

**COMMUNICATION STRATEGIES IN LIFE SKILLS EDUCATION FOR
UNDERAGE PREGNANCY PREVENTION: A CASE OF RONGO SUB-COUNTY
SECONDARY SCHOOLS**

**By
OCHOLA MILLICENT AWINO**

A Thesis Submitted in Partial Fulfilment of the Requirements of the Degree of Masters of
Science in Communication Studies, of the Department of Communication, Media and
Journalism, Rongo University

2022

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DECLARATION

Declaration by the Candidate

This Thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and/or Rongo University.

Sign..... Date.....

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Declaration by The Supervisors

This Thesis has been submitted for examination with our approval as supervisors appointed by the university.

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Technical University of Mombasa

DEDICATION

This work is dedicated to Lynn, Louis, Lorenzo and Liam.

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First and foremost, I wish to appreciate my supervisors. Firstly, I am sincerely grateful and indebted to Prof. Jerry Agalo of Rongo University for his support without which this work would be unaccomplished. Secondly, I am grateful to the late Dr. Rosephine Nyiva Mwinzi of Technical University of Mombasa who guided me through the conception, formulation and culmination of this thesis. She was an invaluable asset throughout my writing journey. She was a firm and friendly critic who directed me where to find answers. She was dedicated, focused and indefatigable when it comes to her student's work. She believed in me and even in death, her words "You have what it takes to excel" still ring true in my ears.

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ABSTRACT

This study investigated communication strategies in Life Skills Education for underage pregnancy prevention among secondary school students in Rongo Sub-County. The rationale behind this study was that, underage pregnancy is on the rise despite the implementation of Life Skills Education in both primary and secondary schools in Kenya. Life Skills are psychosocial competencies which should enable an individual to effectively deal with demands and challenges in life for an active, healthy and productive life. The escalating numbers of underage pregnancies disclose that minimal attention is directed towards adolescence transfer of Life Skills to their daily lives. The study attempted to find out if the missing link was communication. This study was guided by three research objectives; to establish communication strategies used in Life Skills Education; to determine whether the communication strategies used in Life Skills education leads to underage pregnancy prevention and to examine the challenges in the use of communication strategies in Life Skills education to students in Rongo Sub-County secondary schools. This study was guided by Health Belief Model theory and adopted a qualitative descriptive design and collected data from students and teachers in Rongo Sub-County secondary schools using focus group discussions, interviews, and participant observation. A sample of fifty (50) students participated in the focus group discussion while six teachers participated in individual interviews. The sample was obtained through purposive, quota and chain sampling. Data was analysed thematically using manual open coding and NVivo 11 software. Results were presented in a narrative form, illustrated by direct quotes, mind maps and tables. The study revealed that, in the dissemination of Life Skills, teachers utilised non participatory, one directional and top bottom communication strategies which limited students' involvement in the learning process. As a result, there was limited Life Skills acquisition, and consequently no retention and application attested by the escalating poor sexual and reproductive health outcomes including underage pregnancy. The study also revealed that the utilisation of participatory communication strategies in Life Skills classrooms was hampered by a myriad of challenges ranging from administrative to lack of stakeholders' involvement. The study recommended urgent in-service training of teachers of Life Skills on participatory strategies, stakeholders' participation in inculcation of morals to children, provision of resources such as audio-visual aids and infrastructural developments in schools to facilitate participation.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome.
APHS	American Public Health Service
CRE	Christian Religious Education
EFA	Education for All.
FGD	Focus Group Discussion
GC	Guidance and Counselling
HBM	Health Belief Model
KICD	Kenya Institute of Curriculum Development.
LS	Life Skills
LSC	Life Skills Curriculum
LSE	Life Skills Education.
MOEST	Ministry of Education Science and Technology.
NGOs	Non-Governmental Organisation
SCT	Social Cognitive Theory.
SDGs	Sustainable Development Goals.
SR	Student Respondents
SRH	Sexual and Reproductive Health
STDs	Sexually Transmitted Diseases.
STIs	Sexually Transmitted Infections.
TR	Teacher Respondents
UNAIDS	United Nations Agency for HIV/AIDS.
UNESCO	United Nations Educational Scientific and Cultural Organization.
UNFPA	United Nation Population Fund
UNICEF	United Nations International Children Educational Fund.

