

**RELATIONSHIP BETWEEN HEAD TEACHERS MANAGEMENT STYLE OF
LIFE SKILLS EDUCATION AND ACADEMIC PERFORMANCE OF LEARNERS
IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN NAROK COUNTY,
KENYA**

CHRISTINE CHELANGAT

**A Thesis Submitted to the School of Education in Partial Fulfillment of the
Requirement for the Degree of Master of Education in Educational Administration
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DECLARATION

This thesis is my original work and it has not been submitted before to any other University or Institution of higher learning for any award.

Signature: _____ Date: _____

Christine Chelangat

EM02/1004/2013

APPROVAL BY SUPERVISORS

This research thesis has been submitted for examination with our consent as the University

Supervisors:

Signature ----- Date -----

Dr. Justus Mochama Gori, PhD

School of Education, Maasai Mara University

Signature ----- Date -----

Dr. Susan Chepkonga, PhD

School of Education, Maasai Mara University

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DEDICATION

This thesis is dedicated to my husband, Benjamin Chepukel for the ample time and support he has given me all through my study; and to my children Sintamei, Sanaipei, Seenoi and Tiampati for working hard when I was away from them.

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LIST OF ACRONYMS AND ABBREVIATION

AIDs	Acquired Immuno-Deficiency Syndrome
CRC	Convention on the Rights of the Children
FPE	Free Primary Education
HIV	Human Immuno-Deficiency Virus
IQ	Intelligence Quotient
LSE	Life skills Education
SAT Score	Scholastic Assessment Test Scores
UNICEF	United Nations International Childrens' Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNAIDS	United Nations Program on HIV/AIDs
WHO	World Health Organization

ABSTRACT

Life skills are skills for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life. The classroom education alone does not contribute completely to solving these challenges. International Development Agencies have acknowledged the importance of life skills for the purpose of solving some of these problems. The purpose of the study was to investigate the relationship between Head teachers' management of life skills education and performance of learners in Kenya Certificate of Primary Education in Narok County. The objectives of the study were to: find out the relationship between the influence of the Head teachers' management of learners' decision-making skills; find out the relationship between the influence of the Head teachers' management of learners' ability to manage emotions; the learners' ability to manage conflicts and performance of learners' in Kenya Certificate of Primary Education in Narok County. The study used a descriptive survey research design. The target population of the study constituted 528 public primary schools. Simple random sampling at the rate of 30% was used to select 158 Head teachers as respondents for the study. The Questionnaire was used as an instrument for data collection. A pilot study was conducted in schools that did not participate to check reliability and validity of the instruments. Validity was determined through the use of professionals or experts in the area while reliability was arrived at using Cronbach's alpha index. The study yielded an alpha index of 0.953 hence acceptable and reliable. Pearson r correlation coefficient was used to analyze the data. The findings revealed that there was a slight relationship between Head teachers' management of learners' decision-making skills and learners' academic performance in KCPE in Narok County. It was found out that there was a significant relationship between self-esteem, emotional management and learners' ability to manage conflicts and the academic performance of the learners in KCPE in Narok County. It was noted that life skills education management has a significant positive relationship with academic performance of the learners in KCPE in Narok County. Based on the findings, it was concluded that Head teachers' management of learners' self-esteem, ability to manage emotions and ability to manage conflict has a relationship with academic performance. However, the Head teachers' management of learners' decision-making skills did not have a relationship with the academic performance of learners in Narok County. The study recommends that schools that sought to improve academic performance must not only insist on learners being taught the examinable subjects but should also consider life skills as a mandatory teaching subject. The results of the study are expected to be of great significance to the Policy Makers in Education in regard to Life Skills Education.

CHAPTER ONE

INTRODUCTION

1.1 Overview

The school is an appropriate place for the introduction of Life Skills Education (LSE) because of the role of schools in the socialization of the young people, access to children and adolescents on a large scale, experienced teachers are already in place, high credibility with parents and community members, possibilities for short and long-term evaluation (MOE, 2008). The head teachers of primary schools are tasked with responsibility of managing Life Skills Education (LSE) among learners'. LSE is highly relevant to the daily needs of young people when it is part of the school curriculum; the indication is that it helps to prevent school dropout, indiscipline and adolescent pregnancies (UNAIDS, 2003). Apart from the impact on the child health, there may be other benefits for the school as an institution. This chapter introduces the study by looking at the background information, the statement of the problem, the purpose of the study, the objectives and research questions, the significance of the study, the limitations and delimitations and the scope of the study.

1.2 Background to the Study

Life skills have been defined by the World Health Organization (WHO) as abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Every education system, thus, has a duty to support the development of life skills among its clients in order to enable them function effectively in society. A study conducted to establish the extent to which teachers in primary schools

were able to support learners in the development of Life Skills revealed that many of them lacked the necessary competence to do so. The Life Skills Education Curriculum has therefore been developed as a tool to address this identified gap in the implementation of the Primary School and Primary Teacher Education Curricula. Life Skills is not a stand-alone teaching subject, instead, as a teacher, you must integrate Life Skills Education in Kenya and other East African Countries is an integral part of the Primary School, Primary Teacher Education and at all Technical Institutions Curricula. Like it is the case with all other learning areas, for a teacher to be able to effectively support learners in the development of Life Skills he or she must have the relevant competence.

Education plays a major role in the advancement of socio-economic development around the world. The value of education has been widely studied. For example, it has been found that better education farmers are more responsive to new technical possibilities and that better educated women are more effective at allocating resources within the family, including those that enhance child survival (UNICEF, 2002). The school is an appropriate place for the introduction of Life Skills Education because of the role of schools in the socialization of the young people, access to children and adolescents on a large scale, experienced teachers are already in place, high credibility with parents and community members, possibilities for short term evaluation (MOE, 2008).

Life Skills Education is a programme which equips the learner with abilities which enables him/her develop adaptive and positive behavior to deal effectively with challenges and demand of everyday life (Weissberg, Caplan &Sivo, 1989). Human life was not affected by widespread changes in industrial, social and cultural having been transformed. The number of people capable of self-control and between external forces is varied to

create balance and internal conflicting in the growth process and impact is the main objective of human excellence, are experiencing the problem. Today, despite deep cultural changes in the way of life, a lot of people deal with life issues, lack the necessary ability are fundamental and same applies to them in the face with the problems of life is vulnerable (Akbari & Saadatmand, 2014). Decision making is a tool to form a positive future and it is a complex process involving a variety of intellectual abilities and having the information about the decision that we want to make. When we are faced with a problem, power of thought is our highest force. (Aghavali & Jamaat, 2008). Akbari and Saadatmand (2014), further note that necessary knowledge and skills which deal with the stressful positions, will be subordinate to a kind of them and thus prone to mental disorder, anxiety, depression and emotional substance will be anti-social - this decision process students are also experiencing the problem. Human growth in the area of physical, sexual, psychological, social, moral and emotional for the job takes place. Each of the fields will require the skills and the ability to be. In fact, we can say that the evolution of the developmental stages is dependent on the skills and excellence in the skills of life.

Teaching life skills to play an essential role in the mental health certainty can be said that most of the Neurosis and Psychosis caused by a defect in the development of the basic skills of life. In fact, it is the role of therapeutic life skills education (Ginter, 2008). Life Skills Education is *highly* relevant to the daily needs of young people when it is part of the school curriculum; the indication is that it helps to prevent school dropout, indiscipline and adolescence pregnancies (UNAIDS, 2003). A part from the impact on the child health, there may be other benefits for the school as an institution. For example, evaluative studies of life skills programmes suggest that the methods used can help to

improve teacher and student relationship and there are indications that Life Skills lessons are associated with fewer reports on classroom behavior problems (MOE, 2008). Following the study of different Life Skills programs, the World Health Organization identified five basic areas of Life Skills that are relevant across culture (UNESCO, 2002). These include: decision making, problem solving, creative and critical thinking, communication and interpersonal relations. There are also many different reasons why Life Skills Education started in different countries in the world. According to Baylies and Bujra (1998) the idea of teaching Life Skills to individuals has its roots in North America.

Life Skills Education initiatives followed a series of international efforts to improve the quality of basic education. These initiatives have been recognized by a number of agencies of international development as skills or competencies that can enable children adapt and cope with the challenges of each day. International development agencies have acknowledged the importance of life skills for some time. Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love. Health is created by caring for oneself and others, by being able to take decisions and have control over one's life circumstances, and by ensuring the society one lives in creates conditions that allow the attainment of health by all its members (UNESCO, 2001). The Ottawa Charter also clearly explains health in the context of the categorization of life skills for decision making. This shows that the perception or understanding of life skills that led to the categorization of life skills in Uganda as described in the introduction of this chapter is in line with international approaches to life skills. Important to also note here is that in this quote, there is no mention of life skills but they are implied by the categories of caring (UNESCO, 2001).

The 1989 Convention on the Rights of the Child (CRC) linked life skills to education by stating that education should be directed towards the development of the child's fullest potential (UNICEF, 2011). The 1990 Jomtien Declaration on Education for All (EFA) took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life (UNESCO, 2001). At this conference, the representatives of different countries raised concerns about the relevance of education and particularly raised the need to focus on appropriate life skills for all learners from all parts of the world. The 2000 Dakar World Education Conference also took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be" and included life skills in goals 3 and 6 of the six Educations for All (EFA) goals (UNESCO, 2005). Many countries such as Uganda, Ghana, Nigeria and South Africa are now considering the development of Life Skills Education in response to the need to reform traditional education systems which appear to be out of step with the realities of modern social and economic life. According to WHO wide ranging application of Life Skill Education in primary prevention of violence in schools and student dropout has resulted to better foundation for learning skills that are in greater demand in today's job market (WHO, 2011). It is therefore important to consider assessing the relationship between life skills education on the overall performance of the pupils in public primary schools.

The effectiveness of Life Skills Education (LSE) the emerging issues is however, dependent on the various factors within and outside the school. The important factors within the school included the teachers and students' attitudes towards the subject, teaching/learning resources and the experience of the teachers. In Kenya, Commissions of

Education have periodically been set up to review educational provision. The Ministry of Education continues to receive the highest allotment of the recurrent expenditure. In spite of this, basic and quality education remains an elusive dream for many Kenyans, particularly for girls in Arid and Semi-Arid Lands (ASAL). A number of factors have been attributed to poor performance of basic education among the learners (Kratli& Dyer, 2006).

Life skills a person develops over the years continuously in a dynamic manner. There are many skills which are needed to successfully negotiate each and every situation in one's life every day. According to WHO life skills are 'living skills' or abilities for adaptive and positive behavior that enables individuals to deal with the demands and challenges of everyday life (Anon, 2010). Life skills are used every moment of our lives in various situations – choosing friends/career, developing or breaking habits making and breaking relationships, following discipline, understanding one's needs, solving problems, interacting with teachers and parents. Life skills education management promotes mental well-being in young people and equips them to face the realities of life. By supporting mental well-being and behavioral preparedness, life skills education equips individual to behave in a pro-social way and it is additionally health living (Nair, 2005). Consequently, life skills education can be seen as empowering adolescent to take more responsibility for their actions (Srikala& Kishore, 2005).

In 2003, the Kenyan Government rolled out FPE programme which helped to increase enrolment into public primary schools from among 76% in 2002 of all school going age to about 100% through provision of direct funding of tuition, textbooks, teaching and learning materials. In 2005, the Ministry of Education organized a national conference on

education which prioritized the areas that the government and the stakeholders in the sector needed to address in order to deliver on the right to education. As a result, the Ministry prepared the Sessional Paper of 2005 that would provide the Policy Framework to guide the sector development and later developed an investment programme to deliver these sectorial goals (GOK, 2005).

Sessional Paper of 2005 (GOK) dictates that all children should be able to access basic education from the age of 4 – 18 years that incorporates Early Childhood Development (ECD), Primary and Secondary Education. In other words, the first 18 years of schooling are seen as basic education to all citizens as a means of eliminating marginalization of sections of the country and across different communities (GOK, 2005). This definition was derived from the Convention on the Rights of the Child (CRC). Life skills are widely understood as psychosocial competencies which encompass a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behavior as she/he interacts with others, his/her culture and environment (Kratli& Dyer, 2006). This definition has a connotation of interaction. That is why it is pointed out that for a sociologist all skills are socially constructed in that none are the result of some technology which has fallen from the sky (Rigby & Sinchis, 2006).

In this context, Early Childhood Counts explains children's optimal development as: the child's ability to acquire culturally relevant skills and behaviours which allow the child to function effectively in his/her current context as well as to adapt successfully when the context changes, and/or to bring about change (Kratli&Dyre, 2006). That is why the Life Skills approach is referred to as an approach that “develops skills in adolescents, both to build the needed competencies for human development and to adopt positive behaviors

that enable them to deal effectively with the demands and challenges in life. This primary school curriculum comprised four core subjects namely; English Language, Mathematics, Social Studies and Science (Peterson & Seligman, 2004). There were other eight subjects which were taught and were on the time table but were not examinable in the Primary Leaving Examination. This made a total of 12 subjects taught in primary school. In this curricular reform, the approach to life skills remained infusion of life skills in the different subjects. Currently in Kenya life skills education management in a stand-alone subject as a recent addition to the curriculum in primary and secondary schools. The teaching of life skill as a subject came after life skills education management was recognized as an important tool that could bridge the gap between student's knowledge and behavior regarding HIV preventions. Life skills are the building blocks of one behavior and need to be learnt well to lead a healthy, meaningful and productive life. Attempts should be made to understand pupils' problems and guide them in acquisition of life skills. The intervention on life skill development is a good system for children at all levels of life.

