number 4, on availability of reference books to be used in teaching LSE, three (10.0%) of the schools had the copies, five (16.7%) had the copies but were not adequate, while 22 (73.30%) schools did not have any. It therefore implies that teaching of LSE in Kenyan schools is made difficult by the lack of LSE materials. Out of 30 schools, 24 (80%) did not have any diagrams to be used in the teaching of LSE, while in five (16.7%) diagrams were available but not adequate.

In only one (3.30%) school were diagrams available, indicating that they were not available for use in teaching LSE in schools in Kenya, thus making it difficult for teachers to effectively deliver on LSE lessons.

In 12 (40%) schools, there were no use of pictures in the teaching of LSE subject but were available for use in 10 (33.3%) though not adequate. There were pictures in eight (26.7%) of the schools meaning that pictures were not used to teach LSE in most of the schools. From Table 4.18 item 6, there were drawings to be used in the teaching of LSE subject in two (3.3%) of the schools, and though available in eight (26.7%), they were inadequate. No drawings were available in 20 (66.7%) of the schools indicating that there was a serious lack of teaching materials to support the teaching of LSE subject in primary schools in Kericho Sub-County. Graphics were not available in 26 (86.6%) of the schools whereas there were inadequate quantity of graphics in four (13.3%) of the schools showing that graphics were not being used to enhance teaching of LSE in primary schools.

On charts, four (13.3%) of the schools had charts to be used in the teaching of LSE subject, though available in 4 (13.3%) other schools were inadequate and completely not available in 22 (73.3%) schools, implying that charts were not used to reinforce teaching of LSE in the schools thus impeding the learning process of LSE in schools in Kenya.

On use of models to teach LSE in the schools, three (10.00%) of the schools it was noted that there were models to use in teaching of LSE and in five (16.7%) of the schools they were available although inadequate. In 22 (73.3%) of the schools, there were no models for use in the teaching of LSE subject, implying that there was low acquisition of psycho-social competencies among the learners exiting primary school level of education.

Teachers' preparation of schemes of work, lesson plans and records of work for use in the teaching of LSE were available in 12 (40%) of the schools, while in 10 (33.3%) of

the schools they were available but inadequate. In eight (26.7%) schools, teachers' did not have the necessary documents like schemes of work, lesson plans and records of work for use in the teaching of LSE implying that very few teachers did not prepare for the teaching of LSE in the schools.

Exercise books designated for use in the teaching and learning of LSE were available in eight (26.7%) of the schools, and though they were available in five (16.7%) schools they were not adequate. In 22 (73.3%) schools there were no specific exercise books designated to be used in the teaching and learning of LSE in primary schools in Kericho sub-county.

LSE subject was allocated time in the school master timetable in only seven (23.33%) of the schools, while in five (16.7%) schools the allocation of LSE time in the master timetable although not consistently attended to by the respective teachers. In 18 (60%) schools LSE was never allocated time in the timetable, meaning that the teaching of LSE was not given the right significance it deserves in schools in Kericho Sub-County.

The lack of LSE teaching and learning resources in primary schools as noted through lesson observation showed that it is challenging to achieve the effective teaching of LSE in primary schools until the schools make them available. This means that the teaching and learning of LSE is inherently deficient in primary schools in Kericho Central Sub-County. The consequences of this is that the learners are unable to acquire the desired life skills competencies to counter the emerging issues as well as their psycho-social and emotional experiences.

4.5.4 Head Teachers' interview on availability of LSE teaching resources

Based on the response from the 30 head teachers interviewed in all the sampled schools, the unavailability of teaching and learning resources was mentioned as a major setback in the teaching of LSE in primary schools. The respondents mentioned the unavailability of appropriate teaching and learning materials which could otherwise help teachers to adequately prepare for the lessons in the teaching and learning of LSE. For example, the number of textbooks and reference books available was not adequate. In fact, the book-learner ratios in the schools surveyed ranged from 1:20, 1:25 (from head teachers' responses to the interview schedules) and in some instances the ratios were even higher. Head Teacher VI, School 6 while responding to item on the availability of LSE resource materials said the following:

“The textbooks to be used in the teaching of LSE are not adequate enough to satisfy the number of learners in all the classes. In our school, the ratio of book to learners ranges from 1:20 to 1:25 across all the classes. But in some classes the situation is even worse, so you can imagine how challenging the situation can be.”

29 other head teachers in the schools studied by the researcher had a similar view as head teacher VI in school six on availability of LSE teaching resource materials.

It was indicated by the head teachers that even the textbooks which were available for other subjects like *Social Studies, Science, CRE* and other reference books did not have the current content on particular topics to cover content as per the syllabus on the LSE. The head teachers responding to interviews said that some reference books which were available in their schools did not have sufficient content on LSE.

Head teacher X, from School 10 responding on the content in the specific LSE resource materials that were regularly used by the teachers, said:

“Most of these LSE books like Better Living by Emma Wachira and George Oboi, AIDS Education For Youths by Joe Babendreiser contain questions and answers that make children learn only by memorizing and cramming solutions thereby limiting their ability to learn through discovery and problem-solving.”

Head teachers from 17 other schools who responded to interview schedules shared the same views on the use of other LSE reference books.

4.5.5 Discussions on the availability of LSE materials findings

The study through deductions from questionnaires, interview schedules and observation checklists showed that the most commonly used materials in the teaching of life skills are printed resources and specifically textbooks together with chalkboards and pupils’ exercise books, charts, pictures, drawings, graphics and diagrams which were not adequate. Head teachers responding to the questionnaires, attributed this to the fact that they experience delayed delivery of materials from the ministry due to logistic issues and the lack of technical know-how by the teachers on how to develop life skills training materials using local materials.