UNW United Nations Women
USAID United States Agency for International Development
WHO World Health Organisation

OPERATIONAL DEFINITION OF TERMS

Life skills: A range of personal, interpersonal and cognitive psychosocial competences which should enable an individual to effectively deal with demands and challenges in life for an active, healthy and productive life.

Life skills Education: A programme where Life Skills are imparted in a supportive and effective learning environment.

Strategies: Different communication approaches used to deliver Life Skills content in schools. Communication in this context, refer to the interactions and engagements which take place between a teacher and a student within the school. It also includes the transmission of information, knowledge and skills between the teachers and students and the process and means through which these interactions take place. The term encompasses all speaking, listening and relational concepts that relate to learning.

Sexual risk taking: Unsafe and illicit sexual behaviour that can lead to underage pregnancy, STIs or HIV/AIDS

Underage pregnancy: This is when a woman under the age of twenty and who is still in secondary school gets pregnant.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter sets to clarify what has brought about the need for this study by pointing out the existence of the problem and the urgency with which it should be addressed. This chapter contains the background of the study, statement of the problem, Research questions, and objectives, justification of the study, significance of the study, limitations of the study and delimitations of the study.

1.2 Background of the Study

Communication is central in every aspect of life. Effective communication attempts to understand the audience and help them to increase the comprehension of the communicated messages. Communication is a mutually interactive exercise which aids the exchange of ideas, information and experiences (Dubey, 2008). This is in agreement with (Minardi & Riley, 1997), who define communication as a transactional, essential, instrumental and purposeful process which enables the sharing of information between sender and receiver using a set of common rules. In addition, communication entails content and relationship. The content constitutes the messages, words and the information transmitted while the relationships encompass the dynamics between those involved in the communication transaction (Watzlawick, Bavelas, & Jackson, 2011). Going by these definitions, communication is more concerned with the sharing of meaning rather than the dissemination of information. It moves from communicator to a more receiver centred orientation with the resultant emphasis on meaning sought rather than information transmitted.

In teaching and learning, effective communication plays a key role. That kind of personal and conversational interaction that exists between teacher and learner is a

crucial aspect in the learning process (Barnes, 1992). Barnes further argues that, the children fail in school not because they have difficulty with the language but instead, because of the inhibiting effects of rigid and formalised methods of teaching which are often in opposition to the natural inquiry which children develop outside the school. Yarker posits that, communication can be seen as a form of curriculum (Yarker, 2016). He identifies the importance of pupil engagement if learning is to be effective and explores some of the patterns of communication which enhance such engagements. As such, learners' acquisition and production of knowledge depends entirely on the premise that is essentially dependent on the effectiveness of communication. Furthermore, younger adolescents and their teachers talking together, compose shared understanding that contributes to individual student's learning (Nystrand, Gamoran, Kachur, & Prendergast, 1997). Therefore, people learn by participating in communication exchanges.

The importance of effective communication in teaching and learning cannot be overemphasised. Education is the means by which individuals are equipped with knowledge and skills and values to enable them become productive citizens (UNICEF, 2019). Education serves moral, societal, political and economic ends. Therefore, the purpose of schooling is tied to the pressing problems of the contemporary society. According to Tyler (2013), the school is an agency for helping young people to deal effectively with critical problems of everyday life. School going children between the ages 4-19 in pre-school, primary and secondary schools face array of challenges as a result of the fast-changing world which education is set to address. These challenges include; negative peer pressure, gender bias, violence, early marriages, teenage pregnancies, indiscipline, and school unrest, poor career choices, school dropouts, poor

performances, early sexual onset, drug and substances abuse, rape, incest, suicide and HIV and AIDS pandemic (UNICEF, 2019).

To help the students navigate through challenges of everyday life, Ministry of Education through the Kenya Institute of curriculum Development (KICD) developed Life Skills Education (LSE) curriculum.