After the need for the life skill education management as a stand-alone subject had been thoroughly established. KIE supported by USAID, worked with other experts to prepare the current LSE course content. In 2008 KIE released the syllabus which defines LSE as the abilities which enable the individual to develop adaptive and positive behavior so as to deal effectively with the challenges and demands of everyday life (KIE, 2008). Course objectives range from appreciating itself to participating in community development. When the syllabus was released, KIE mandated that the course to be taught once per week in all primary and secondary classes in all parts of the country. In Narok County, life skill is taught in all schools as stipulated by the Ministry of Education even though nationally

the subject is not examined. This study therefore sought to investigate on the relationship between head teachers' management of life skills education and academic performance of learners in KCPE in Narok County.

1.3 Statement of the Problem

The rationale for introducing life skills education in primary schools was to bridge the gap between knowledge and behavior. Through LSE, learners are expected to learn various skills such as self-awareness, self-esteem, coping with emotion, conflict management, decision making, assertiveness, effective communication and negotiation skills. The reason for introduction of life skills education was to bridge the gap between knowledge and behavior. However, even with life skills education in primary schools in Narok County, cases of early sexual involvement leading to early pregnancies increased between 2010 and 2014 from 14 to 28 cases, early marriages increased from 21 to 36, drop-out rates also slightly increased from 31 to 42 in the same period, drug and substance abuse among the youth still persists.

The period 2010 – 2014 was considered because compared to other periods, it had the highest cases. This is a clear indication that there is an emotional, decision making, self-esteem and conflict management gaps that need to be addressed in order to ensure that the learners are able to effectively deal with challenges and demands in their lives. The constant conflict in the schools among the learners has increased from 14 to 29 cases while the conflict between learners and teachers increased from 6 to 28 cases between 2010 and 2014.

However, even with life skills education in primary schools in Narok County, cases of low academic achievement among the learners persist. Currently, the effectiveness of life skills education is not very clear because head teachers' management of learners' self-esteem is influenced by all the cases cited. This eventually leads to poor academic performance in KCPE. Between 2010 and 2014, the highest mean score has been 249.5 in 2012 with the worst score being 241.7 in 2013. This raises major concerns on the effect of head teachers' management of life skills education on KCPE performance of learners in public primary schools, in Narok County, hence the need for the current study.

1.4. Purpose of the Study

The purpose of the study was to investigate the relationship between the head teachers' management of life skills education and performance of learners in Kenya Certificate of Primary Education in Narok County, Kenya.

1.5 Objectives of the Study

This study sought to examine the following specific factors:

- i) To find out the relationship between the influence of the head teachers' management of learners' decision-making skills and performance in Kenya Certificate of Primary Education in Narok County.
- ii) To assess the relationship between the influence of the head teachers' management of learners' self-esteem and performance in Kenya Certificate of Primary Education in Narok County.

- iii) To find the relationship between the influence of the head teachers' management of learners' ability to manage emotions and performance in Kenya Certificate of Primary Education in Narok County.
- iv) To determine the relationship between the influence of the head teachers' management of learners' abilities to manage conflict and performance in Kenya Certificate of Primary Education in Narok County.

1.6 Hypotheses of the Study

From the research objectives, the following hypotheses were developed as shown:

- H₀₁: There is no significant relationship between the influence of the head teachers' management of learners' decision-making skills and performance of learners in Kenya Certificate of Primary Education in Narok County.
- H₀₂: There is no significant relationship between the influence of the head teachers' management of learners' self-esteem and performance of learners in Kenya Certificate of Primary Education in Narok County.
- H₀₃: There is no significant relationship between the influence of the head teachers' management of learners' ability to manage emotions and performance of learners in Kenya Certificate of Primary Education in Narok County.
- H₀₄: There is no significant relationship between the influence of the head teachers' management of learners' ability to manage conflict and performance of learners in Kenya Certificate of Primary Education in Narok County.

1.7 Significance of the Study

Education plays a significant role in social stability and cohesion of any given society.

Education is an important component of human development and it has been found to explain various social phenomena such as economic growth, poverty, diseases, conflict and cohesion among others. Findings of this study is expected to enlighten policy makers on effects of teaching life skills education management on performance of the learners in CPE hence it is expected to play a role in enhancing the current education policy by improving on the content of the curriculum and other policy issues in public primary schools. The study is also expected to be of great significance to the community as it might enhance the level of discipline amongst the pupils and hence lead to high retention rate in their schools. When children are disciplined, it is a relief to the community in terms of cases of indiscipline. Parents shall also benefit because the children shall be able to attain better grades as they shall be motivated and self-driven as a result of the life skills education lessons.

The findings of the study are expected to enrich available data on the subject and create awareness among teachers, learners and parents on the importance of LSE. The findings shall also provide a framework for policy makers and curriculum developers on how to improve and modify Life Skills Education Syllabus. In addition, the findings might provide information on how best educators can handle challenges among the learners by use of Life Skills Education. The findings are expected to facilitate the education sector in making assessment and evaluation in all subjects. To the Academia, the Literature of the Study shall be reviewed by other Researchers in Academic Institutions as a basis for further studies.

1.8 Limitations of the Study

The study had the following limitations:

- i. That some of the respondents showed reluctance in giving information which touched on their personal lives.
- ii. The study was limited to 158 public primary schools only in Narok County. The geographical distribution of the target population was restricted to the boundaries of Narok County.
- iii. The study only considered the level of performance of learners at KCPE in relation to management of Life Skills Education in schools.
- iv. The study only focused on the years 2010 – 2014 as it is the period that the researcher observed an increase in change of behavior among the learners, which might be a reason for the performance below average in the County.

1.9 Delimitation of the Study

Confidentiality assurance from the research made the respondents to respond to the questions without fear.

1.11 Assumption of the Study

The study was carried out with the following assumptions:

- i. That learners' performance is influenced to a great extent by head teachers' management of learners' decisions which is shaped by the life skills education;

- ii. That performance of the learners in public primary schools can be influenced by head teachers' management of learners' self-esteem which is shaped by the life skills education.
- iii. That the influence of learners' emotions can be changed.

1.12 Definition of Terms

Decision Making	Refers to the ability of an individual to make informed judgment about a situation. In this study, the pupils' decision making involves making sound judgment about their academic performance.
Emotions	Refers to the inside of a person's feelings in relation to his environment. In this case, the school environment has diverse people and activities.
Life Skills	Refers to the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life.
Life Skills Management	Refers to a programme that promotes positive health choice making informed decisions, practicing health behavior, recognizing and avoiding risky situations and behavior.
Learners	Refers to pupils in public primary schools.

Management

Refers to the process involved in the running of the schools and school programmes for effective performance.

Management of Life Skills Education

Refers to the process involved in running a programme that promotes positive health choice making informed decisions, practicing health behavior, recognizing and avoiding risky situations and behavior of the schools for effective academic performance.

Performance

Refers to the achievement made by learners in primary schools at KCPE. This was checked to establish the effectiveness of management of life skills education in transforming the learners.

Self-Esteem

Refers to a person's self-acceptance in relation to his/her abilities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter represents related literature on; life skill education management and decision making, life skills education, emotional management and self-esteem, learner's ability to manage conflict, learner's academic performance, the evaluation of the effectiveness of life skills education, the theoretical framework and conceptual frame work.

2.2 The Concept of Life Skills Education and Learners Performance

In the past two decades life skills education has gained great importance. It's a tool for young people to negotiate, mediate challenges and risks and has enabled productive participation in society. However, there is no common definition of "life skills" and although WHO and others have given definitions, the concept is elastic and includes a range of skills and knowledge. Important in its conception are the personal, interpersonal and cognitive psychosocial skills that enable people to interact appropriately, manage their emotional states and make decisions and choices for an active, safe and productive life (Ravindran & Parthasarathy, 2012). Life skills are considered to be universally applicable and generic but certain psychosocial life skills have been identified as especially relevant for dealing with specific risks particularly around HIV prevention, sexual and reproductive health and issues of citizenship and disaster risk reduction. It is through such thematic areas that life skills education has been introduced, creating nationally prioritized sets of 'content-specific' life skills delivered in combination with relevant knowledge. Much of the literature pertains to these content-specific life skills initiatives and shows

how the term has been applied to make the links to rights and to environmental education (Srikala& Kishore, 2012).

Organizations such as WHO, UNICEF, UNESCO, World Bank, UNFPA, and Education Development Centre have taken major roles in supporting the introduction of life skills education both within country initiatives and globally by producing guidance and standard documents. Life skills Education has been introduced in different ways in formal school; as a new subject or integrated to various degrees within the teaching practice and content of other subjects. In some cases, it is offered as an extra or co-curricular provision. The psychosocial aims of life skills education require a conceptualization of the curriculum that includes not only knowledge and skills, but also behavior, attitudes and values. This has been a driver to use more participatory and interactive teaching and learning methodologies in the delivery of life skills education. These are difficult changes in traditional education systems. Life skills education seeks outcomes of changed attitudes and behavior, and has highlighted the need for new forms of monitoring and assessment able to capture attitudinal and behavioral change (WHO, Geneva, 2004). This need has remained largely unmet. .

Hansen (2002) is one of the first few authors to explore the relationship between student attendance and exam performance. A number of factors have contributed to declining class attendance around the world in the last 15 years. The major reasons given by students for non-attendance include assessment pressures, poor delivery of lectures, timing of lectures, and work commitments (Newman-Ford, Lloyd & Thomas, 2009). In recent times, students have found a need to seek employment while studying on a part-time basis due to financial constraints. The number of part-time and mature students has also risen

sharply; the use of information technology also means that information that used to be obtained from sitting through lectures can be obtained at the click of a mouse; indeed, web-based approaches have become the order of the day.

Given all these developments that either makes it impossible or unnecessary for students to attend classes, the question that needs to be asked is whether absenteeism affects students' academic programme. Research on this subject seems to provide a consensus that students who miss classes perform poorly compared to those who attend classes (Devadoss & Foltz, 1996). Based on these findings a number of stakeholders have been called for mandatory class attendance. Although the existing evidence points to a strong correlation between attendance and academic performance, none of the studies cited above demonstrates a casual effect. The inability of these cross-sectional studies to isolate attendance from a myriad of confounding student characteristics (e.g. level of motivation, intelligence, prior learning and time management skills) is a major limiting factor to the utility of these findings. (Rodgers & Rodgers, 2003).

Research studies show that students' performance depends on many factors such as learning facilities, gender and age differences, etc. That can affect students' performance (Hansen, 2000). Harb and El-Shaarawi (2006) found that the most important factor with positive effect on students' performance is Parental Involvement. Leggett (2001) notes that in much of Africa, primary education provision and participation expanded dramatically during the 1960s and 1970s. The number of primary schools doubled from approximately 5000 in 1965 to 10,000 in 1980; enrolment increased even more

dramatically from just over one million learners in 1965 to nearly four million in 1980 (Eshiwani, 1993). This expansion reflected policy changes which collectively represented major advances in Kenya's Educational Development and the strategic use of public expenditure in support of Educational Policy Goals (Abagi&Olweya, 1999). This study sought to establish whether head teachers' management of life skills education is among the factors that influence academic performance of learners in public primary schools.

The term academic performance refers to the extent to which a student, or institution has achieved their short or long term educational goals. It refers to level of school learning of an individual that is measured by different tests of calculus, geometry, science, etc. Therefore, academic performance is a term which refers to the amount of learning and obtained information in the process of teaching which are measured by academic achievement tests and ultimately based on the achieved progress, we can judge and decide.

Many studies have been done regarding the relationship between life skills and different variables such as academic achievement. (Savoji, Ganji& Ahmad Zade, 2009) in their study showed that teaching Life Skills has a significant effect on motivating progress and students' academic achievement and the effect of these trainings on girls and boys is the same. Considering the importance of life skills, learning these skills should become one of components of the curriculum in schools and in whole education course.

Kheir and Sief's (2004) findings indicate that unsuccessful use of coping mechanisms, lead to fatigue and emotional exhaustion and one of its consequences is academic failure. The results of these researches indicate that assessing position skill has a positive effect on students' academic achievement of students who live in university dormitory is less than

other students. In comparison between boys and girls and between single and married persons, it showed that girls and single persons had more academic achievements.