Deducing from the observation checklist, it was found that resource materials such as charts and pictures, magazines, newsletters, pamphlets and video tapes were available in some schools though the head teachers said they were inadequate. This was an indication that schools did not have enough resources for the teaching and learning of LSE. This means that LSE in the schools was not taught effectively thereby leading to learners exiting primary school level of education without acquiring adequate life

skills for example psycho-social competences for such as teenagers dealing with adolescence, teenage crisis, peer pressure, communication skills and technology.

Ofodu (2012) asserts that resources are stimuli and support both the teacher and learner during the instruction process in order to reduce excessive talking by the use of participatory approach method especially in abstract subjects including LSE. Therefore the lack of resource materials to be used in teaching LSE impedes the process of effectively teaching the subject. The findings of this study are similar to those of Orina (2001) who noted that print media that are commonly used in schools to teach LSE are textbooks. Visual materials on the other hand are used to enhance teaching and learning and therefore such materials enable teachers to communicate ideas or concepts during LSE training.

According to Uzuegbu, Chimezie, Mbadiwe, C. H, & Anulobi (2013) teaching is incomplete until knowledge has successfully been transferred through teacher effectiveness, teaching skills and the instructional materials used in the teaching and learning of LSE. Thus the lack of these materials needed to teach life skills as reported in this study therefore undermines the effectiveness of teachers in primary schools in Kericho Sub-County. Lack of training materials to teach LSE leads to ineffective learning since ordinary words cannot be adequate (Ogaga, Wallace & Igori, 2016).

4.6 Challenges Teachers Face While Teaching LSE

Objective number four of this study sought to find out challenges that teachers face in the classroom during the teaching of LSE. To get an insight on these challenges the researcher recorded other challenges in both the head teacher's and teacher's questionnaires requiring respondents to give suggestions on solutions to some of the challenges they may have encountered in their day to day teaching of LSE.

4.6.1 Challenges reported by head teachers from the questionnaires

The 30 school head teachers responded to the statements on a Likert scale ranging from "Strongly Agree", "Agree", "Undecided", "Disagree" and "Strongly Disagree", on the challenges teachers face during the teaching of LSE. The results are presented in Table 4.19.

Table 4.19 *Head Teachers' Responses on the Challenges Facing LSE*

Statement	SA	A	U	D	SD
1. There is lack of supervision from higher level officers to ensure effective curriculum delivery	13 (43.4%)	10 (33.3%)	1 (3.3%)	6 (20.0%)	1 (3.3%)
2. Inappropriate teaching methods affect the teaching of LSE subject.	9 (30.0%)	16 (53.3%)	2 (6.7%)	2 (6.7%)	1 (3.3%)
3. Failure of teachers to be role models to the learners	11 (36.7%)	14 (46.7%)	3 (10.0%)	1 (3.3%)	1 (3.3%)
4. Large numbers of learners in classes affects teaching of LSE.	15 (50.0%)	11 (36.7%)	2 (6.7%)	1 (3.3%)	1 (3.3%)
5. Society's cultural factors inhibit teaching of LSE.	14 (46.7%)	12 (40.0%)	1 (3.3%)	2 (6.7%)	1 (3.3%)
6. There is an inadequate guideline in the syllabus on the use of experiential teaching method to teach LSE subject.	18 (60.0%)	8 (26.7%)	1 (3.3%)	2 (6.7%)	1 (3.3%)
7. Time allocated for teaching life skills subject in the syllabus is inadequate.	15 (50.0%)	9 (30.0%)	1 (3.3%)	3 (10.0%)	2 (6.7%)

Source: Researcher (2018)

According to item 1 on Table 4.19, 23 (76.7%) of the head teachers agreed that there is lack of supervision to ensure effective life skills curriculum delivery, 7 (23.3%) disagreed while only 1 (3.3%) was undecided. This implies that head teachers and county education officers hardly supervised the teaching and learning of LSE. This concurs with Christiaans (2006) in a study in South Africa who observed that inadequate support from school heads and the department of education worsen the situation of supervision of teachers. Responding to item 2 on Table 4.19, 25 (83.3%)

of the head teachers agreed that inappropriate teaching methods affect the teaching of LSE subject, 3 (10%) disagreed and 2 (6.7%) were undecided. This means that participatory teaching and learning strategies are not applied in the teaching LSE.

These finding agree with (UNICEF- ESARO, 2002; WHO, 2003) who asserts that the use of participatory methods in teaching and learning process to facilitate effective teaching of LSE is lacking among the teachers. As per item number 3, 25 (83.4%) of the head teachers agreed that teachers fail to be good role models to the learners hence negatively influencing the development of psycho-social competences. Peterson (2008) however states that in order to teach right moral values to the learners the character development of learners depend largely on the teachers and other adults who are the primary role models, standard setters and source of influence to young people.

Responding to item 4, 26 (86.7%) of the head teachers agreed that large class numbers affected the teaching and learning of LSE as this does not efficiently allow the use of participatory teaching strategy. Whereas, two (6.7%) of the head teachers were undecided, two (6.7%) also disagreed on the issue of large classes affecting the teaching of LSE subject in primary schools in Kericho Sub-County. This finding is in agreement with the study done in Uganda by Buczkiewicz and Carnegie (2001) who stated that large classes made it difficult using the recommended participatory teaching method which allows active learning.