1.2.1 Life Skills Education

The concept of Life Skills includes, personal, interpersonal and cognitive psychosocial skills that enable people to interact appropriately, manage their own emotional states and make sound decisions and choices for an active, safe and productive life (Osher, Kelly, Tolani-Brown, Shors, & Chen, 2009). Life Skills are problem solving behaviours used appropriately and responsibly in the management of personal affairs. Life Skills Education, is a programme where Life Skills are imparted in a supportive and effective learning environment. Life Skills education has been introduced in different ways across the globe in formal schools; as a new subject, integrated within the content of other subjects and in some cases, it is offered as an extra or co-curricular provision.

Essentially, Life Skills Education has been adopted in many countries around the world as a means to empower the youth in challenging situations with various degrees of success. The World Health Organization - in collaboration with the United Nation Agencies such as the UNICEF and UNESCO- have partnered with member countries such as the Caribbean's, Armenia, Vietnam, Thailand, Malaysia and given technical support to the efforts in implementing Life Skills Education (World Health Organization, 2003b). United States of America initiated several Life Skills programs for the prevention of drugs and substance abuse, and violence in schools and colleges. UNICEF (2006) indicates that in South Asia, Life Skills programmes are helping learners make better choices targeting risky behaviours and situations.

In Africa, countries such as Lesotho, Swaziland and Zimbabwe have adopted Life Skills Education as a measure to equip learners with various skills in an attempt to promote acceptable attitudes and behaviour (UNFPA, 2019). This also happened in countries such as Nigeria, Malawi, Uganda and South Africa which have the highest HIV and AIDS prevalence rates (UNFPA, 2019).

Two separate studies conducted in India found out that, Life Skills Education was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence, low self-esteem among others (Prajapati, Sharma, & Sharma, 2017). The studies concluded that, Life Skills Education has a positive effect and improves social development, emotional and social adjustments suggesting an increase in compatibility of adolescents and public health.

Further, Government of Kenya integrated and mainstreamed Life Skills into the primary school curriculum in 2003 (UNICEF, 2019) and in secondary schools it was introduced as a non-examinable subject in 2008. In secondary schools in Kenya, Life Skills are taught once a week in every class as a stand-alone subject. Moreover, it has been integrated to various degrees in other subjects such as Religious Education and biology. Through Life Skills Education, learners were expected to acquire and develop skills such as critical thinking, problem solving, decision making, interpersonal relationships, stress and anxiety management, effective communication, self-esteem and assertiveness (UNICEF, 2019).

One of the key reasons for implementing Life Skills Curriculum was due to the severity of sexual and reproduction health (SRH) issues faced by Kenyan youth and the impact that these issues have both on individuals and the country as a whole. Students face a variety of SRH issues that Life Skills Education is well suited to address. Students are

exposed to sexual information and behaviours including myths about sexuality which continue to put them at risk. However, they lack exposure to concrete information and this keeps them from making informed decisions (USAID, MOEST 2010). In the wake of sexual violence, underage pregnancy, early exposure to sex and lack of parental involvement in navigating the changes associated with adolescence, Life Skills Education was deemed a necessary and accurate source of information on sexuality to students as it equipped the students with skills such as, assertiveness, refusal and negotiation skills and decision-making skills.

Sex education is therefore one of the major components of LSE. As LSE is currently implemented in Kenya, sex education touches on many of the key topics (Cooper, Goodsmith, Lotter, & Molony, 2010). The concepts of sex education as integrated in the LSE syllabus are illustrated in the table below.

Table 1.1 Concepts in Life Skills Education

Key Concept 1: Relationships	Key Concept 2: Values, Attitudes and Skills	Key Concept 3: Culture, Society and Human Rights
Topics:	Topics:	Topics:
1.1 Families	2.1 Values Attitudes and	3.1 Sexuality Culture and
1.2 Friendship, Love and	Sources of Sexual Learning	Human Rights
Romantic Relationships	2.2 Norms and Peer	3.2 Sexuality and the media
1.3 Tolerance and Respect	Influence on Sexual	3.3 Social Construction of
1.4 Long-time	Behaviour	Gender
Commitment, Marriage and	2.3 Decision Making	3.4 Gender-Based Violence
Parenting	2.4 Communication	including Sexual Abuse
	Refusal and Negotiation	Exploitation and Harmful
	Skills	Practices
	2.5 Finding Help and	
	Support	
Key concept 4: Human Development	Key concept 5: Sexual Behaviour	Concept 6: Sexual and Reproductive Health
Topics:	Topics:	Topics:
4.1 Sexual and	5.1 Sex, Sexuality and the	6.1 Pregnancy Prevention
Reproductive Anatomy and	Sexual Life Cycle	6.2 Understanding,
Physiology	5.2 Sexual Behaviour and	Recognizing and Reducing
4.2 Reproduction	Sexual Response	the Risk of STIs including
4.3 Puberty		HIV
4.4 Body image		6.3 HIV and AIDs Stigma,
4.5 Privacy and Bodily		Care, Treatment and
Integrity		Support