2.3 Effectiveness of Life Skills Education

Evaluating the effectiveness of a LS programme requires a clear design. What is the overall purpose of the programme and what are the measurable goals? What are the expected outcomes in terms of improvement in skills, change in behavior, or changes in attitude or beliefs in adolescent? What changes could be expected in the programme provider? Although developing measurable indicator often lags behind advances in programme design, existing LS initiatives provider guidance on how to capture impact (Botvin, 2006). Process components measure extent to which the program actually reaches the intended audience, and how the programme is implemented. Two important, dimensions are coverage and quality. Extent provider training, fidelity to the programme design and programme duration are just some of the components of the implementation that may affect intervention outcomes. The outcome indicators selected for programmes generally analyze changes in skills levels, attitudes and beliefs as well as changes in behavioral outcomes. These can be both self-assessed and assessed by programme providers and parents. In the substance abuse, preventive skills like measured are assertiveness, refusal skills, locus of control, decision-making and problem solving (Botvin, 2006).

The effectiveness of life skills education has been demonstrated in the United States, life skills based programmes have been said to reduce alcohol and tobacco use (Botvin, Griffin Paul, and Macaulay, 2003) and reduce substance use (Griffin, Botvin, Nicholas &

Doyle, 2003). The development of life skills can help young people to take greater responsibility of their own lives. These youths often lack the tools and life skills that will help them navigate the uneven, uphill course ahead of them. It is therefore argued that school and community programmes should promote life skills such as responsibility, respect, caring and peaceful conflict resolution (Lickona, 1992). Life skills such as these can act as a powerful force for children's change while at home, in their relationships with their peers, and in the community. According to Gresham and Elliot (2005) the social skills rating is one of the many different rating systems that have been used to assess students' social skills, including cooperation, assertion, empathy and self-control. Depending on the desired behavioral outcomes, programmes can measure substance use, changes in sexual behavior, decision made about smoking, condom use, etc.

Ladd, Buhs, Troop, Smith, and Hart (2002) found out that change in attitudes and knowledge are other components of evaluation plan in the area of violence prevention, a number of self-report measures assess the attitude and knowledge of adolescents about violence. For example, belief, supporting aggression scale measures normative beliefs about aggression and attitude toward conflict; the scale also measures how young people feel about different methods of resolving conflicts. Since LS programme tends to be comprehensive in scope, it is important to acknowledge proposed effects beyond changes in individual behaviors, attitudes or skills.

On the other hand, Newman-Ford, et al (2009) indicates that life skills learning are supposed to ensure that there is behavioral change among the learners and hence this will

influence the learners' decisions, self-esteem, emotional control and management and ability to manage conflict. These factors are assumed to have a direct effect on the performance of the learners in public primary school. These factors are discussed in this section. It has been found that countries that have equalized their educational achievements for men and women have, on average, grown faster and that externalities of women's schooling are higher than those for men. Many empirical studies have concluded that child development (birth outcomes, survival, schooling and productivity in adulthood) depends on various factors. However, these studies have not considered life skills from the perspective of its relationship with pupil's academic performance and that is the reason for this study.

In summary, 'life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, emphasize with others and cope with and manage their lives in a healthy and productive manner' (UNICEF, 2011). In different countries, life skills education takes a name based on the content areas being focused on or addressed, "Life-Skills Based Education addresses real-life application of knowledge, attitudes and skills, and makes use of participatory and interactive teaching and learning methods" (IRC, 2004). Depending on a specific country, life skills "can be applied to many issues and aspects of life such as peace, human rights, or the environment (ibid). In this context, basing on the areas of focus of the country in question, life skills education can take on (ibid) a range of different terms such as skills-based health education when the

focus is health issues; peace education when the focus is violence prevention or conflict management, or even civic education depending on the objectives of the learning area.

In order to effectively understand the effectiveness of LSE a comparison has been summarized in table 1 adopted from International Water and Sanitation Centre (2004)

Table 1

Differences between traditional education and the life skills-based education approach

Traditional Education Method	Life Skills-Based Education
Teacher-centered	Child-centered
Emphasis on reproducing and learning by Heart and academic knowledge	Emphasis on the application of the content and learning of skills and attitudes
The teacher uses one-way teaching during Which the teacher speaks and the students listen.	Students learn from both the teacher and each other.
Children sit in rows one behind another all the time and the teacher sits facing the class with an individual, a group or the whole class	Sitting arrangement is flexible and the teacher moves around the class, working depending on the activity.
Learning is mostly through written text (textbooks and taking notes)	Besides written text, teachers make use of participatory and interactive activities.
The lesson content is not adjusted to local conditions.	The content of the lesson is adapted to real-life situations.

Source: Adapted from International Water and Sanitation Centre (2004)

The table presents the comparison between traditional education and the life skills-based education approach which helps to explain the effectiveness of LSE. The table shows that there is a clear distinction between the mode of teaching in the traditional system and when life skills form the basis for teaching. This emphasizes the fact that when using life skills methodology to teach there is more participation in the process which might bring better academic performance among the learners.

2.4 Head Teachers' Management of Learners' Decision-Making Skills and Performance of Learners

Decision-making is “the ability to utilize all available information to weigh a situation, analyze the advantages and disadvantages and make an informed and personal choice” (IMAU, 2003). As noted in the opening quote to this section as one grows up, one is frequently confronted with serious demands, which require one’s attention and demand decision-making. These may be in regard to relationships and to one’s future. Effective decision-making involves listing our options before making a decision; choosing among several alternatives; thinking about what might happen because of our decision and evaluating decisions we have made (Maclang-Vicencio, 2010) explains that critical thinking skills and decision-making skills include information gathering and problem-solving skills. The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them. Decision-making therefore involves the ability to think critically about situations.

Decision-making skills also involve a lot of thinking which is creative and innovative and that leads to new insights, novel approaches, fresh perspectives and whole new ways of understanding and conceiving of things (Facione & Facione, 2001). Decision-making is facilitated by creative thinking skills such as generating range possible situations, challenging presuppositions and seeing the world in imaginative and different ways.

Problem-solving is related to decision-making and requires many of the same skills (UNICEF, 1997). Children can improve their skills in problem-solving through practice.

Education in schools should help children understand themselves better in terms of self-perception, self-awareness, self-actualization and self-worth. This knowledge of self should not isolate the child because no one is an island. This means that the school has to endow children with social skills that can enhance favorable and positive interpersonal relationship. As children reflect on who they are and socialize, they are faced with challenges. The school should enable these children to make informed decisions and therefore take on options which have been rationally thought out. The conception of life skills aligns with the definition of psychosocial competence provided by the World Health Organization (1997), namely, a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behavior while interacting with others, his/her culture and environment.

According to UNESCO (2008) life skills are both concrete and abstract. The concrete skills can be learned directly as a subject. For example, a learner can take a course in laying bricks, carpentry or baking and learn that skill. The others are abstract, psychosocial life skills such as self-confidence, self-esteem and skills for relating to others or thinking critically. UNICEF has expanded the concept and defines life skills as a large group of psychosocial and interpersonal skills, which can help young people, make informed decisions, communicate effectively and develop coping and self-management skills. Most of the studies including this one of UNICEF have been criticized since they have focused only to other factors such as the schools' environment to have an effect on

leader's performance. The area of life skills education and its relationship with the performance of the learners in public primary schools is still an area with limited documentation, hence this study sought to add and fill gaps that exist in the current literature in the relationship between life skill education management and performance of the learners.

Zahrakar, Rezazadeh and Ahghar (2010) investigated the efficacy of problem-solving skills training on the self-efficacy of high school female students in Rasht. The findings showed that self-efficacy for students with training on problem solving skills was higher than those who had not received it, no study of a similar nature has been conducted in primary schools, hence the need for this study. Naghsh, Ghazi Tabatabaei and Trkhan (2010) showed that self-efficacy and perceived usefulness have direct effects on self-regulation and academic achievement. In a research by Arabi (2002), it was shown that life skills training programmes such as decision-making skills training, problem solving, critical and creative thinking, communicative and social skills and skills for dealing with difficult situations increased self-efficacy whereby contributing to the increase in the social compatibility.

Pick, Givudan and Prootinya (2003) showed teaching of life skills increased self-efficacy and self-esteem of Mexican girls. Tuttle (2006) indicated that the life skill training improved the ability of positive communication as well as flexibility and efficacy in teens. Wichrocki (2000) indicated that life skills training to women led to increase in social support and self-efficacy. This reflects the importance of this programme. Jahanmaleki

(2010) in his study on the relationship between awareness of life skills and self-efficacy of ShahidBehesti University students found that applying life skills had a significant relationship with their self-efficacy. These studies were quite specific considering either only women or girls but at their teens, the current study sought to consider learners in public primary schools and assess whether life skills education has a similar effect on their decision-making process and whether this enhances their academic performance.

A study by Cutinha (2012) and Srikala and Kishore (2010) reported that education of the impact of model on life skills education of school children improves adjustment of the adolescents with teachers, school, increases pro-social behavior, coping with stress and self-esteem as there was a significant difference between the groups, experimental and control. The study further noted that the intervention on life skill education is helpful for the rural adolescent girls to take positive actions and improve their coping skills of stress and problem-solving ability. Life skills are the building blocks of one behavior need to be learnt well to lead a healthy, meaningful and productive life. This meaning that acquisition of life skills helps a person develop effectively and wholly and this might impact on their decision-making skills.

2.5 Head Teachers' Management of Learners' Self-Esteem and Performance of Learners

Self-esteem refers to the value or the worth an individual attach to him/herself. It involves the feelings a person has about his/her physical appearance, abilities and behavior. Self-esteem influences everything that a person does in his/her life. It stems from self-confidence and results into self-actualization. Self-esteem is the foundation for self-drive,

initiative taking and striving for success. It is this success which gives an individual self-actualization, hence the self-esteem. It is important for all teachers to possess self-esteem and provide opportunities for learners to develop the same for their success in life (Yadavari, 2005). Self-esteem has also been defined as the belief that a person is accepted, connected, unique, powerful and capable (Lavoie, 2002). Young and Hoffmann (2004) explain the concept of self-esteem in different perspectives and say: self-esteem is what we think and feel about ourselves. It is our self-evaluation and our sense of self-worth. Sometimes the terms self-esteem and self-concept are used interchangeably. Some researchers have written that self-concept includes the qualities, capabilities and ways of thinking that define a person. Self-esteem is sometimes defined as a part of self-concept that comprises self-evaluation.

In the context of this quote, we can take self-esteem to be the judgement that we make about our worth and how we feel because of this judgement. These feelings of self-worth or worthiness emanate from a sense of acceptance by others (Leary, et al., 1995). Baldwin and Sinclair (1996) explain this further and say that, 'successes and failures, therefore, bolster or undermine feelings of self-esteem precisely because they affect one's expectations of being accepted or rejected by others. Nowadays, despite the deep cultural changes in lifestyle, many people lack the essential abilities to deal with their lives. Several studies have shown that many health problems and mental-emotional disorders have social and mental origins. According to Kelnke (2003) all of us are faced with challenges and problems in our lives; however, anyone would react to these issues in different ways. Individuals who react successfully to deal with these challenges have

three skills: 1 – Flexibility; 2 – Foresight; 3 – reasonableness, therefore life skills training gives coping attitude to a person to exert more control on his/her life. Thus, given the increasing complexity and change in social ties and the expansion of social relations in the current era, preparing individuals especially young people to deal with difficult situations seems necessary. Importance and necessity of life skills training becomes known, when we understand that life skills education leads to the development of mental-social abilities. These abilities help an individual deal with the challenges and complexities of his life. It also helps bring him to life situations to help other people, society, culture and environment and in turn prepares him to react adaptively and positively in relation to positive mental health and adaptive act to provide his own mental health. Thus, life-skills training enhance perspective values or changes attitude, values and behavior (Naseri, 2006).

A successful life skills learning influences the feelings of a learner regarding him or her and others and reinforces mental-social abilities such as self-esteem, self-efficacy, accountability and good interpersonal relationship (Yadavari, 2005). Learning and practicing life skills leads to enhancing or changing the attitudes and values. In addition, through positive and healthy behavior, a lot of problems can be prevented (Khalesi&Alikhani, 2003). Furthermore, relying on teaching life skills methods can create and expand self-esteem and self-efficacy which are positive behavior in students. This study did not focus on the specific outcomes of the behavior change in terms of performance of the learners; it is therefore important to consider how life skill education

management can be used to enhance behavior change and hence performance of the learners in KCPE.

Neisi and Shahni (2002) studied the communication skills necessary to Masters Students. They showed that these skills significantly increased self-confidence and flexibility in communicating with others. Another study showed that these skills significantly increased self-confidence and flexibility in communicating with others (Bob & Poisin, 2010). Likewise, Bo, Xiaoming, Bomina and Xiaoyi (2010), conducted a research on the quality of life among rural migrants to cities in China. They found out that the teaching of life skills or focusing on creating efficient coping skills before migrating improved quality of life, mental health and self-esteem (Bo, Xiaoming, Bonita & Xiaoyi, 2010).