The response on societal cultural factors inhibiting the teaching of LSE, showed that 26 (86.7%) of the head teachers were in agreement, three (10%) disagreed and only one (3.3%) was undecided. This explains that different societies hold different myths and cultural beliefs about topics like sexuality, forbidding open discussions on it as taboo and cannot be brought about in class during LSE, or perhaps teachers shy away

from mentioning the topics for lack of proper articulation of pertinent terms. According to Bwayo (2014) who stated that in order to accommodate the issues posed by unfavourable social- cultural environment, the teaching of LSE should be customized to the prevailing social-cultural concerns in an amicable way.

On item 5, 26 (86.7%) of the head teachers felt that there is inadequate guidelines in the syllabus on the use of experiential teaching methods to teach LSE subject and also the time allocated for teaching life skills subject in the syllabus is inadequate, while three (10%) of the school heads disagreed and only one (3.3%) was undecided. According to responses on item 6, 24 (80%) of the school heads agreed that time allocated in the school master time tables and in the syllabus on the teaching of life skills is inadequate, five (16.7%) disagreed while 1 (3.3%) was undecided. Adequate syllabus guidelines need to be developed as well as life skills resource materials, which need to be made available and appropriate teaching methods, be embraced by teachers, so as to actualize effective teaching of life skills in primary schools.

4.6.2 Challenges reported by teachers

To ascertain the challenges teachers face in teaching LSE subject, the teachers were asked to rate, based on the extent to which the given challenges affect the teaching of LSE in primary schools. The researcher chose to adopt the use of Likert scale measurement ranging from ‘Strongly Agree’ (SA), ‘Agree’ (A), ‘Undecided’ (U), ‘Disagree’ (D) and ‘Strongly Disagree’ (SD) to determine their opinions. The results were recorded based on the number of respondents who reported on the particular challenges they encountered by use of frequencies and the respective percentages. A summary of challenges stated by teachers is presented in Table 4.20.

Table 4.20 *Challenges Reported by Teachers while Teaching LSE*

Statement	SA	A	U	D	SD
1. Lack of use of participatory teaching methods poses a challenge to the teaching LSE subject.	30 (50.0%)	20 (33.3%)	2 (3.3%)	5 (8.4%)	3 (5.0%)
2. I have not received adequate LSE training.	20 (33.3%)	25 (41.7%)	3 (5.0%)	8 (13.3%)	4 (6.7%)
3. Poor conceptualization of LSE inhibits the teaching of LSE.	28 (46.7%)	22 (36.7%)	2 (3.3%)	6 (10.0%)	2 (3.3%)
4. The teaching of LSE subject is not externally examined and therefore tends to be neglected.	40 (66.7%)	15 (25.0%)	1 (1.7%)	2 (3.3%)	2 (3.3%)
5. My attitude towards teaching of LSE affects the teaching of the subject.	15 (25.0%)	25 (41.7%)	5 (8.3%)	10 (16.7%)	5 (8.3%)

Source: Researcher (2018)

As shown in item 1 on Table 4.20, 50 (83.3%) of the teachers agreed that the lack of use of participatory teaching methods poses a challenge to the teaching of LSE, eight (13.4%) disagree while two (3.3%) were undecided. This means that lack of use of participatory method is indeed a challenge in teaching and learning of LSE, therefore teachers may not be effective in teaching LSE.

Responding to item 2, 45 (75.0%) of the teachers agreed that they had not received LSE training, 12 (20.0%) of the teachers had received training in LSE while three (5.0%) were undecided showing that teachers did not possess the relevant training required to teach LSE in primary schools. According to 50 (83.4%) teachers, poor conceptualization of LSE inhibits the teaching of LSE though eight (13.3%) of them

disagreed and two (3.3%) were undecided. These findings concur with a study done in South Africa by Van Deventer and Van Niekerk, (2008), on the challenges facing LSE in which they found out that the misconceptions about LSE makes teachers and learners not to attach much importance into the teaching and learning of the subject.

Teachers responding to item 5, on Table 4.20, 55 (91.7%) of them agreed that LSE is not externally examined resulting in tendency to neglect the subject thereby failing to seriously teach the subject, whereas four (6.6%) disagreed and only one (1.7%) was undecided. This means that LSE, which is non-examinable externally by the Kenya National Examinations Council, does not receive the seriousness by the teachers teaching the subject. This also means that teachers and the learners do not accord the necessary attention to the teaching and learning of LSE because they focus on the core examinable subjects. This means that learners do not acquire life skills in dealing with life issues, therefore eventually exit the primary level of education without properly acquiring the necessary life skills.

These findings concur with Coombe (2002) who noted that the teaching of LSE is often relegated to focus more seriously on the examinable subjects instead. The finding is also strongly supported by an earlier study by Rooth (2005) that LSE is not being taken seriously because it is not an examinable subject. Therefore this attitude becomes a challenge in the teaching of LSE in primary schools since the output from teaching LSE is not measurable in tangible terms. Though LSE may not be examinable, the outcomes are always explicit in the learner's character, whether in school or after exiting school.

From the study, 40 (66.7%) of the teachers agreed that their attitude towards teaching of LSE affected the teaching of the subject, 15 (25.0%) of the teachers were in

disagreement, while 5 (8.3%) were undecided. This implies that for teachers to effectively teach LSE in primary schools, they need to have a positive attitude towards the teaching of LSE. This could be achieved through having teachers go for in-service training or attend workshops or even go back to Teacher Training College so as to be retrained on effective teaching of life skills subjects in primary schools. The fact that LSE subject is not examinable has made teachers not to put in necessary effort in the teaching of the subject.