Source: The Sexuality Education Content within LSE Syllabus (UNICEF, 2006)

From **Table 1.1** above, it is evident that high quality LSE content, when implemented well, can impact youth behaviours in a way that improves SRH outcomes.

However, it is apparent that Life Skills Education is not making the intended impact because students are not yet prepared for the choices, they make especially in sexual relationships due to the escalating numbers of underage pregnancies.

Underage pregnancy is a global problem with considerable side effects on the lives of both mother and infant (Daniels, 2015; Socolov et al., 2017; World Health Organization, 2018). In Kenya, adolescent pregnancy and childbearing are common. Almost a quarter of Kenyan women give birth by the age of 18, and nearly half by the age of 20 (World Health Organization, 2019). Statistics on adolescents (between ages 15 and 19 years) from the Demographic Health Survey Republic of Kenya and Muturi, (2020) revealed that: Teen pregnancy and motherhood rates in Kenya stand at 18%. About 1 in every 5 adolescent girls has either had a live birth, or is pregnant with her first child. Rates increase rapidly with age: from 3% among girls at 15 yrs. old, to 40% among girls at 19 yrs. old.

The situation varies across counties; with some counties seeing higher rates than others (Muturi, 2020; World Health Organization, 2019). In November 2018, many cases of pregnant school girls were reported in the major daily newspapers. Several girls numbering hundreds missed exams due to pregnancy. Some missed exams because they had just given birth and were at home taking care of the new-born babies. Some gave birth while sitting for the exams yet others were expectant even as they carried on with exams (Denis, 2020). Moreover, statistics by the United Nations Population Fund indicates that between June, 2016 and July, 2017, 378,397 adolescents in Kenya aged between 10 and 19 got pregnant. Out of that, 28,932 were of ages 10 to 14 and 349,465 were aged between 15 and 19 years.

Rongo Sub-County has a school dropout rate of 43% percent which is higher compared to other sub counties in Migori majorly due to underage pregnancy. A study conducted in Rongo Sub-County on influence of peer pressure on school dropout, found that there are three major categories of peer influence that led to school dropout and one of them was teenage pregnancy (Omollo & Yambo, 2017).

In an earlier study on the impact of home based factors on gender drop out in public secondary education, found out that, pregnancy is one of the major reasons for school dropout in Rongo Sub-County as 82.6% of girls drop out due to pregnancy (Nyakan, Oguta, & Getange, 2015). They further posited that; most students are unaware of government policies on girl child pregnancy that enables girls to get back to school after giving birth. Unofficial reports obtained by the researcher from Rongo level 4 hospital indicate that on average, 120 underage pregnancies are reported per month translating to 1440 pregnancies per year and this is just one health facility.

To realise the Sustainable Development Goals (SDGs) in Kenya, especially goal 4 on quality education, goal 5 on gender equality and goal 10 on reduced inequalities, it is important to mitigate the number of teen pregnancies in the country. When adolescent girls grow up healthy and are able to go to school, they are more likely to escape poverty, and this would expedite the progression of social and economic status of their families and society (Griggs et al., 2013). A pregnancy or birth during adolescence has considerable side effects on the life of both mother and infant including child abuse, unhappiness in childhood, depression, poor health and a limited access to health services, poor nutrition with effects on psychosomatic development (Diaconescu et al., 2015) . Other effects are social integration difficulties, low socioeconomic level, risky social environment, low level of education and minimal expectations regarding schooling are other serious effects. The children with teenage mothers are also more inclined to have an early age for sexual contact, with the associated risks of contacting sexual contact diseases and becoming parents while still minors, making underage pregnancy a vicious cycle. Consequently, underage pregnancy disempowers the girl child and should be addressed with immediate effect.