Haghighi, Mousavi, Mehrab and Bohlyd (2007) found that teaching life skills lead to enhancement of mental health and self-esteem of female students in the experimental group compared with the control group. Verdi (2005) studied the impact of life skills training on assertiveness, self-esteem and accountability of first-year junior high school students in Ahvaz and revealed that life skills training had positive influence on public health education, self-expression and self-esteem of the students and significantly increased these variables Verdi (2005). Yadavari (2005) studied the effect of life skills education on public health and self-esteem and self-expression of middle school students in the city of Ahvaz. The results of the study showed that life skills education had effects on public health, self-expression of students and had increased significantly each of these variables. Victori, Karina and Rainer (2009), in their research regarding the impact of life skills education programs to prevent misuse of drugs concluded that life skills have a

positive impact on reducing drug and alcohol use among students and enhances their self-esteem. Zaharakar et al. (2010) investigated the efficacy of problem-solving skills training on the self-efficacy of high school female students. It was not clear whether this was as a result of life skill education management. The current study therefore sought to establish the link between head teachers' management of life skills and self-esteem among the learners and how it relates to academic performance.

Head teachers' Management of Life skills enable individuals to translate knowledge, attitudes and values into actual abilities that are what to do and how to do it. Life skills are abilities that enable individuals to behave in healthy ways, given the desire to do so and given the scope and opportunity to do so. They are not a panacea; "how to do" abilities are not the only factors that affect behavior. If the model above was placed within a larger, more comprehensive framework, there would be many factors that relate to the motivation and ability to behave in positive ways to prevent health problems. These factors include such things as social support, cultural and environmental factors (Gonzalez, 1990).

Effective acquisition and application of life skills can influence the way we feel about ourselves and others, and will equally influence the way we are perceived by others. Life skills contribute to our perceptions of self-efficacy, self-confidence and self-esteem. Life skills therefore play an important role in the promotion of mental well-being. The promotion of mental well-being contributes to our motivation to look after ourselves and others, the prevention of mental disorders, and the prevention of mental disorders, and the

prevention of health and behavior problems (Weissberg, Caplan & Sivo, 1989). The results of the study by Yasami, Nezhad, Seif and GolMohammadian (2011) indicates that teaching life skills reduces delay of female students in the experimental group compared with the control group but it did not have a significant effect on their academic performance. Results showed the importance of teaching life skills on reduction of procrastination in learners. Ahmadizade (1995) in his study concluded that teaching life skills has strong relationships with increasing social competencies and enhancing interpersonal relationships in teenagers and was effective in increasing sense of self study of teenagers.

Research indicates that self-evaluation plays a key role in fostering an upward cycle of learning. In the illustration below; self-evaluations encourage students to set higher goals and commit more personal resources or effort to them. The combination of goals and equals achievement. A student's achievement results in self-judgment, such as a student contemplating the question, "were my goals met?" The result of the self-judgment is self-reaction, or a student responding to the judgment with the question, "how do I feel about?" (Rolheiser & Ross, 2013).

Reasoner (2010) suggests that on the relationship between self-esteem and learning achievement, there is general agreement for a close relationship between self-esteem and academic achievement. Reasoner (2010) however, adds that there are two positions in this area which students have to develop self-esteem from doing well at school or children's positive self-esteem or concept enables them to do well in school. Reasoner further quoted

Covington (1989) who in his research on self-esteem and academic achievement reported that, “as the level of self-esteem increases so do the achievement scores, as self-esteem decreases, achievement scores decline” (Reasoner, 2010). He further quoted Holly (1987) who compiled a summary of some studies on self-esteem and children’s academic achievement which studies indicated that self-esteem was more likely the result of than the cause of academic achievement. However, Holly did acknowledge that, “a certain level of self-esteem is required in order for a student to achieve academic success and that self-esteem and achievement go hand in hand. Adler, et. Al. (2001) highlights the following characteristics of children with healthy self-esteem. Therefore, this study on the other hand sought to identify the relationship between self-esteem and academic performance in Narok County, Kenya.

2.6 Head Teachers’ Management of Learners’ Ability to Manage Emotions and Performance of Learners

Emotion is a concept that research has consistently linked to positive academic outcomes. Self-control is the ability to manage or regulate emotion, direct behavior in a positive, constructive way and avoid negative behaviors. The ability to self-regulate is what enables children to stay on task during academic tasks and to persevere on difficult tasks in the face of frustration. It has been argued that self-regulation is as important for academic success as intelligence is (Blair, 2002). In this study focus was on self-control as a factor hence it is not clear whether this is as a result of life skills education or not. Hence this study sought to consider self-control in the perspective of life skills education.

Till (2010) in his study on traumatic stress established that coping with emotions is the ability to control emotions when faced with situations which call for your deeper feelings. In life, you will experience different types of emotions from time to time. You will experience anger, fear, sadness, happiness or love from time to time. Emotions are part of normal behavior. These emotions are usually triggered by events in one's life. One will get angry when faced with annoying situations, fearful when faced with terrifying situations and happy when you face pleasant situations. Life skill learning is supposed to ensure that there is behavioral change among the learners and hence this will influence the learners' decisions, self-esteem, emotional control and management and ability to manage conflict. These factors are assumed to have a direct effect on the performance of the learners in public primary school (Naghsh, et al., 2010). A number of rigorous studies have examined the relationship between children's self-control and academic outcomes. In a hallmark study of emotional control, children were presented with a marshmallow and then given a choice: they could either eat one right away or wait a few minutes and receive a second marshmallow (Peterson & Seligman, 2004). There is no evidence in the literature that the relationship between the performance and the emotional control of the learners could be attributed to life skills. Therefore, this study will consider the relationship between head teachers' management of learners of emotional control and performance in KCPE. The number of seconds that children were able to wait served as an indicator of self-control. When these children were tracked years later, their ability to wait for the second marshmallow (their level of self-control) was related to a wide range of outcomes in adolescence, including higher levels of academic and social competence, greater verbal fluency, being more rational and being better able to deal with frustration

and stress and they also had higher SAT scores (Blair & Razza, 2007). This series of studies suggests that self-control as measured by the “marshmallow test” was highly predictive of positive outcomes across academic and social-emotional domains in adolescence. Conversely, children who showed poor self-control during the marshmallow test – that is, children who ate the marshmallows almost right away rather than waiting to receive a second marshmallow exhibited poorer outcomes in adolescence. This is an indication that there is a problem with self-control among many adolescent learners and this study seeks to establish whether life skills education management helps in instilling attributes of self-control among the learners.

Similar findings emerged from another research where teachers rated learners’ self-control by assessing children’s ability to plan, evaluate and self-regulate and researchers found that higher levels of self-control were related to higher levels of language and mathematics achievement (Normandeau & Guay, 1998). Another study used a behavioral measure of self-control in which children were told to push a button when presented with certain stimuli, but to refrain from pushing a button when presented with other stimuli (NICHD Early Child Care Research Network, 2003).

Children who were better able to sustain attention – to push the button when they were supposed to – and who were less impulsive – to refrain from pushing the button when they were not supposed to – scored higher on assessments of reading, math, and language abilities. Their teachers also rated them higher than their peers on social competence and lower on behavioral problems. A third study used both teacher reports and behavioral

measures of adaptive/effortful control, and found that adaptive/effortful control in first grade was related to reading achievement in third grade (Liew, McTigue, Barrois & Hughes, 2008). Finally, researchers found that higher teacher ratings of effort control (which included inhibitory control, attention, approach and anger) in pre-school was related to higher math and language skills in kindergarten (Blair & Razza, 2007). These last two studies followed children over time and suggest that higher levels of self-control predict more positive outcomes at a later time. Most of these reports have been conducted in different countries with different education system and it is not therefore very clear whether the same applies to Kenya and particularly in Narok County. This study sought to establish whether the self-control could be attributed to life skills education in primary schools.

Similarly, children rated by parents as having higher levels of emotional regulation scored higher on assessments of math and literacy, even after controlling for IQ (Graziano, Reavis, Keane & Calkins, 2007). Another study found that higher self-reports of self-regulation (which included suppression of aggression, impulse control, consideration of others and responsibility) in sixth grade were associated with higher levels of academic achievement. Emotional regulation is also linked to many aspects of social functioning, including behavior problems, internalizing behavior (shyness, loneliness), socially appropriate behavior and pro-social skills (Eisenberg, Fabes, Guthrie & Reiser, 2000).

Finally, researchers found that higher teacher ratings of effortful control (which included inhibitory control, attention, approach and anger) in pre-school was related to higher math

and language skills in kindergarten (Blair & Razza, 2007). These last two studies followed children over time and suggest that higher levels of self-control predict more positive outcomes at a later time. Similarly, children rated by parents as having higher levels of emotional regulation scored higher on assessments of math and literacy, even after controlling for IQ (Graziano, Reavis, Keane & Calkins, 2007). Another study found that higher self-reports of self-regulation (which included suppression of aggression, impulse control, consideration of others and responsibility) in sixth grade were associated with higher levels of academic achievement. Emotional regulation is also linked to many aspects of social functioning, including behavior problems, internalizing behavior, socially appropriate behavior and pro-social skills (Eisenberg, Fabes, Guthrie & Reiser, 2000). Despite most of these findings indicating a positive link between various factors and performance of learners but the key driver of these behaviors has not been highlighted in the studies. Most of these studies have been conducted outside Kenya and it is important to establish whether a similar situation applies in public primary schools in Kenya. Therefore, this study sought to establish how head teachers' management of life skills education helps in enhancing behavior and hence performance of the learners in public primary schools.

2.7 Head Teachers' Management of Learners' Abilities to Manage Conflict and Performance of Learners

According to Craig (2001) in his study on creative thinking skills in life skills noted that conflict is a day-to-day occurrence. It occurs between individuals, couples, groups, institutions, communities and nations; as a result, we have different types of conflicts. The major types are relationship, interest, structural and value conflicts. A number of studies

have demonstrated that peer rejection and low peer acceptance is linked with negative school attitudes, school avoidance, lower classroom participation and ultimately lower levels of academic achievement (Ladd, Buhs, Troop, Smith & Hart, 2002). Lower levels of peer acceptance are also related to lower emotional well-being and loneliness. In other words, children's ability to get along with peers at school is not only important in and of itself, but also has ramifications for academic achievement and emotional adjustment. Some studies also observed longitudinal associations between peer acceptance and academic achievement (Blair & Razza, 2007). Suggesting that, if children do not develop the ability to get along well with peers early on, they are more likely to have lower levels of academic achievement later. None of these studies has focused on the underlying factors affecting the emotional adjustments among the learners and that is why this current study is important in establishing this link.

Peer relations in childhood have also been linked to adolescent and adult adjustment. One study found that children with better peer reputations in middle childhood showed greater general competence in adolescence seven years later, as well as lower levels of psychopathology (Bo, Xiaoming, Bonita & Xiaoyi, 2010). A comprehensive review of dozens of studies found extensive evidence that low peer acceptance and high levels of aggression in childhood (Parker & Asher, 2011). Another study following a cohort of at-risk infants in Kauai through adulthood found that the infants who were resilient and grew into competent young adults were reported by teacher to have gotten along well with their peers in middle childhood (Bo, W., Xiaoming, Li., Bonita, S., & Xiaoyi, F., 2010). Thus, if children do not acquire important interpersonal skills early on, they are more likely to

run into problems in adolescence and adulthood. The current question seeks to fill the gap created by the question; how does Head teachers' management of life skills education influence the development of interpersonal skills among learners in public primary schools.

The quantity and quality of friendships in middle childhood are also related to positive outcome. In one study, children who had a larger number of close friends, and those who made a larger number of new friends, had higher school performance (Ladd, 1990). Another study found that higher friendship quality was associated with positive school adjustment including liking school, school engagement, attitudes toward school, lower loneliness, and lower avoidance (Ladd & Kochenderfer, 1996). Though this study addressed the school environment as a factor influenced by life skills but it did not consider how life skills can be used to enhance performance of the pupils in the schools. This study therefore seeks to establish how life skill education management affects the ability of the learners and hence their academic performance of the learners.

The introduction of life skills education will require input from the school and education authorities, for teacher training and the development of teaching manuals, as well as for the ongoing support of teaching programmes once they are in place. This investment is worthwhile considering that the potential gains of life skills education are as far reaching. Apart from the impact on child health, there may be other benefits for the school as an institution; for example, evaluative studies of life skills programmes suggest that the methods used can help to improve teacher and pupil relationships hence reduce the level

of conflicts arising from the groups (Parsons et al., 1988), and there are indications that life skills lessons are associated with fewer reports of classroom behavior problems. There are also research indications of improved academic performance as a result of teaching life skills (Weissberg et al., 1989). Other positive effects include improved school attendance (Zabin et al., 1986), less bullying, fewer referrals to specialist support services and better relationships between children and their parents.