4.7 Summary of the Results

Most teachers felt that the time apportioned for the instructing of LSE was not adequate. Nonetheless, a few teachers felt that the time dispensed is adequate to finish the syllabus. Teacher training is a critical factor in the teaching of LSE. The study established that the majority of the teachers are not formally trained to teach the LSE subject. The attendance of teachers to their lessons is equally paramount to the teaching of the LSE subject. The study established a moderate and positive correlation between teaching of lessons and teaching effectiveness. When teachers attend to their lessons, it improves the quality of teaching.

Eggan and Kauchak (2010) also found out that teacher's support of the learners is important in the learning process. The teachers who uphold these ideals are committed to their work and cover the syllabus within the allocated time. Closely related to the above factors is the teachers' attitude. Effective teaching of the LSE subject depends on the teachers' attitude. Teachers with a positive attitude are able to cover the content within the stipulated time.

The findings further revealed that availability of teaching materials support the effective teaching of LSE in the schools making the learners acquire psycho-social

competencies with ease and helped them to deal with challenges of modern living after they exit primary level of education. Durlak et al (2011) reported similar findings in the study. In their meta-analysis of reported studies on the effects of school-based social, emotional and learning interventions, they established that several studies indicated a positive association between these interventions and improved psycho-social competencies such as improved attitude, self-esteem and emotional distress.

The teaching of LSE has been buffeted by numerous challenges since its inclusion in the curriculum in 2008. Responses from head teachers' interview schedules indicate that teaching of LSE was not given adequate attention as other formal subjects in the timetable as usually the time allocated for the teaching of any lesson in primary school ranges from 30 minutes to 35 minutes depending on the level of class. The research revealed that in all the classrooms where LSE was taught, pupils were not provided with textbooks. Not a single classroom had a visual aid to supplement learning of LSE. The training of teachers is very important in the teaching of any curriculum. The teacher training curriculum in colleges before the introduction of the curriculum in 2008 did not include the pedagogy of LSE, therefore giving the reason why many teachers currently in the field were not trained in LSE. This renders teachers inept and incapable of teaching LSE effectively. The teachers have to rely on their general knowledge and expertise to implement the curriculum. Some teachers have little experience and are very incompetent in teaching LSE. Teachers and pupils are driven to become exam orientated in the current system of education therefore teachers "teach-to-test" and pupils are drilled to memorize facts and excel in examinations. This therefore indicates that focus on life skills is missing since it is non-examinable. A heavy curriculum load forces teachers to utilize every available

time including mid breaks and lunch breaks to somewhat teach externally examined subjects. Curriculum elements which are non-examinable such as LSE suffer detrimentally because the time allocated for their lessons is used to teach other examinable subjects.

The teachers' attitude affects how they teach the subjects and also influences the attitude of the learners towards the subject; teachers with a positive attitude normally attend all their lessons and influence their pupils to like their lessons. Conversely, those with a negative attitude had the opposite effect. Most of the teachers in the school do not perceive LSE positively. A few consider it as a duplication of the pastoral programme and do not see its need in the curriculum.

In the head teachers' opinion, there exists a myriad of challenges facing the teaching of LSE. There is inadequate supervision on curriculum delivery while inappropriate teaching methods hamper the effective teaching of LSE. Teachers fail to role model their learners, the classes they handle have large number of pupils, there are inadequate guidelines in the syllabus and the fact that the subject is not factored in time allocation on the time table.

Teachers are of the impression that there is lack of use of participatory methods in the teaching of LSE which poses a challenge. Lack of teachers' training on the teaching of the subject, poor conceptualization of the subject, negligence due to the fact that the subject is non-examinable and the teachers' negative attitude towards the subject are some of the challenges facing the effective teaching of LSE.

The findings therefore imply that there is a discrepancy between teaching LSE subject and inadequate acquisition of LSE psycho-social competencies among the learners exiting primary level education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions, recommendations and suggestions for further studies.

5.2 Summary

The purpose of the study was to investigate challenges facing the effective teaching of LSE subject in the primary school curriculum in Kericho Sub-County. Four research objectives were set to guide the study; investigate teacher preparedness towards teaching of LSE in public primary school, examine the attitude of teachers towards teaching of LSE, establish the availability and use of LSE teaching resource materials and find out the challenges teachers face while teaching LSE subject.

5.2.1 Teacher Preparedness towards teaching of LSE

Findings revealed that teachers were not adequately prepared for effective teaching of LSE in public primary schools in Kericho Sub-County, since most of them did not have the knowledge and skills on teaching LSE. A majority of the teachers had not undergone any training on LSE either through teachers training college, workshops or seminars yet the role of the teachers in the teaching of LSE and learners acquisition of psycho-social skills cannot be underestimated.

5.2.2 Attitude of teachers towards teaching of LSE

From the study, it was found that teachers had a negative attitude towards teaching of LSE due to the fact that mostly they lacked the requisite training on the subject. The study revealed that that most of the teachers did not have the required skills to teach LSE hence this may have contributed to their negative attitude towards the teaching of LSE in primary schools. There was a clear indication that there was a negative

attitude by the teachers in teaching LSE and further that pupils likewise developed low attitudes towards the teaching and learning of LSE subject.

5.2.3 Availability of LSE teaching resource materials

The study found out that LSE teaching resource materials were extensively unavailable in most of the schools. The resource materials for teaching and learning of LSE subject such as charts and pictures, magazines, newsletters, pamphlets and video tapes were not available in schools and where they were available, were inadequate. Teaching of LSE subject cannot be complete unless teachers are fully equipped with teaching skills and the instructional materials are substantially available. The lack of resource materials therefore undermines the effectiveness of teachers in primary schools in Kericho Sub-County.