Life Skills Education offers valuable psychosocial skills but does not adequately respond to reproductive issues in the face of an explosive media driven youth culture that revolves around sexuality (Strasburger, Jordan, & Donnerstein, 2010). Several studies report deficiencies in the transfer of skills acquired to everyday living because too much energy was placed in the dissemination of information while little emphasis was placed on acquiring the skills through various approaches such as modelling, imitation and reinforcement (Maryam et al. 2012). In addition, UNICEF, (2019), suggests that the content of Life Skills Education need to be delivered with an emphasis on the development of skills rather than delivering specific knowledge about safe sex or protection against HIV/AIDS alone. The psychosocial aim of Life Skills Education therefore, requires a formulation of the curriculum that goes beyond dissemination of information to development of a whole individual in terms of behaviour, attitudes and values (UNICEF, 2019).

Building skills and changing attitudes may work best by implementing participatory teaching methods such as; demonstration, role play, case studies, guided practice, brain storming, small group work, class discussion, situation analysis and games. Participatory teaching methods are effective communication strategies, which are all considered to be influential and critical in facilitating shifts in attitudes, beliefs, perceptions and behaviour (World Health Organization, 2003a).

1.3 Statement of the Problem

There is a discrepancy between life skills implementation in Kenyan schools and the learners' acquisition, retention and application of Life skills to everyday life. Despite Life Skills implementation in Kenyan secondary schools from 2008, Kenyan students continue to grapple with many challenges they face in life and especially in sexual relationships (Shirao, Momanyi, & Anyona, 2020)(Chadha, 2017; Nasheeda, Abdullah,

Krauss, & Ahmed, 2019). Almost a quarter of Kenyan women give birth by the age of 18, and nearly half by the age of 20 (World Health Organization, 2018). A study conducted in Rongo Sub-County on influence of peer pressure on school dropout, found that there are three major categories of peer influence that led to school dropout and one of them was teenage pregnancy (Omollo & Yambo, 2017). In another study on the impact of home based factors on gender drop out in public secondary education found out that, pregnancy is one of the major reasons for school dropout in Rongo Sub-County as 82.6% of girls drop out due to pregnancy (Nyakan et al., 2015; UNICEF, 2019)

If Life Skills Education offers valuable psychosocial skills but does not adequately respond to reproductive health issues, the youth are grappling with, what could be the problem? Several studies report deficiencies in the transfer of skills acquired to everyday living (Maryam et al. 2012). The psychosocial aim of Life Skills Education requires a formulation of the curriculum that goes beyond the dissemination of information to the development of the whole individual in terms of behaviour, attitudes and values (UNICEF, 2012). Learners' acquisition, retention and production of knowledge depend on the premise that is essentially dependent on the effectiveness of communication. This study investigated if the discrepancy is associated with the failure of the curriculum implementers to use appropriate communication strategies in the dissemination of life skills to address the real issues affecting the students' decision-making regarding sexual risk-taking.

1.4 Objectives of the Study

1.4.1 Main Objective of the Study

This study aims to better understand the efficacy of communication strategies and Life Skills application for underage pregnancy prevention.

1.4.2 Specific Objectives of the Study

The study is guided by the following objectives:

- i. to establish the communication strategies used in Life Skills Education in secondary schools in Rongo Sub-County.
- ii. to determine whether the communication strategies used in Life Skills Education promote acquisition of life skills for underage pregnancy prevention in secondary schools in Rongo Sub-County.
- iii. to examine the challenges in the use of communication strategies in Life Skills Education to students in Rongo Sub-County secondary schools.

1.5 Research Questions

In order to gain in-depth insight into this research topic and meet the objectives, the study sought to answer the following questions:

- i. What are the communication strategies used in Life Skills Education in secondary schools in Rongo Sub- County?
- ii. How do the communication strategies used in the dissemination of Life Skill Education promote acquisition of life skills for underage pregnancy prevention among secondary school students in Rongo Sub-County?
- iii. What are the challenges in using the communication strategies to students in Rongo Sub-County secondary schools?