A life skills programme will have to be proven worthy of the resources allocated to it. Process and outcome evaluation studies should be carried out, and results shared with all the relevant decision makers that could affect the future of the life skills programme. A programme that has a component of ongoing assessment of its use and impact offers scope for keeping in touch with changing priorities, and is more likely to be modified and maintained over time. It seems many researchers believe that an individual's ability to relate successfully to other people is a key to life effectiveness. That is why peer problems such as peer isolation or rejection are said to be predictive of a variety of problems of depression, school dropout, and other psychiatric problems in adolescence and adulthood (Ladd and Price, 1987). These are characteristics of children who find it difficult to form friendship due to difficult temperament including hyperactivity, impulsivity and inattention (Campbell and Ewing, 1990). Such children have social difficulties and often misjudge what is expected of them in social situations: they may be impulsive or disruptive when entering a group, have trouble sharing and waiting their turn or making inappropriate or critical remarks.

Positive relationships promote resilience and maintain positive behavior. In order to develop positive relationships, children and young adults require friendship formation skills and the skills to maintain such friendships (Webster-Stratton et al., 1999). The ability to form friendships enables children to avoid difficulties such as lonesomeness and low self-esteem (Asher and Williams, 1987). For example, sharing and conflict management is a fruit of possession of negotiation skills. Taking turns is only possible when there is tolerance, patience and cooperation. One being able to put oneself in another person's situation is only possible when a child has empathy skills. Agreeing and working cooperatively with each other is possible when one has negotiation skills. Asking for help requires the skills of assertiveness, self-awareness; and finally, being polite requires the skills of self-awareness, respect and communication; and giving up a turn to someone else is possible when there is cooperation and empathy. We need young adults who can think and act creatively, who value human life, are able to communicate and negotiate rather than fight (Rogers, 1994).

Problem-solving refers to the ability to identify, cope with and find solutions to difficult or challenging situations. Problem-solving is related to decision-making and the two may often overlap (Chapman, 2009). It is only through practice in making decisions and solving problems that children and adolescents can build the skills necessary to make the best choices for them (IMAU, 2003). Problem-solving enables children to deal constructively with problems in their lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain among children. Problem-solving as a life skill involves information gathering, goal setting, needs

identification, planning and organizing, risk assessment, analysis of the influence of one's own values of those around one, evaluation of the future consequences of the actions of self and others and determining alternative solutions to one's problem (Maclang-Vincencio, 2010). A problem in life can be viewed as an opportunity (McNamara, 2010). McNamara outlines a seven-step process of solving a problem which is, define the problem, look at the problem, look at the potential cause of the problem, identify alternative approaches to resolve the problem, plan the implementation of the best alternative (this is your action), monitor implementation of the plan and finally verify if the problem has been resolved or not.

This process can be employed successfully if individuals are enabled to deal effectively with adversity by enabling them to have access to a range of flexible strategies for addressing conflicts, seeking help, and dealing with unforeseen setbacks. When children are nurtured in problem-solving using these steps, their understanding and implementation of these steps through practice will eventually enable them to be constructive and effective problem solvers. Hence, this affects the way the learners deal with conflicts among themselves. This study sought to find out how learners with good conflict management skills acquired through LSE have higher academic performance in KCPE.

2.8 Theoretical Framework

This study was guided by Social Cognitive Theories (SCT) by Albert Bandura in 1986 and the theory of planned behavior (TPB).

2.8.1 Theory of Planned Behavior (TPB)

This study was guided by the theory of planned behavior (TPB) which is the most widely cited and applied behavior theories. It is one of closely inter-related family theories which adopted a cognitive approach to explaining behavior which center individuals' attitudes and beliefs. The TPB evolved from the theory of reasoned action by Fishbein and Ajzen (1975) which posited intention to act as the best predictor of behavior. This theory has been adopted and reviewed by various scholars including Munr, Swart and Volmink(2007), Nesbit and Gick(2008) and Webb, Sniehotta and Michie (2010). Intention is itself an outcome of the combination of attitudes towards behavior. That is the positive or negative evaluation of the behavior and its expected outcomes, and subjective norms, which are the social pressures exerted on an individual resulting from their perceptions of what others think they should do and their inclination comply with these. The TPB added a third set of factors as affecting intention (and behavior); perceived behavioral control. This is the perceived ease or difficulty with which the individual was able to perform or carry out the behavior, and is very similar to notions of self-efficacy.

The TPB is suited to predicting behavior and retrospective analysis of behavior and has been particularly widely used in relation to health (Amitage & Conner 2001; Taylor et al. 2007). Evidence suggests that the TPB can predict 20-30% of the variance in behavior brought about via interventions, and a greater proportion of intention. Strong correlations are reported between behavior and both the attitudes towards the behavior and perceived behavioral control components of the theory. Arbitrage and Conner (2001), however, suggest that this issue is most likely to be methodological and state that the few studies

which measured subjective norms appropriately actually illustrate reasonably strong relationships with behavior. The TPB is not considered useful or effective in relation to planning and designing the type of intervention that resulted in behavior change (Hardeman, 2002; Taylor, 2007; Webb, 2010). Using the theory to explain and predict likely behavior may; however be a useful method for identifying particular influences on behavior that could be targeted for change. This theory is appropriate for this study because it addresses the various factors addressed by the conceptual framework. The theory has an influence on learners behavior for they will be able to acquire LSE which would have enable them to cope with daily challenges and demands in life. This study tries to find out the relationship between LSE management and academic performance of learners at KCPE in Narok South Sub County.

2.8.2 Social Cognitive Theory

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

Bandura, (1986) provided a view of human behavior in which the beliefs that people have about themselves are article elements in the exercises of control and personal agency. These individuals are viewed both as products and as producers of their own environments and of their social systems. Because human lives are not lived in isolation, Bandura expanded the conception of human agency to include collective agency. People work together on shared beliefs about their capabilities and common aspiration to better their lives. Life skill education helps to mentor and change the behavior of people; therefore this theory is directly applicable to this study because it helps us understand how change in behaviour through life skills can influence the academic performance of an individual.

Both theories are highly applicable in this study in the sense that the manner in which the teacher views Life Skills Education would influence the approach to teaching Life Skills Education. If teachers felt that the teaching of Life Skills is not their responsibility they would not prepare relevant and suitable teaching and learning materials for Life Skills Education as they would feel that it is an extra work. This was on the other hand influence learners behavior for they were not be able to acquire LSE which would have enable them to cope with daily challenges and demands in life. This study tries to find out the effects of LSE management on academic performance at KCPE in Narok South Sub County. The aspects of the theory links well with the conceptual framework in figure 2.1 which considers Learner's decision making, Emotional management, Learners self-esteem and Learners' ability to manage conflict as the key factors affecting performance of the learners in public primary schools.

2.9 Conceptual Framework

Life skills can be conceptualized as psychosocial skills which facilitate children's development of psychosocial competence. Psycho refers to those skills that deal with mental functions and processes, while social skills are those skills that deal with a person's interaction with their environment and culture (WHO, 1999). A learner can successfully complete his intellectual schooling but still not be able to deal with the challenges and demands of life. That is why it is emphasized that psychosocial competence has an important role to play in the promotion of health in its broadest sense; in terms of physical, mental and social well-being (WHO, 1997).

The schematic diagram on figure 1 was used to illustrate the relationship between life skills education and academic performance of public primary school learners. For this study the academic performance of the learners was conceptualized in terms of increase in enrolment and retention, participation and completion, leading to educational benefits which contribute to national developmental goals. The figure shows that life skill education (independent variable) relates with academic performance (dependent variable). From the conceptual frame work it is clear that there is a direct relationship between the independent variable and the dependent variable. However this relationship can be influenced by the moderating variables which are beyond the control of the researcher. It is noted that learner's decision making process is influenced by the teaching of life skills which aims at changing their behaviors and this will have a direct effect on the learners' academic performance. If the learners can make appropriate decisions then they are likely to perform in their academic work.

Learner’s emotional management is an important aspect contributing to their academic performance. Life skills education is supposed to help enhance how the learners manage their emotions by teaching them various strategies to use. The learners’ ability to manage their own emotions is presumed to influence their academic performance. A person’s value for him or herself is an important aspect in managing his affairs. According to this framework a pupil’s ability to recognize his or her self might improve her self-esteem and this will eventually improve her performance. Therefore life skill education is expected to enhance learners’ self-esteem and this will improve their self-perception hence performance.

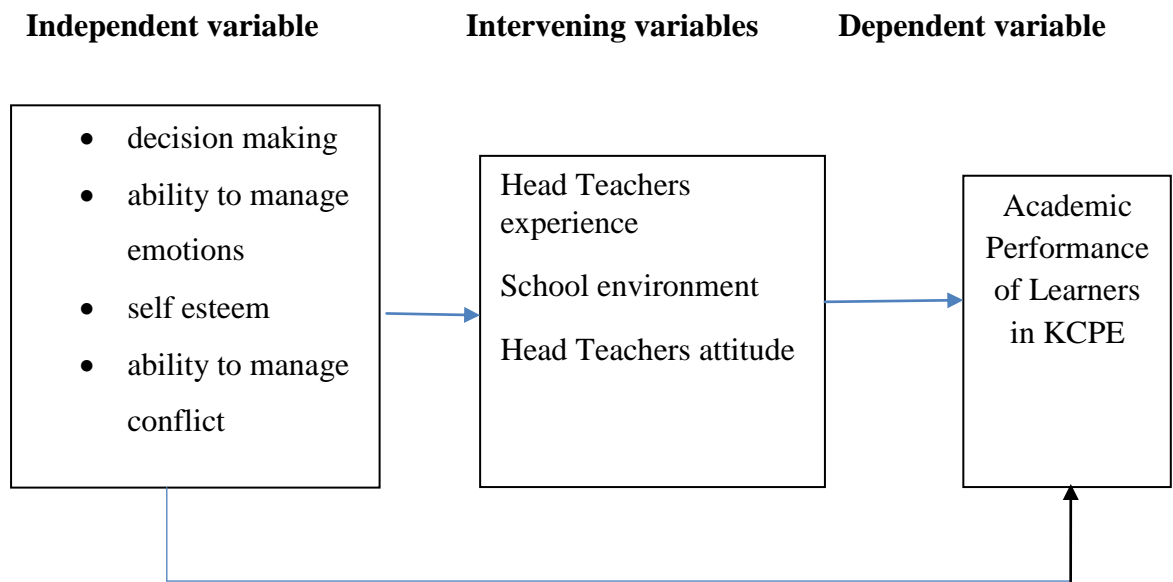


Figure 1. Conceptualization of the relationship between head teachers management of life skills education and learners performance

It is noted that a learner’s ability to control his or her emotions is very much beneficial to his or her academic performance. Life skill education is geared to ensuring that these learners are able to relate well with their colleagues and hence minimize their level of

conflict. This helped them create mutual relationships that boosted their performance. This relationships may however be influenced by other factors beyond the focus of this study. These factors may include among others Teachers experience and attitude, School environment and Learners attitude. This means that teaching life skills in primary school may not necessarily produce higher results or improve learner's performance because of these factors. Lastly, the direct relationship between life skills and academic performance can be explained from the diagram. This shows that there is a possibility that learners' decision making, emotional management, learners' self-esteem and learners' ability to manage conflict can directly affect performance of learners in Kenya Certificate of primary education in Narok South Sub County.

2.10 Summary of the literature Review

This chapter has reviewed relevant literature on the effect of life skills education from different areas and countries and considered their effect on the performance of learners. Various studies from developed and developing countries such as USA, china ,Garbon, South Africa, Ghana and Nigeria were reviewed to help in building the case for the study. The review focused on the learner's decision making, Emotional management, Learners self-esteem and Learners' ability to manage conflict. The theories underpinning the study are also discussed and the link between the theories and the conceptual frame work is also discussed. The chapter has also focused on the gaps that have been noted in the study which have formed the basis for the study.

A research by Conrad, Thomas, Lindner, Leif and Kjetil, (2009) in connection to the life skills and self-confidence among hospital staff. Found out that after teaching life skills, for

knowing self, social, and interpersonal relationships, and anger control, teaching life skills has positive effects on individuals. However, the studies did not specifically consider learner's academic performance hence the need for this study. The study adopted the definition of life skills by UNICEF,(2011) as a structured programme of needs-and outcomes -based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals to develop and practice psychosocial skills that minimize risk factors and maximize protective factors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter discusses research design, target population, sampling procedures and sample size, data collection instruments, validity of the instrument, reliability of the instrument piloting of the research instruments, data collection procedures, data analysis methods and ethical issues.

3.2 Research Design

The study adopted a descriptive survey research design. This design was adopted to enable the researcher to achieve, among other things an in-depth collection and analysis of data from single cases based on the schools in Narok County. This design enables the researcher to investigate and describe the current phenomena on focus (Mugenda & Mugenda 2003). The design was appropriate because it enabled the researcher to describe situations, perceptions, opinions, attitude and general demographic information that were currently affecting the teachers in the process of teaching life skills education in public primary schools. The design was also appropriate because it enables data collection within a shorter period of time in a vast research area. According to Mugenda and Mugenda (2012) descriptive survey research design assisted in giving information that describes an existing phenomenon in a social setting.