5.2.4 Challenges teachers face while teaching LSE Subject

The major challenges teachers face while teaching LSE as revealed by research include lack of teacher role models, misconception of LSE subject and large classes. It was also found that supervision of teaching and learning resources was not done; even so, where it was done was not adequately regular, hitherto teachers perceive that life skills is very essential.

5.3 Conclusions

The LSE in the primary curriculum is a very important component whose presence cannot be over-emphasized. The teachers' role in effective teaching of the subject is important for the teaching and learning of life skills subject to be successful. LSE in essence is critical to acquisition of psycho-social competencies which learners must exhibit in their behaviors, throughout their life in school and/or during their future endeavors.

5.3.1 Teacher Preparedness towards teaching of LSE

The study concludes that teachers are not trained hence not adequately prepared to teach LSE in primary school curriculum. This affects negatively effective teaching of LSE.

5.3.2 Teachers' Attitudes towards teaching of LSE

The study concludes that teachers have a negative attitude towards the teaching of LSE in primary school curriculum. They do not enjoy teaching the subject therefore affecting negatively the development of psychosocial competence among learners exiting primary level of education.

5.3.3 Availability of LSE teaching resources materials

The study further concludes that there are not enough LSE resource materials available in primary schools to be able to effectively enhance the teaching and learning of LSE subject. This hinders the acquisition of psychosocial competence among learners exiting primary level of education.

5.3.4 Challenges teachers face while teaching life skill subject

The study also concludes that teaching of LSE is faced by a number of challenges such as the subject not being externally examinable, laxity on part of teachers, cultural factors (myths and beliefs) among others. These challenges contribute to inadequate acquisition of psychosocial competence among learners.

5.4 Recommendations

The findings of this study are very significant to teachers, parents, curriculum planners, school administrators and other government organs who are involved in education. In line with the findings and conclusions, the researcher recommends the following:-

1. Teachers need to be trained on the LSE during pre-service period and through workshops, seminars or in-service training.
2. Teachers must strive to develop and foster the right attitude towards the subject so that they can influence the integration and positively affect the effective teaching of LSE.
3. The government through the ministry of education should ensure that resources for teaching and learning LSE are available and being used in the primary schools to enhance the effective teaching of the subject.
4. LSE should be harmonized with prevailing societal cultural concerns in an effective way so as to ensure that the basic elements are entrenched in the whole process of teaching. LSE should also be taught regularly just like the other formal subjects even though it is not externally examinable and thus both teachers and pupils should take it seriously in the primary school curriculum.

5.5 Suggestion for Further Research

The study sought to investigate effectiveness of the teaching of LSE subject in primary school curriculum in Kericho Sub-County.

The researcher suggests:-

- i) A replication of the study in other counties so as to compare and contrast the findings
- ii) Life skills curriculum in relation to academic performance.

- iii) LSE and student's behavior.
- iv) The impact of LSE on the retention of pupils in schools.
- v) The effects of cultural beliefs on LSE.

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APPENDICES

Appendix I: Letter of Introduction

KOECH JOEL KIPLANGAT

UNIVERSITY OF KABIANGA

DEPARTMENT OF CURRICULUM INSTRUCTION AND EDUCATIONAL
MEDIA

P.O. BOX 2030-20200

KERICHO

THRO'

THE SUB COUNTY EDUCATION OFFICER

KERICHO CENTRAL SUB COUNTY

P.O. BOX 149-20200

KERICHO

Dear Sir/ Madam,

**RE: AN INVESTIGATION OF EFFECTIVE TEACHING OF LSE IN
PRIMARY SCHOOL CURRICULUM IN KENYA -A CASE OF KERICHO
CENTRAL SUB-COUNTY**

I am a post-graduate student of University of Kabianga pursuing a Master of Philosophy Degree in Early Childhood Development and Education (ECDE) and primary education. I am conducting a study on the above stated topic within Kericho Central Sub-County in Kericho County.

I hereby kindly request you to fill the questionnaire items as honestly as possible and to the best of your knowledge. The responses shall be absolutely treated in confidentially and anonymity, given no name shall be required from the respondents.

Thank you in advance.

Yours sincerely,

KOECH JOEL KIPLANGAT

Appendix II: Questionnaire for Head-Teachers

I am a post graduate student at University of Kabianga pursuing Masters of Philosophy in Early Childhood and Primary Education. I am conducting a study on teaching of LSE as a subject in primary school curriculum and I would greatly appreciate your participation in this study. The purpose of this questionnaire is to collect information from public primary head teachers relative to challenges facing teachers in teaching of LSE in enhancing acquisition of psycho-social skills among primary school learners. Please complete each section as instructed. All information provided shall be treated with high confidentiality. You are required to respond to the questions based on your experience. Do not write your name on the questionnaire.