1.6 Justification of the Study

The rationale behind this study is that, underage pregnancy is on the rise despite the implementation of Life Skills Education in both primary and secondary schools in Kenya. Studies have defined Life Skills as the abilities for adoptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (World Bank/IMF, 2012). Sexual risk taking is one of the challenges

Kenyan youths contend with every day. In the wake of sexual violence, underage pregnancy, early exposure to sex through the internet and lack of parental involvement in navigating the changes associated with adolescence, an accurate source of information is necessary. Knowledge gained from Life Skills sessions is not being put into practice because problems such as teenage pregnancies are still rampant among young people (Ithagi, 2007).

Communication is central in all aspects of life; it is a transactional process that is an important aspect in the change of behaviour, attitudes and values. Communication is an essential instrumental and a purposeful process as advanced by (Minardi & Riley, 1997) and the transaction is one of sharing information using a set of common rules . The effectiveness of this planned transactional process comes to function only when the audience has achieved, acted or responded to the message. Communication and its role in LSE should be at the heart of initiatives for the promotion of health and the wellbeing of children and adolescents and especially in the prevention of underage pregnancy. Teaching of Life Skills should go beyond the provision of information. The mitigation of underage pregnancy will go a long way towards the realisation of Sustainable Development Goals (SDGs) 4 on quality education, 5 on gender equality, and 10 on reducing inequalities. There are hardly any studies that have been conducted to examine communication strategies in LSE as a programme for the prevention of underage pregnancy in schools. This study therefore, is a contribution to literature.

1.7 Significance of the Study

The study is useful to the ministry of education to evaluate the implementation of Life Skills Curriculum in schools and whether the recommended participatory approaches to the teaching of Life Skills have been implemented at the school levels.

The study is particularly beneficial to the students. Adequate implementation of Life Skills in schools, and the use of communication strategies lead to acquisition, retention and application of life skills in real life situation. This way, the students are to deal with challenges they encounter in life. Additionally, the teachers are able to assess their communication strategies for sustainable behaviour changes in their learners

The policy makers in education are able to use the findings of the present study to get insights on the potential interventions that could be designed to prevent underage pregnancy in order to achieve sustainable development goals especially, to eradicate poverty, achieve gender equality and reduce inequality as well as promote good health and wellbeing. Furthermore, the study also provides literature on the transfer of Life Skills knowledge from classroom to real life situations. The study should also form a base on which others can develop their studies.

1.8 Delimitations of the Study

According to (Klassen, Creswell, Clark, Smith, & Meissner, 2012), delimitations are characteristics which narrows down the scope and describes the boundaries in terms of context, content and methodology. This study therefore confined itself to the following boundaries; context of the study was confined to public secondary schools in Rongo Sub-County. The schools that were considered for this study were county and sub-county schools that drew students from the locality. Furthermore, the schools were selected according to their nature; a girl school, a boy school and a mixed school. The participants were drawn from the teachers of Life Skills and the students of three schools; one girls' school, one boys' school and one mixed school. This is because, although only girls get pregnant, responsible sexual behaviour of boys can help mitigate underage pregnancy. The boys in the study brought the male perspective in the whole issue of underage pregnancy as well as their role in the mitigation process. The content

of the study was confined to the answers from the research questions. In terms of methodology, the study adopted qualitative approach since the aim of the study was to obtain in-depth data for a deeper understanding of the research problem. The research was conducted between January and November 2021 a period of eleven months. The researcher used a qualitative descriptive design and generated data through focus group discussion (FGD), interviews and observation from a sample size of 56.

1.9 Limitations of the Study

The limitations are also the issues that would not be covered within the prescribed period of the research due to limited time and resources (Yin, 2003).

The sample size in this study was 56 which is considerably limited in terms of breadth to ensure a representative distribution of population to whom the results would be generalised. However, this limitation was compensated by the in-depth natures of the data that was generated through in-depth interviews, participant observation and Focus Group Discussion.

In the course of data collection, the researcher experienced resistance especially where respondents were expected to reveal intimate information about them. However, the use of FGD encouraged open discussion, and the groups were constituted according to classes to maximise the interaction between students.

Time constraints were another limitation in this study. However, these constraints were mitigated by the selection of only three schools and by conducting FGDs instead of individual interviews with the students.

1.10 Basic Assumptions

This study was based on the following assumptions.