3.3 Target Population

The target population of the study constituted 528 public primary schools, with a population of 528 Head teachers in Narok County (Narok County Education Office, 2014). The primary schools were considered for this study because life skills education has been taught as a support subject for a long time and therefore it is possible to check the effect it has on the performance of the learners. Narok County was considered for the study because it has many cases of learners drop out despite the existence of life skills education in the schools.

3.4 Sample Size and Sampling Procedures

Simple random sampling was used to select 30% of 528 Head teachers for the study. A list of public primary schools in the County was obtained from the County Education Office. According to Gall, Gall and Borg (2003); Gay, Mills and Airasian (2006); and Mugenda and Mugenda (1999), a sample of 30% of the population is deemed appropriate for a descriptive study. In this study, 30% of the 528 pupils' primary schools gave a sample size of 158 Head teachers. To get the 158 schools out of which head teachers were picked or selected, the researcher assigned numbers to all 528 schools (1-528) out of which 158 were picked randomly. Table 2 shows the target population, sampling techniques and sample size.

Table 2

The Sample

Target population	Sampling Methods	Target Population	Sample Size	Percentage %
Head teachers	Simple Random	528	158	30

3.5 Collection Instruments

The researcher used a self-administered questionnaire for the collection of data from the respondents that is primary Head teachers. Gall, Gall and Borg (2003) points out that the questionnaires are appropriate for research studies since they collect information that is not directly observable. The researcher sought to understand among other things, how teachers perceive the relationship between life skills education and academic performance of the learners. In order to examine the opinion and measure the perception of the teachers the questionnaire was constructed using a 4 Likert scale, where 4 stood for strongly agree, 3 – agree, 2 – disagree and 1 – strongly disagree.

3.6 Pilot Study

Before the data collection, the research instrument was piloted on seven schools which are 10% of the sample schools in the county which was included in the study sample. This yielded a sample of 21 respondents. The aim of the pilot study was to calculate the validity and reliability of the research instruments. It was also to allow the researcher create familiarity with the instrumentation. Piloting was important because it helped in improving the questionnaires that were used in the main research (Mugenda&Mugenda, 1999).

3.7 Validity of the Instruments

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

supervisors were asked to assess whether the questionnaire items were appropriate, the findings were taken and compared to establish the coefficient of validity index using the CVI formula suggested by Amin (2005). The responses from the two questionnaires were compared and the items which had similar responses were marked as agreed by two supervisors. These items were then divided by the total number of items on the questionnaire and the validity index established as follows:

$$\begin{aligned} \text{CVI} &= \frac{\text{Number of items on the questionnaire that were agreed upon}}{\text{Total number of items on the questionnaire}} \\ &= 19/24 \\ &= 0.79 \end{aligned}$$

Since Amin, (2005) indicated that when a CVI is 0.6 or more, then the instruments are regarded as valid. With an index of 0.79 the instrument was considered valid for use in this study.

3.8 Reliability of the Research Instruments

Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2005). Reliability was assessed using Cronbachs' alpha index with the help of statistical package for social sciences (SPSS). The results obtained using the (SPSS) indicated that the instrument was reliable hence suitable for the study. With an alpha index of 0.953 the instruments were considered reliable for use in this use in this study. Table 3 shows the reliability test results.

Table 3

Reliability Statistics

Cronbach's Alpha	N
0.953	24

3.9 Data Collection Procedures

The researcher collected the introduction letter from the School of Education to facilitate the processing of the data collection permit from the National Commission for Science and Technology (NACOSTI) which allowed her to get introductory letter from the County Director of Education to allow her visit the schools. The researcher then visited the 158 schools to request the Head teachers for permission to carry out research in their schools and also to familiarize with the teachers. Appointments were made with respondents in advance, Head teachers were given questionnaires to fill and return after a period of one week.

3.10 Data Analysis Techniques

The raw data collected was coded and analyzed. Since the questionnaire was Likert scale the quantitative analysis was most appropriate for the study (Lewins, 2010). The data was analyzed using both descriptive and inferential statistics. Descriptive statistics of mean and standard deviation was used to summarize the responses into quantities for easy discussions and interpretation. Inferential analysis for this case Pearson r correlation was computed in order to test the nature of the relationship and hence used in analyzing the hypothesis of the study. This was done at 95% confidence level where any significant value below 0.05 showed that the relationship between the variables was significant and

hence the null hypothesis was to be rejected and vice versa. Similarly, the study compared the calculated Pearson's correlation r value to the critical r value from the correlation tables to justify whether the null hypothesis is to be rejected or accepted.

3.10.1 Operational Definition of Variables

According to Bryman, (2014) operational definition of variables is necessary for it helps to tell how the variables of the study are going to be measured basing on the measuring items of each variable. This section shows the variables and how they were measured. It also shows that questionnaire items that measured each variable. The results are presented in Table 4.

Table 4:

Operational Definition of Variables

Research Variables	Operational Definition	Measuring Items
Learners decision-making Skills	Behavior, ability to manage time and their class work and relationship with others	Question 1-5
Learners' self-esteem	Behavior, respect for others, bullying Intimidation by abuse, cleanliness How the learners organize his/her work	Question 7-12
Management of emotions By learners	Relationship with others, self-control, Patience, tolerance	Question 14-17
Learners' abilities to Manage conflict	How they relate with each other, self-control, strikes, bullying, fighting, lack of respect for another learners' property, Abuse.	Question (19, 20, 21, 23)
Academic Performance	Exam results, continuous assessment Tests, end of term results, KCPE results	Question (6, 13, 18, 22, 24)

Note: Appendix 2 has questionnaire items

3.11 Ethical Issues

Ethical issues are moral principles and values that guide researchers when conducting studies especially with human subjects. In the research process, ethics focus on the application of ethical standards in the planning of the study, data collection and analyses, dissemination and use of the results (Mugenda & Mugenda, 2012). The researcher obtained a letter from the School of Education to carry out the study. The respondents were protected by the researcher through keeping the information given confidential. The researcher protected the identity of the respondents by disclosing the information given but not the identity of the individuals giving the information. All work from other sources were fully acknowledged and presented in the references to avoid plagiarism. The sampled schools visited and questionnaires administered to the respondents with their consent. The research conformed to the principles of voluntary consent where the respondents were required to willingly participate in the research study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Overview

In this chapter, the research results are discussed. The data presented were collected using a questionnaire to establish whether there was a relationship between life skills education and the academic performance of the learners in public primary schools in Narok County. A total of 158 questionnaires were administered to the respondents and a total of 154 or 97.4% were returned and used for the analysis. This response rate was accepted as appropriate for use in this study. Earlier studies such as Babbie and Mounon (2001); Mugenda and Mugenda (2003) suggested that a response rate of 70% and above is appropriate for descriptive survey. Headings in this chapter are based on the research hypotheses that the researcher sought to test. Descriptive analysis of mean and standard deviation was used to summarize the responses for easier interpretation and Pearson's correlation was used to establish the relationship between two different variables.

4.2 Demographic Information

The study used two variables for analyzing the demographic information. This included information on gender of the respondents and the years of experience. Gender was an important indicator of gender correspondence of the teachers and Head teachers in public primary schools. The results were presented in Table 5. The results show that most of the respondent, 83 or 53.9% were male which 71 or 46.1% were female. Gender distribution was relevant to this study in order to establish the gender parity and determine whether both male and female teachers participate in teaching life skills education management.

Table 5

Response on Gender of Respondents

	Frequency	Percent	M	SD
Male	83	53.9		
Female	71	46.1		
Total	154	100.00	1.46	.500

This also indicates the level of understanding between male and female on the effects of life skills education on learners' performance. The study also sought to establish the respondent's distribution in the duration they had been teaching life skills education. This has an effect on their experience and qualifications. The responses were presented in Table 6,

Table 6

Responses on Years of Experience

	Frequency	Percent	M	SD
1 – 4 Years	41	26.6		
5 – 8 Years	49	31.8		
9 – 12 Years	17	11.0		
More Than 12 Years	47	30.5		
Total	154	100.0	2.45	1.183

The findings show that most of the respondents 49 representing 31.8 percent had been teaching for between 5 – 8 years, followed by 47 representing 30.5 percent who had been teaching for more than 12 years, 41 representing 26.2 percent had taught for between 1 – 4 years and the rest 17 representing 11 percent had taught for between 9 – 12 years.

According to Lucas (1995) and the ILO Report (2001), young people in their first employment have greater expectation from their jobs and are likely to give their best in terms of performance.

4.3 Head Teachers Management of Learners Decision Making Skills in Their Academic Performance

To determine whether there is a significant relationship between the Head teachers management of learners decision making skills on their academic performance, the mean and standard deviation was computed and shown in Table 7.

Table 7

Mean and Standard Deviation

Variables	M	SD
Life skill education management helps the learners make appropriate .648 Decisions.		3.45
Life skills education helps students face challenges in life.	3.31	.788
Life skills education management enhances communication skills Between various groups.	2.97	.736
Life skill education management teaches learners how to negotiate hence making appropriate life decisions when solving problems.	3.24	.741
The success of the learners has been attributed to teaching of life skills .771		2.86
Pupils who make informed decisions improve their performance in KCPE.	2.98	.709

The results in Table 7 show that more than 50 percent of the respondents agreed with most of the question items for this objective. The result show that life skill education management helps the learners make appropriate decisions (M = 3.45, SD = 0.648); life skills education helps students face challenges in life (M = 3.31, SD = 0.788); life skills

education management enhances communication skills between various groups ($M = 2.97$, $SD = 0.736$); life skills education management teaches learners how to negotiate hence making appropriate life decisions when solving problems. ($M = 3.24$, $SD = 0.741$). It is also noted that success of the learners has been attributed to teaching of life skills ($M = 2.86$, $SD = 0.771$) and finally, most respondents ($M = 2.98$, $SD = 0.709$) agreed that pupils who make informed decisions improve their performance in KCPE. This supports the argument of Ahghar (2010) that the school should enable children to make informed decisions and therefore take on options which are rational. A similar view was noted by Blair (2002), Shahni (2000) and Blair and Razza (2007) who also indicated that life skill education management has an effect on learners' ability to perform if the programme is effectively managed by the school.

The study sought to test the hypothesis which stated:

Hypothesis 1: *There is no Relationship between Head Teachers' Management of Learners' Decision-Making Skills and Performance in Kenya Certificate of Primary Education.*

Person's correlation analysis was computed to establish the relationship between the learners' decision-making skills and their academic performance. The results were presented in Table 8. The results in Table 8 with .152 degrees of freedom (df) the critical $r = .166$ at an alpha level of 0.05. the analysis produced an r of .145 which was less than .166. The results indicate that there is a positive but weak correlation between the learners/ decision making skills on their academic performance in Kenya Certificate of Primary Education. The correlation between the two variables was weak ($r = .145$, p

>.05). From the results presented it was established that there is a no significant relationship between the learners' decision-making skills and their performance in Kenya Certificate of Primary Education in Narok County. This therefore implies that teaching life skills education in primary schools might enhance the learners' decision making which might have an effect on the academic performance of the learners.

Table 8

Pearson's Correlation Analysis of the Effect of Head Teachers Management of Learners Decision-making Skills on their Academic Performance

Variables		Head Teachers Management of Learners decision Making skills	Performance of learners/ KCPE
Head teachers Management of learners Decision making skills	Pearson Correlation Sig. (2-tailed) N	1 154	.145 .073 154
Performance of learners KCPE	Pearson Correlatoin Sig. (2-tailed) N	.145 .073 154	1 154

$P > .05$ (2-tailed); $df = 152$; critical $r = .166$; $\alpha = 0.05$

The study therefore found that there was no relationship between Head teachers management of learners decision-making skills and their academic performance ($r = 0.145$, $p > .05$), therefore the null hypothesis was retained.

4.4 Head Teachers Management of Learners Self-Esteem on their Academic Performance

To determine whether there is a relationship between in learners' self-esteem and their academic performance of learners, the mean and standard deviation were computed and the results presented in Table 9. The results in Table 9 show that all the respondents agreed with most of the items used to conceptualize Head Teachers Management of learners' self-esteem, all the items had a mean of more than 3.0 which is 75 percent and more. It is noted that life skills education has helped learners appreciate themselves the way they are (M = 3.16, SD = 0.777). Life skills education has helped learners gain self confidence in their work, (M = 3.18, SD = 0.777), teaching life skills has helped learners from disadvantaged families to accept their background (M = 3.18, SD = 0.788). Life skills education management boosts learners' self-esteem (M = 3.35, SD = 0.719), life skills education has helped to bring about change in behavior (M = 3.22, SD = 0.618), life skills education management enables pupils to appreciate themselves the way they are (M = 3.25, SD = 0.755) and therefore self-esteem improves learners' academic performance (M = 3.10, SD = 0.742). This result agrees with the findings of Yadavari(2005), Victoria et al., (2009) and Ladd, et al., (2002) who indicated that teaching of life skills leads to enhancement of mental health and self-esteem of learners; meaning that, Head teachers management of life skills education enhances the academic performance of the learners.