Section A: Demographic Information

Please tick your chosen response () where appropriate

1. Sex Male () Female ()
2. Age 20-30 years () 31-40 years () 41-50 years() Over 50 years()
3. What is your highest academic qualification?
Master's Degree ()
Bachelor's Degree ()
Diploma ()
P1 ()
Others (please specify) _____
4. How long have you been serving as head teacher?
 - i) Less than 12 months ()
 - ii) 1-5 years ()
 - iii) 6-10 years ()

iv) 11-15 years ()

v) 16-20 years ()

vi) 21-and above years ()

5. Were you trained to teach LSE subject in college?

Yes []

No []

Section B: Preparedness of Teachers to Teach Life Skills as a Subject

1. Respond to the question to the best of your knowledge by ticking (√)

Statement	Yes	No
1. Teachers have attended LSE training course.		
2. Teachers have knowledge in teaching of LSE.		
3. Teachers have attended LSE workshops		
4. I have conducted in-service training of LSE for teachers in school.		
5. There are teachers who have done private training in teaching of LSE		

2. Indicate by using the following keys:

Strongly Agree [SA], Agree [A] Undecided [UD] Disagree [D] and Strongly Disagree

[SD]. Tick as appropriate. ()

Statement	SA	A	U	D	SD
1. Teachers who are trained in LSE can effectively teach the subject.					
2. Training teachers on LSE in college enhance effective teaching of LSE subject					
3. Teacher's mastery of LSE content enhance effective teaching of the subject.					
4. Effective teaching of LSE depends mainly on teacher preparedness.					
5. There is need to in-service teachers to effectively teach LSE.					

3. Is LSE lessons allocated in the school master timetable?

Yes [] No []

4. Do teachers prepare for LSE lessons in your school? Yes [] No []

5. Do teachings of LSE enhance the abilities of the child? Yes [] No []

Section C: Head Teachers' Attitude towards Teaching of Life Skills as a Subject

1. Please rate or indicate your level of agreement with the following statement

Key: [SA] Strongly Agree, [A] Agree, [U] Undecided [D] Disagree. [SD].
Strongly Disagree.

Agreement /Disagreement with Following Statement	SA	A	U	D	SD
1. Do I enjoy the way the teaching of LSE subject in primary school curriculum is done in my school					
2. Teachings of LSE subject enhance development of psycho-social skills among learners.					
3. Teachers need more training in order to enhance teaching of LSE					
4. Teachers in my school do support incorporation of LSE subject in primary school curriculum subject in primary school curriculum.					
5. LSE is achieving its objectives in my school					

Section D: Availability of LSE Resource Materials

1. Which of the following categories of instructional LSE resource materials are available in your school? Tick as appropriate; (√)

List of materials	Available	Available but Inadequate	Not available
PRINTED RESOURCES			
1. Syllabus for LSE			
2. Textbooks			
3. Magazines			
4. School pamphlets			
5. Journals			
6. Newspapers			
7. Others (specify)			
VISUAL MATERIALS			
1. Diagrams			
2. Pictures & photographs			
3. Drawings			
4. Graphics			
5. Others (specify)			

PROJECTED	Available and adequate (√)	Available not adequate (√)	Not available (√)
1. Videos 2. Slides 3. Power Point 4. Computers 5. Others (specify)			
NON PROJECTED VISUAL AIDS AND 2-D/3-D RESOURCES			
1. Charts 2. Cartoons 3. Models 4. Others Specify			

2. Apart from textbooks which of the following educational media do you use for teaching LSE?

	Yes	No
a) Video recorders	<input type="checkbox"/>	<input type="checkbox"/>
b) Radio	<input type="checkbox"/>	<input type="checkbox"/>
c) Television	<input type="checkbox"/>	<input type="checkbox"/>
d) Computer	<input type="checkbox"/>	<input type="checkbox"/>
e) Newspapers	<input type="checkbox"/>	<input type="checkbox"/>
f) Other (specify)	_____	

Section E: Challenges Facing the Teaching of LSE Subject

1. Indicate by using the following keys: Strongly Agree [SA], Agree [A] Undecided [UD] Disagree [D] and Strongly Disagree [SD]. ~~✓~~Tick as appropriate ()

STATEMENT	SA	A	U	D	SD
1. There is lack of supervision to ensure effective curriculum delivery					
2. Inappropriate teaching methods affect the teaching of LSE subject.					
3. Failure of teachers to be role models to the learners					
4. Large numbers of learners in classes affects teaching of LSE.					
5. Society's cultural factors inhibit teaching of LSE.					
6. There is an inadequate guideline in the syllabus on the use of experiential teaching method to teach LSE subject.					
7. Time allocated for teaching life skills subject in the syllabus is inadequate.					

2. In your opinion you as a head teacher what are the challenges facing the teaching of LSE subject?.....

.....

3. Suggest ways in which the above challenges can be overcome (in bullet ii) above)

.....

.....

Section B: Preparedness to Teach LSE

1. State your preparedness as a teacher to teach LSE subject. Respond to the statements to the best of your knowledge by indicating **Yes** or **No** using a tick (√).

Statement	Yes	No
1. I have undergone training course in LSE subject		
2. I am conversant with strategies/ methods used to teach LSE e.g. (use of participatory mode of teaching)		
3. I have the right concept of what LSE subject entails		
4. I have expertise in teaching LSE subject which enables acquisition psycho-social skills among learners with ease.		

2. Indicate your opinion on the following by using the following keys: Strongly Agree [SA], Agree [A], Undecided [U], Disagree [D] and Strongly Disagree [SD]. Tick [√] as appropriate.

Statement	SA	A	U	D	SD
1. Adequate syllabus coverage at each level facilitates effective teaching of LSE subject					
2. Proper utilization of scheme, lesson, plans facilitate, effective teaching of LSE subject					
3. Proper utilization of relevant resource materials enhances the teaching of life skills.					
4. Strengthening of school based curriculum supervision by head teachers improves the quality of teaching of LSE.					
5. Maintaining up-to-date record of individual pupil psycho-social competencies skills ensure effective teaching of LSE.					