- i. The students in secondary school are between the ages of 14- 19

- ii. The ministry of education through Kenya Institute of Curriculum Development (KICD) has equipped all secondary schools with instructional resources to teach Life Skills.
- iii. All schools have trained Life Skills instructors.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section discusses the literature related to Communication Strategies and Life Skills Application for underage pregnancy prevention. It particularly focuses on communication strategies used in LSE, the extent to which these communication strategies promote acquisition of psychosocial competencies for underage pregnancy prevention and challenges experienced by both teachers and students in the use of communication strategies in the dissemination of Life Skills to facilitate acquisition, retention and application. This literature is derived from books, research works of other researchers obtained from manuals, journals, magazines and the internet. Other sources of literature are policy papers and health bulletins. The chapter also discusses the theoretical framework and conceptual framework.

2.2 Communication Strategies in the Teaching and Learning of Life Skills

Yarker, (2016) posits that, communication can be seen as a form of curriculum. He identifies the importance of pupil engagement if learning is to be effective and explores some of the patterns of communication which enhance such engagements. As such, learners' acquisition and production of knowledge depends entirely on the premise that is essentially dependent on effectiveness of communication. Furthermore (Nystrand et al., 1997), posit that younger adolescents and their teachers talking together, compose shared understanding that contributes to individual student's learning. Therefore, people learn by participating in communication exchanges.

The kind of personal and conversational interaction that exists between teacher and learner is a crucial aspect in the learning process. In school, teachers were viewed by students as trusted and respected sources of information, and are commonly approached

by students with health-related and/or sensitive (Ollis, 2013). More effective Life Skills Education (LSE) will take place when the teacher is involved in sensitive issues affecting the students than when they are informed on these issues by parents alone (Trudeau, Mason, Randall, Spoth, & Ralston, 2012). For instance, it is known that school-based sexuality programs are valued by parents to make the discussion of sexual issues at home an easier process. Parent-child discussions of sensitive issues are also stimulated by school-based child protection \programs(Rudolph, Zimmer-Gembeck, Shanley, & Hawkins, 2018)

Education is the means by which individuals are equipped with knowledge and skills and values to enable them become productive citizens (UNICEF, 2019). Education serves moral, societal, political and economic ends. The purpose of schooling should therefore be tied to the pressing problems of the contemporary society. The school is the agency for helping the young people to deal effectively with critical problems of everyday life (Tyler, 2013). School going children between the ages 4-19 in pre-school, primary and secondary schools face array of challenges as a result of the fast-changing world which Life Skills Education (LSE) is set to address. These challenges include among others, negative peer pressure, gender bias, violence, early marriages, teenage pregnancies, indiscipline, and school unrest, poor career choices, school dropouts, poor performances, early sexual onset, drug and substances abuse, rape, incest, suicide and HIV and AIDS pandemic (UNICEF, 2019).

Life Skills Education implementation involves the incorporation of Life Skills (LS) as an integral part of the school curriculum at all levels and in all stages (World Bank/IMF, 2012). Life Skills are acquired through everyday activities, in school, workplace, the home environment and the world. Life Skills for Psychosocial competence need to be distinguished from the other important skills young people acquire in school such as

reading, numeracy, technical and livelihood skills (World Health Organization, 2003b). Furthermore, life skills tend to be effective in bringing about individual changes relevant to knowledge, skills and attitude in risks areas by equipping learners with psychosocial competencies (Njoka, 2016).

However, several studies report deficiencies in the transfer of skills. For example, studies by Maryam, Davood, Zahra & Samahel, (2012) posit that little emphasis was placed on the acquisition of Life Skills through effective communication approaches. In a study on A Systematic review on Life Skills Education, it was found that, minimal attention has been directed towards adolescents transfer of skill knowledge into their daily lives (Nasheeda et al., 2019). The above findings also showed that, students are still involved in peer related behaviour despite the efforts to impart Life Skills to students in school.