Pearson product-moment correlation analysis was also computed to determine the relationship that existed between the between Head Teachers' Management of learners'

self-esteem and their performance in Kenya Certificate of Primary Education. The study sought to test hypothesis 2 which stated that:

Hypothesis 2: There is not Relationship between Head Teachers' Management of Learners Self-Esteem on Their Performance in Kenya Certificate of Primary Education.

The results of the computation out of the data collected were presented in Table 10.

Table 9

Head Teachers Management of Learners Self-Esteem and Academic Performance

Questionnaire Items	M	SD
Life skills education has helped learners appreciate themselves The way they are.	3.16	.777
Life skills education has helped learners gain self-confidence In their work.	3.18	.77
Teaching life skills has helped learners from disadvantaged families to accept their background	3.18	.788
Life skills education management boosts learners' self-esteem.	3.35	.719
Life skills education has helped to bring about change in Behavior.	3.22	.618
Life skills education management enables pupils to appreciate themselves the way they are.	3,25	.755
Self-esteem improves learners' academic performance.	3.10	.742

Table 10

Pearson's Correlation Analysis of the Relationship Between Head Teachers Management of Learners Self-Esteem and their Academic Performance

Variables		Head teachers Management of Of learners' self Esteem	Performance of Learners in KCPE
Head Teachers Management of Learners self	Pearson Correlation Sig. (2-tailed) N	1 154	.286** .000 154
Performance of Learners in KCPE	Pearson Correlation Sig. (2-tailed) N	.286** .000 154	1 154

P < .05 (2-tailed); df = 152; critical r = 1.66; a = 0.05

The results in Table 10 show an r of .268 which was greater than .166. The results indicate that there is a positive but weak correlation between the learners' self-esteem and their performance in Kenya Certificate of Primary Education. The correlation between the two variables was weak but statistically significant ($r(152) = .286, p < .05$). From the results presented it was established that there is a weak but statistically significant relationship between the learners' self-esteem and their performance in Kenya Certificate of Primary Education in Narok County. Based on the results the null hypothesis was rejected at ($r(152) = .268, p < .05$), meaning that there is a relationship between Head teachers' management of learners' self-esteem and academic performance. This also supports the findings of Rodgers & Rodgers, (2003); Hansen, (2000) and Harb & El-Shaarawi, (2006).

4.5 Head Teachers Management of Learners' Emotions and their Academic Performance

The study further sought to determine whether there is a significant relationship between the learners' management of emotions and their academic performance. The mean and standard deviation was computed and presented in Table 11.

It was also noted that most of the respondents agreed with the statements that helped to establish whether Head teachers' management of learners' emotions affects their academic performance. Since most of the items had a mean of 3.0 it means that teaching life skills has helped learners to cope with stress ($M = 3.35$, $SD = 0.719$), life skills education has helped to improve learners skills for managing personal feelings ($M = 3.35$, $SD = 0.719$); learners who manage their emotions avoid irresponsible behavior ($M = 3.35$, $SD = 0.719$);

Table 11

Head Teachers Management of Learners Emotions and Academic Performance

Questionnaire Items	M	SD
Teaching life skills has helped learners to cope with stress	3.35	.672
Life skills education has helped to improve learners' skills for managing personal feelings	3.14	.771
Learners who manage their emotions avoid irresponsible behavior	3.18	.745
Life skills have helped to shape the spirit of team work and Cooperation.	3.12	.732
When students are able to manage their emotions, they perform well in KCPE	2.84	.745

life skills have helped to shape the spirit of team work and cooperation ($M = 3.35$; $SD = 0.719$); and also when students are able to manage their emotions they perform well in KCPE ($M = 3.35$; $SD = 0.719$). The results support the earlier findings of Naghsh et al. (2010); Eisenberg et al., (2000) and Graziano et al., (2007) who established that emotional regulation is also linked to many aspects of social functioning including behavior problem, internalizing behaviors, socially appropriate behavior and pro-social skills.

Pearson product-moment correlation analysis was also computed to determine the relationship that existed between the learners' management of emotions and their academic performance. The study sought to test the hypothesis that stated;

Hypothesis 3: There is no Relationship Between Head Teachers' Management of Learners' Emotions and Their Performance in Kenya Certificate of Primary Education.

The results presented in Table 12. The results in Table 12 with 152 degrees of freedom (df) the critical $r = .166$ at an alpha level of 0.05. The analysis yielded an r of .643 which was greater than .166; the results indicate that there is a positive and very strong correlation between the Head teachers' management of learners' emotions on their performance in Kenya Certificate of Primary Education. The correlation between the two variables was very strong and statistically significant ($r(152) = .643, p < .05$). From the results presented it was established that there is a very strong statistically significant relationship between the learners' management of emotions and their performance in Kenya Certificate of Primary Education in Narok County. This again indicates that teaching life skills education management of emotions and their performance in Kenya Certificate of Primary Education in Narok County. This again indicates that teaching life skills education in

public primary schools enhances the learners' management emotions which have a positive effect on the academic performance of the learners. The analysis shows that there is a strong and significant relationship between the variables ($r = .643$, $p < .05$). Therefore, the null hypothesis was also rejected meaning that teaching life skill education management enhances learners' management of emotions which affects their academic performance. Hansen, (2000) and Harb& El-Shaarawi, (2006) in their study on life skills education also noted similar findings.

Table 12

Pearson's Correlation Analysis of the Relationship Between Learners' Management of Emotions and Their Performance in KCPE

Variables of	Head teachers Management of Learners' emotions	Performance of Learners in KCPE
Head teachers Management of learners Emotions	Pearson Correlation Sig. (2-tailed) N	1 .643* 154
Performance of learners In KCPE	Pearson Correlation Sig. (2-tailed) N	1 .643** 154

$p < .05$ (2-tailed); $df = 152$; critical $r = .166$; $\alpha = 0.05$

4.6 Head Teachers Management of Learners Ability to Manage Conflict and Their Academic Performance

To study further sought to determine whether there is a significant relationship between the Head teachers' management of learners' ability to manage conflict and their academic performance, the mean and standard deviation for the items were present in Table 13.

The results in Table 13 shows that most of the respondents agreed that the learners who learn and understand life skills solves problems peacefully without fighting (M = 3.27, SD = .784); a life skills teaches the learners to take appropriate actions through negotiation skills (M = 3.05, SD = .765); life skills education helps learners to manage their conflicts without confrontation (M = 3.28, SD = .654); Head teachers management of learners ability to manage conflict improves their academic performance in KCPE (M = 3.01; SD = .796)

Table 13
Head Teacher Management of Learners' Ability to Manage Conflict on Their Academic Performance

Questionnaire Items	M	SD
Learners who learn and understand life skills problems peacefully without fighting.	3.27	.784
A life-skills teaches the learners to take appropriate actions through Negotiation.	3.05	.765
Life-skills education helps learners to manage their conflicts without confrontation.	3.28	.654
Head teachers' management of learners' ability to manage conflict improves their academic performance in KCPE.	3.01	.796
Through life skills education learners have learned how to Communicate.	2.88	.775

and finally the respondents have indicated that through life skills education learners have learned how to community (M = 2.88; SD = .775). This agrees with the findings of Graziana,, Reavis, R. D., Keane, S. P, & Calkins, S. D. (2007) Kelink (2005) Naseri (2006) an Khalesi&Alikhani (2003) who also noted that life skills training gives coping

attitude to a person to exert more control on his or her life hence enhancing the spirit of team work among other learners which eventually leads to higher performance.

Hypothesis 4: *There is no Relationship between Head Teachers' Management of Learners' Ability to Manage Conflict and Their Performance in Kenya Certificate of Primary Education.* The results of the analysis were presented in Table 14.

The results in Table 14 with 152 degrees of freedom (df) the critical $r = .166$ at an alpha level of 0.05. The analysis yielded an r of $.659$ which was greater than $.166$. The results indicate that there is a positive and again very strong correlation between the Head teachers' management of learners' ability to manage conflict on their performance in Kenya Certificate of Primary Education.

Table 14
Pearson's Correlation Analysis of the Relationship Between Head Teachers Management of Learners' Ability to Manage Conflict and Their Performance in Kenya Certificate of Primary Education

Variables		Head teachers Management of learners' ability To manage conflict	Performance of learners in KCPE
Head teachers' management of learners' ability to manage conflict.	Pearson Correlation	1	.659**
	Sig. (2-tailed)		.000
	N	154	154
Performance of learners KCPE	Pearson Correlation	.659**	1
	Sig. (2-tailed)	.000	
	N	154	154

$p < .05$ (2-tailed); $df = 152$; critical $r = .166$; $\alpha = 0.05$

The correlation between the two variables was very strong and statistically significant ($r(152) = .659, P < .05$). From the results presented it was established that there is a very strong statistically significant relationship between the Head teachers' management of learners' ability to manage conflict and their performance in Kenya Certificate of Primary Education in Narok County. This is in line with the findings of Rodgers & Rodgers, (2003) who also established a relationship between life skills education in conflict management.

The results further indicate that teaching life skills education in public primary schools enhances the Head teachers' management of learners' ability to manage conflict which has a positive effect on the academic performance of the learners. The results from the analysis shows that there is a significant relationship between the Head teachers management of learners' ability to manage conflict which has a positive effect on the academic performance since thus $r = .659, p < .05$ Therefore, the null hypothesis was reject. The results agreed with the findings of Graziana et al. (2007) in their study on effect of life skills education on pupils' achievement and established a relationship that was positive and significant.

4.7 Head Teachers' Management of Life Skills Education and Academic Performance of Learners

The overall effect of life skills education on the academic performance of learners in public primary schools was also computed where the descriptive statistics were presented in Table 15. The results presented in Table 15 show that most of the respondents, agreed with the statement that Head teachers management of learners' decision making skills affects academic performance of the learners ($M = 3.35, SD = 1.082$); it is also established

that most respondents agreed that Head teachers management of learners self-esteem affects their academic performance (M = 3.35, SD = .967); Head teachers management of learners' emotions also affects their academic performance (M = 3.20, SD = .500) and finally, majority agreed that Head teachers management of learners ability to a manage conflict does affect their academic performance (M = 3.14, SD = .541).

In order to test the relationship between the variables and establish whether it is statistically significant or not, the Pearson product-moment correlation analysis was also computed in order to determine the overall relationship that existed between teaching life skills education and the academic performance of learners in Kenya Certificate of Primary Education. The results of the analysis were presented in Table 16.

Table 15
Mean and Standard Deviation of the Variables on Life Skill Education and Academic Performance of Learners

Variables	M	SD
Head teachers' management of learners' decision-making skills	3.35	1.082
Head teachers' management of learners' self-esteem	3.35	.967
Head teachers' management of learners' emotions	3.20	.500
Head teachers' management of learners' ability to manage conflict	3.14	.541
Performance of learners	2.97	.567

The results in Table 16 with 152 degrees of freedom (df) the critical $r = .166$ at an alpha level of 0.05. The analysis yielded an r of .532 which was greater than .166. The results

indicate that there is a positive and again very strong correlation between the Head teachers' management of learners' ability to manage conflict on their performance in Kenya Certificate of Primary Education. The correlation between the two variables was very strong and statistically significant ($r(152) = .532, p < .05$). From the results presented it was established that there is a very strong statistically significant relationship between the Head teachers' management of life skills education and performance of learners in Kenya Certificate of Primary Education in Narok County.

Table 16

Pearson's Correlation Analysis of the Relationship Between Head Teachers' Management of Life Skills Education and Academic Performance of Learners in Kenya Certificate of Primary Education.

Variables		Head teachers' Management of life Skills education	Performance of learners in KCPE
Head teachers' management Of life skills education	Pearson Correlation	1	.532**
	Sig. (2-tailed)		.000
	N	154	154
Performance of learners In KCPE	Pearson Correlation	.532**	1
	Sig. (2-tailed)	.000	
	N	154	154

$P < .05$ (2-tailed); $df = 152$; critical $r = .166, \alpha = 0.05$

The results further indicate that teaching life skills education in public primary schools enhances the Head teachers' management of life skills education which has a positive effect on the academic performance of the learners. Therefore, the null hypothesis was rejected on the basis of the results ($r = .532, p < .05$). This supports the findings of

Rodgers & Rodgers, (2003); Hansen, (2000) and Harb& El-Shaarawi, (2006) who noted that Head teachers' management of life skills education has significant relationship with the academic performance of the learners.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

This chapter presents the summary of findings, conclusions and recommendations based on the findings on the study. The chapter is organized based on the following hypothesis; Hypothesis 1: There is no relationship between finding out the relationship between the influence of the Head teachers' management of learners' decision-making skills and performance of learners in Kenya Certificate of Primary Education in Narok County. Hypothesis 2: There is no relationship between assess the relationship between the influence of the Head teachers' management of learners' self-esteem and performance in Kenya Certificate of Primary Education in Narok County. Hypothesis 3: There is no relationship between finding out the relationship between the influence of the Head teachers' management of learners' ability to manage emotions and performance in Kenya Certificate of Primary Education in Narok County. Hypothesis 4: There is no relationship between Head teachers' management of learners' abilities to manage conflict and performance of learners in Kenya Certificate of Primary Education in Narok County. The study used Pearson's (r) to test the relationships between variables.