Section C: Teachers' Attitude towards Teaching LSE

1. Please rate or indicate your level of agreement with the following statements:

Keys SA-Strongly Agree A, Agree, Undecided D Disagree, SD Strongly Disagree.

Agreement/Disagreement With Following Statements	SA	A	U	D	SD
1. I enjoy teaching LSE subject in primary school curriculum					
2. Teaching of LSE ensures holistic development of a child.					
3. Teaching of LSE enhances learners' acquisition of psycho-social skills.					
4. I need more training to effectively teach LSE.					

SECTION D: Availability of LSE Resources Materials

1. Which of the following categories of resource materials are available and adequate to teach LSE subject in your school?

List of materials	Available & adequate	Not Available
PRINTED RESOURCES		
1. Syllabus for LSE		
2. Textbooks		
3. Magazines		
4. School pamphlets		
5. Journals		
6. Newspapers		
7. Others (specify)_____		
VISUAL MATERIALS		
1. Diagrams		
2. Pictures & photographs		
3. Drawings		
4. Graphics		
5. Others (specify) _____		
AUDIO-VISUAL		
6. Videos Slides		
7. Power Point		
8. Computers		
9. Others (specify)_____		
VISUAL		
1. Charts		
2. Cartoons		
3. Models		
4. Others Specify _____		

Section E: Challenges Facing the Teaching of LSE Subject

1. Indicate your opinion using the following keys:- Strongly Agree [SA] Agree [A], Undecided [UD] and Strongly Disagree [SD] tick (✓) as appropriated.

Statement	SA	A	U	D	SD
1. Lack of use of participatory teaching methods poses a challenge to the teaching LSE subject.					
2. I have not received adequate LSE training.					
3. Poor conceptualization of LSE inhibits the teaching of LSE.					
4. The teaching of LSE subject is not externally examined and therefore tends to be neglected.					
5. My attitude towards teaching of LSE affects the teaching of the subject.					

2. How often do you prepare LSE lesson plans?

- (i) Regularly () (ii) Rarely () (iii) Never ()

3. What effect does teaching of LSE have on holistic development of a child;

- (i) Positive () (ii) Negative () (iii) Not effect ()

4. Do you think the time allocated to LSE is enough?

- (i) Yes (ii) No

5. In your opinion as a teacher teaching LSE, what can be done to improve the teaching of LSE subject in the primary school curriculum?

.....

.....

.....

.....

6. Suggest ways of improving the teaching of LSE subject in the primary school curriculum.

.....

.....

.....

.....

Appendix IV: Head Teachers' Interview Schedule

Section A: Biographic Data

- a) Sex _____
- b) Your highest academic qualifications _____

Section B: Preparedness of Teachers to Teach LSE Subject

- 1. Being an implementer of LSE do you think that LSE has a role to play in primary school curriculum?

.....
.....

- 2. What basic preparedness should teachers be equipped with in order to teach effectively teach LSE?

.....
.....
.....

- 3. How do you rate the teaching of LSE subject by your teachers' in your school?

.....
.....

- 4. Do you think your teachers teaching LSE are imparting psycho-social competences to enable children to develop psycho-social skills to deal with demands and challenges of life after school?

.....
.....

- 5. Please answer the following questions (tick as appropriate)

- i) Do you check your LSE teacher's professional documents?

[Yes] [No]

(ii) If Yes, how well do they prepare the following in terms of quality?

(a) Schemes of work

(b) Lesson plans

(c) Lesson notes

6. Which method of teaching LSE subject do the teachers in your school use?

.....

.....

Section C: Attitude of Teachers towards Teaching of LSE Subject

7. How do you rate the attitude of your teachers towards teaching of LSE subject in primary school curriculum?

.....

.....

8. How do you rate the attitude of pupils towards teaching of LSE subject?

.....

.....

Section D: Availability of LSE Resource Materials

9. As an implementer of LSE do you think there are adequate life skills resource materials allocated for teaching of LSE?

.....

.....

If No, propose what you think is adequate

.....

.....

10. (a) Which LSE resource materials are specifically available in your school?

.....
.....

(b) Which resource materials are regularly used by your teachers during delivery of LSE lessons?

.....
.....

(c) What is the ratio of resource materials to learners in your school?

.....
.....

Section E: Challenges Facing the Teaching of LSE Subject

11. What do you think are some of the challenges teachers face when teaching LSE lessons?

.....
.....

12. Have the teachers reported any of the problems in (11) above?

(Give examples of these problems)

.....
.....
.....

13. Suggest possible ways of overcoming the challenges facing the teaching of LSE.

.....
.....
.....

Thank you.

Appendix V: Lesson Observation Schedule

Teacher _____

School _____

Class _____

Lesson Stages	
<p>1. Introduction</p> <p>Lesson introduction in terms of motivation and stimulation of learners linkage to previous learnt concepts</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>2. Lesson Development</p> <p>Development of concepts and skills from known to unknown or from easy to complex through practical activities.</p> <p>Use of appropriate teaching approaches.</p> <p>Pupil's involvement in achievement of stated objectives.</p> <p>Assessment technique applied by the teacher.</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>3. Conclusion</p> <p>Emphasis of main points</p>	<p>.....</p> <p>.....</p> <p>.....</p>