The question to ask here is why are the students unable to transfer Life Skills knowledge to real life situations? Children fail in school not because they have difficulty with language but instead because of inhibiting effects of rigid and formalised methods of teaching such as lecture and chalk and talk, which are often in opposition to the natural inquiry which children develop outside the school (Barnes, 1992). Research conducted on the implications of Life Skills Education (LSE) on peer influence among students found out that, in the teaching of Life Skills (LS), teachers mostly used didactic, teacher-centred approaches, talk and chalk and even at times dictated notes. Teachers also used monologic, one directional communication strategies like lecture, rote learning and memorization/cramming of facts due to alleged shortage of time, over enrolment of students and understaffing. The dialogic and participatory strategies such as debates; peer groups discussions and drama etc. were rarely used (Njoka, 2016). The

monologic communication strategies invest little effort into feedback which would allow the learners to take initiatives and make proper decisions.

In addition, monologic communication strategies encourage passivity, rote learning and spoon feeding knowledge rather than exploration, imagination and creativity (Waiganjo & Waiganjo, 2018). When children are actively involved in a dynamic teaching and learning process, they are more likely to gain psychosocial competencies that will help them make informed decisions with regards to sexual risk taking. This is in line with Berrigan, (1997), that people's behaviour is likely to change if they are not merely passive recipients of information but active participants in the communication process.

From these studies, it is evident that the teaching of Life Skills should go beyond the dissemination of information to a more interactive process to enable students to become independent and strategic learners (World Bank/IMF, 2012). Therefore, implementation of Life Skills Education (LSE) means that learners are exposed to communication activities, channels and media which enhance learning and enable the transfer of skills to everyday life in order to help them to deal with the demands and challenges that they encounter in life. It also means that teaching and learning of Life Skills must go beyond the classroom (World Bank/IMF, 2012).

Reports by KIE, (2008) suggest that methods used in the teaching and learning of Life Skills (LS) should build upon what is known of how young people learn from their own experiences and from other people around them by observing how others behave and the consequences that arise from their behaviour. As a result, they advocate for participatory approaches to impart Life Skills to learners (World Bank/IMF, 2012).

Participatory Communication is one of the approaches under development communication, where communication is used to promote shifts in attitudes and

practices at the individual, family and community levels. According to World Bank/IMF, (2008), development communication establishes a conducive environment for assessing risks and opportunities to disseminate information induce behaviour and social change. Indeed, Participatory Communication is a dynamic, interactional and transformative process of dialogue between people, groups and institutions that enables people both individually and collectively to realise their full potential and engage in their own welfare (World Bank/IMF, 2012).

Participatory model is built upon Freire (1970), who posited that that people should be regarded as agents rather than objects able to teach themselves through dialogue with one another. Freire, suggests that engaging in dialogue sparks critical consciousness which enables shifts from reflections to action. participatory communication is an exchange among individuals that value each other's perspective and voice, generating communicators who create a stronger collective voice for change at many levels of the society (Barry & Stewart, 1997)

Furthermore, participatory communication model resonates with the theory of ecological system for human development which emphasises on the relationships and interactions that a child has with the immediate environment. The proponents refer to the most immediate layer of an individual's environment as comprising the family, school, peers, religious institutions and neighbours (Härkönen, Bernardi, & Boertien, 2017). They further explain the importance of a child to have long-term mutual interaction with adults who have a stake in the development of the child. The circle of adults who would be part of a child's environment are, the parents or guardians, teachers, neighbours and friends. In school, the teacher becomes the most significant adult in the life of the child as they spend most of the time with the young people. Since the family is increasingly becoming unstable and unpredictable, the teacher and the

school remain the only environment where holistic development of the individual may take place (Ryan, 2001).

In teaching and learning, effective communication plays a key role. Participatory teaching and learning strategies recommended for the teaching of Life Skills Education (LSE) include; cooperative learning, case studies, brainstorming, field visits, storytelling, song, group discussion, debates, posters, role play, games, projects, poetry recitals and drama among others (World Bank/IMF, 2012).

2.3 How communication strategies promote acquisition of Life Skills

This study examines how various communication strategies can be used effectively to disseminate Life Skills information through the curriculum, in order to inculcate values and societal norms among learners with a view to encouraging change in behaviour, attitudes and values needed to avoid sexual risk taking which will further help in the prevention of underage pregnancy. The main objective of implementing Life Skills Education (LSE) was to provide learners with psychosocial competencies to make informed choices about issues affecting their lives (Keenan, King, Curran, & McPherson, 2014). They assert that effective implementation of Life