5.2 Summary

The purpose of this study was to assess the relationship between Head teachers' management of learners' life skills education and academic performance in public primary schools in KCPE in Narok County. The study was guided by Social Cognitive Theories (SCT) by Albert Bandura in 1986 and the theory of planned behavior (TPB). The survey

research design was adopted and a structure questionnaire was used in data collection. Both descriptive (mean and standard deviation) and inferential statistics (Pearson's r) were used in the analysis. A total of 158 questionnaires were used out of which 154 were returned and all of them were used for the analysis. There is almost an equal number of male respondents to the study indicating that gender might not have caused any variation in the results. Most of the respondents had been teaching for between 5 – 8 years which means that they had experience and understood the subject matter of the study. Further analysis was summarized as follows;

5.2.1 Head Teachers' Management of Learners' Decision-making Skills and Academic Performance

The first hypothesis that there is no relationship between Head teachers' management of learners' decision-making skills and academic performance was tested using the Pearson's (r). The results indicated that there was no relationship between Head teachers' management of learners' decision-making skills and academic performance and therefore the null hypothesis was retained. The study also established that most of the respondents agreed that Head teachers' management of life skills education helps the learners make appropriate decisions, indicating that life skills help the learner make appropriate decisions that make them perform well. It was also noted that most of the respondents agreed that Head teachers' management of life skills education helps students face challenges also most of the respondents agreed that Head teachers' management of life skills education enhances communication skills between various groups. It is further noted that Head teachers' management of life skills education teachers' learners how to negotiate hence making appropriate life decisions when solving problems meaning that

Head teachers' management of life skills education helps the learners make appropriate decisions. Therefore, the study established that Head teachers' management of life skills education helps learners to improve on their decision-making skills hence their academic performance in KCPE.

5.2.2 Head Teachers' Management of Learners' Self-Esteem and Academic Performance

The Second hypothesis states that there is no relationship between Head teachers' management of self-esteem and their academic performance. Based on the analysis the null hypothesis was rejected meaning that there is a relationship between learners' academic performance and their self-esteem. The results further indicate that majority of the respondents agreed that learners with self-esteem are likely to make informed decisions and hence improve their performance in KCPE. This indicate that informed Head teachers' management of learners' self-esteem helps them improve performance. It was also agreed by most of the respondents that life skills significantly increased self-confidence and flexibility in communicating with others hence improved on the performance of the learners. Similarly majority of the respondents agreed that the statement that life skills education has helped learners gain self-confidence in what they do. It was further noted that most of the respondents agreed that teaching life skills has helped learners from disadvantaged families to accept their background and agreed to the statement that Head teachers' management of life skills education boosts learners' self-esteem. This indicates that life skills education enhances learners' self-esteem which eventually leads to better performance among the learners in KCPE exams.

5.2.3 Head Teachers' management of Life skills Education Learners' Management of Emotions and Academic Performance

The study also sought establishes the relationship between Head teachers' management of emotions and their academic performance. Based on the results the null hypothesis was rejected meaning that there was a relationship between Head teachers' management of learners' emotions and their academic performance. Further analysis showed that life skills education has helped to bring about change in behavior most of the respondents agree indicating that life skills education is important in emotional management among the learners because it brings about change in behavior which influences the learners' emotions enables pupils to appreciate themselves the way they are hence they are in a position to manage their emotions. When a person accepts who he/she is then they can manage their emotions well.

It was also noted that with effective emotional management aspects of social functioning, including behavior problems, internalizing behavior (shyness, loneliness), socially appropriate behavior, and pro-social skills are also managed within the individual. The study further noted that management of emotions by learners affects performance of learners. Most of the respondents agreed with the statement by indicating that life skills education has helped learners to cope with stress and improve their skills for managing personal feelings. Majority of the respondents agreed to the statement that learners who manage their emotions avoid irresponsible behavior indicating that teaching life skills to the learners helped them shape their emotions and hence this influences their performance. Similarly, majority of the learners indicated that life skills have helped to shape the spirit of team work and cooperation that has cause effects of learners' abilities to manage

conflict on performance of learners. It was noted that learners who are able to manage their emotions have perform well in KCPE.

5.2.4 Head Teachers' Management of Learners' Abilities to Manage Conflict and Academic Performance of KCPE

The last hypothesis that the study tested stated that there is no relationship between the Head teachers' management of learners' abilities to manage conflict and the academic performance of the learners was tested. The results showed that there is a relationship between the Head teachers' management of learners' abilities to manage conflict and the performance of the learners' hence the null hypothesis was rejected. The study also established that majority of the respondents agreed that Head teachers' management of learners' abilities to manage conflict have an influence of learners so as to solve problems peacefully without fighting. This could be attributed to teaching life skills and prepare him to react adaptively and positively in relation to his own mental health.

The respondents also agreed that when students are able to manage their emotions, they perform well in KCPE. It was further noted that when learners manage their conflicts it helps them to improve on their ability to solve problems peacefully without fighting and hence this influences their performance. It is also noted that teaching life skills helps bring a person to life situations to help other people society, culture and environment and whereby prepare him to react adaptively and positively in relation to his own mental health. Thus, life – skills training enhances prospective values or changes attitudes, values and behavior.

Finally, it was noted that most respondents agreed that life skills teach the learners to take appropriate actions through negotiation skills. The result indicates that teaching life skills to learners help to improve on their abilities to manage and hence improve on their performance. The combined effect of teaching life skills education management and the academic performance of the learners were tested using Pearson r. the null hypothesis stated that there is no relationship between Head teachers' management of life skills education and the academic performance of learners in public primary schools. Based on the result the null hypothesis was rejected since the analysis showed that there was a very significant relationship between the variables.

5.3 Conclusions

The study aimed at establishing the influence Head teachers' management of learners' abilities to manage conflict on the performance of learners in public primary school. Out of the findings it was concluded that Head teachers' management of learners' self-esteem has a relationship to academic performance in public primary schools in KCPE in Narok County. The study also concluded that Head teachers' management of life skills education has an effect on the learners' management of life skills education has an effect on the learners' self-esteem, in the sense that, if the learners understand themselves they will be able to improve their academic performance. This could be achieved through increased self-confidence and flexibility in communicating with others. Self-confidence also enhances confidants among the learners and this helps to improve their performance. The study also revealed that Head teachers' management of learners' life skills in public primary schools improves their performance as they are able to manage their emotions. When a learner is able to manage his or her emotion then he/she can be able to relate with

others well and cope with stress and improve their skills for managing personal feelings. When a learner has these characteristics his/her performance is likely to improve. The study concluded that Head teachers' management of life skills education has relationship with performance of learners in public primary schools as it improves their ability to manage conflicts and this enhances their performance. The ability of Head teachers management of skills education helps manage conflicts among the learners helps them to be responsible, change behavior, appreciate others and appreciate themselves hence improving their academic performance. However, the findings indicated that Head teachers' management of learners' decision-making skills have no relationship with academic performance in KCPE in Narok County. In a nutshell LSE management enhances academic performance of learners in KCPE.

5.4 Recommendations

Based on the findings, the following recommendations were made. They are divided into four parts according to the study variables.

- i. Head teachers as managers of schools should ensure that teaching life skills education is mandatory as provided by the Ministry of Education so as to shape the life skills education of the pupils.
- ii. It is also recommended that life skills education as a subject should be examined at KCPE level so that schools can ensure that the syllabus is covered fully for the benefit of all learners.
- iii. All Head teachers should be taken for refresher courses and seminars to acquire knowledge on the subject since they are the managers and administrators of their schools.

- iv. The subject should be taught in Teacher Training Colleges in order to equip the teacher for effective teaching of the subject and for effective management of learning in schools

5.5 Suggestions for Further Research

From the study, it is suggested that; since life skills seem to be very critical in the performance of the learners; a study covering other areas of entire country should be done to establish whether the results can be similar in enhancing performance. The study also suggests that a study to examine the role of the parents in the process of learners' academic achievement should be done to enhance the current study. The voices of the parents need to be heard since it is important in enhancing performance. There is need to conduct more research on the aspects that were not captured in this study but are related to life skills such as; empathy, coping with stress, problem-solving, effective communication and interpersonal relationships.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Christine Chelangat
Maasai Mara University
P.O. Box 861 – 20500
NAROK
Date -----

The Head Teacher
_____ Primary School

Narok

Dear Respondent,

I am a Master of Education Student at Maasai Mara University. The purpose of my visit to your School is to carry out a Research on *The Relationship between Head Teachers Management of Life Skills Education and Academic Performance of Learners in Public Primary Schools in Narok County, Kenya.*

The purpose of the study is to assess on the relationship between Head Teachers Management of Life Skills Education and Performance of Learners in Public Primary Schools in KCPE o Public Primary Schools, in Narok, Narok County.

Please read the questions carefully and respond to each question as required. Your answers will be treated confidentially. The answers you will provide will help in improving the teaching of Life Skills Education in Kenyan Public Primary Schools. Please do not write your name.

Thank you.

Christine Chelangat

APPENDIX II: QUESTIONNAIRE TO THE HEAD TEACHERS

Section A: General Information

1. Please indicate your gender: Male () Female () (Please tick)
2. Teaching experience. 1- 4 years (), 5 – 8 (); 9 – 12 years () and more than 12 years ()

Section B: Objectives to the Study

Please use numbers 1 – 4 where **4** – Strongly Agree, **3** – Agree, **2** – Disagree, 1 – Strongly Disagree to rate each of the items 1 – 24.

S/NO	Statement	1	2	3	5
1	Life Skills Education Management helps the Learners make appropriate decisions.				
2	Life Skills Education helps students face challenges in life.				
3	Life Skills Education Management enhances communication Skills between various groups.				
4	Life skills Education Management teaches learners how to negotiate hence making appropriate life decisions when solving problems.				
5	The success of the learners has been attributed to teaching of life skills.				
6	Head Teachers Management of learners' decision-making skills improve performance in KCPE.				
7	Life Skills Education has helped learners appreciate themselves the way they are.				
8	Life Skills Education has helped learners gain self confidence in their work.				
9	Teaching life skills has helped learners from disadvantaged families to accept their background.				
10	Life Skills Education Management boosts learners' self-esteem.				
11	Life Skills Education has helped to bring about change in behavior.				
12	Life Skills Education Management enables pupils to appreciate themselves the way they are.				

13	Self-esteem improves learners' academic performance.				
14	Teaching life skills has helped learners to cope with stress.				
15	Life Skills Education has helped to improve learners' skills for managing personal feelings.				
16	Learners who manage their emotions avoid irresponsible behavior.				
17	Life skills have helped to shape the spirit of team work and cooperation.				
18	When Head Teachers are able to manage learners' ability to control emotions they perform well in KCPE.				
19	Learners who learn and understanding life skills solve problems peacefully without fighting.				
20	A Life Skills Teacher teaches the learners to take appropriate actions through negotiation skills.				
21	Life Skills Education helps learners to manage their conflicts without confrontation.				
22	Head Teachers management of learners' ability to manage conflict improves their academic performance in KCPE.				
23	Through life skills education, learners have learned how to communicate.				
24	The Head Teachers Management of life skills education in public primary school is adequate and relevant to improve performance of the learners in KCPE.				

APPENDIX III LETTER OF INTRODUCTION TO NACOSTI



MAASAI MARA UNIVERSITY
(SCHOOL OF EDUCATION)
OFFICE OF THE DEAN

Tel: 020268535677
0206082410

P.O. Box 861-20500
NAROK
KENYA

December 17th, 2014

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

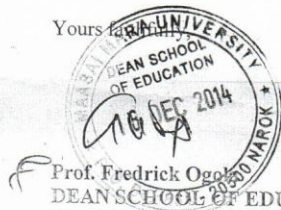
RE: - CHELANGAT CHRISTINE, REG. NO. EM02/S/1004/2013

This is to confirm that the above named is a **Master of Education** Student at Maasai Mara University, in the School of Education at the *Department of Curriculum Instruction and Educational Management*. Ms. Chelangat is pursuing a **Master of Education Degree in Educational Administration and Management** and is through with her course work and is now ready to go for data collection.

Any assistance accorded to her will be highly appreciated.

Thank you.

Yours


Prof. Fredrick Ogot
DEAN SCHOOL OF EDUCATION

APPENDIX V RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No.
NACOSTI/P/16/58608/10095

Date:

31st May, 2016

Christine Chelangat
Maasai Mara University
P.O. Box 861-20500
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of life skills education management on performance of learners in Kenya Certificate of primary education in Narok South Sub County,*" I am pleased to inform you that you have been authorized to undertake research in **Narok County** for the period ending **29th April, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Narok 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

FOR: TSC COUNTY
DIRECTOR
NAROK

Copy to:

The County Commissioner
Narok County.

The County Director of Education
Narok County.