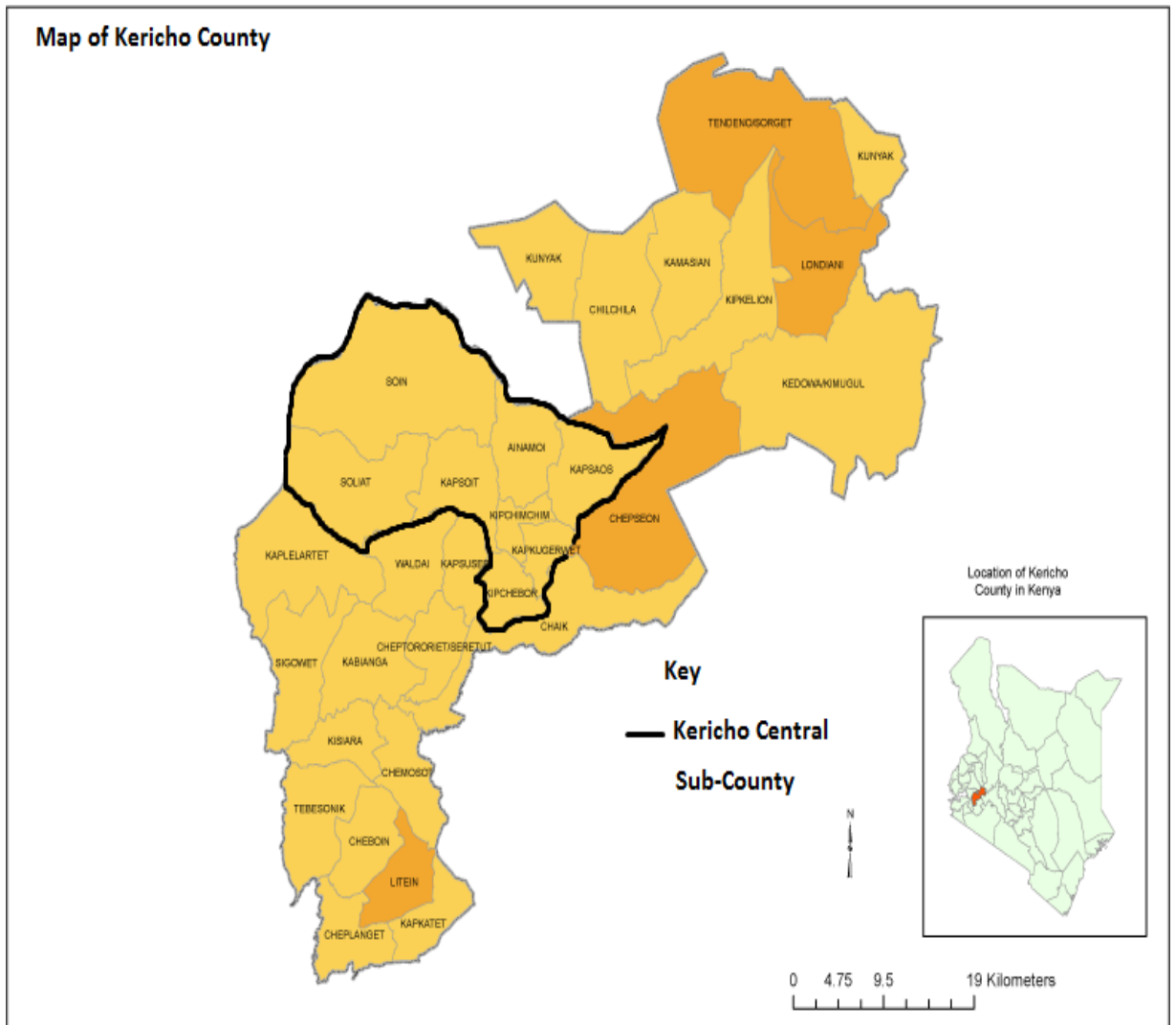
Appendix VI: Observation Checklist

School: _____

Date: _____

List of materials	Available	Adequate	Not adequate	Not available
PRINTED RESOURCES 1. Syllabus for LSE 2. Pupils textbooks 3. Teachers guides 4. Reference books				
VISUAL MATERIALS 1. Diagrams 2. Pictures & preparation 3. Drawings 4. Graphics 5. Chats				
OTHERS 1. Models 2. Chalkboard 3. Teachers preparation 4. Books 5. Exercise books 6. Timetable allocation for life skills				


Appendix VII: Map of Kericho County




Appendix VIII: Permit from NACOSTI

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without 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) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. **A 1328**

CONDITIONS: see back page

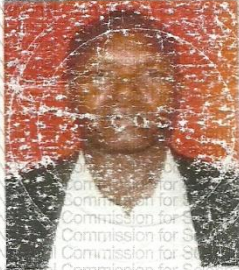
THIS IS TO CERTIFY THAT:

MR. JOEL KIPLANGAT KOECH
of UNIVERSITY OF KABIANGA,
1947-20200 KERICHO, has been
permitted to conduct research in
Kericho County

on the topic: CHALLENGES FACING
EFFECTIVE TEACHING OF LIFESKILLS
EDUCATION SUBJECT IN PRIMARY
SCHOOL CURRICULUM KENYA- A CASE
OF KERICHO COUNTY

for the period ending:
24th October, 2017

Permit No : NACOSTI/P/16/13285/14097
Date Of Issue : 24th October, 2016
Fee Received :Ksh 1000



Director General
National Commission for Science, Technology & Innovation

Applicant's Signature



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/16/13285/14097

24th October, 2016

Joel Kiplangat Koech
University of Kabianga
P.O. Box 2030-20200
KERICHO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Challenges facing effective teaching of lifeskills education subject in primary school curriculum Kenya- A case of Kericho County,*" I am pleased to inform you that you have been authorized to undertake research in **Kericho County** for the period ending **24th October, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kericho County** before embarking on the research project.

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kericho County.

The County Director of Education
Kericho County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified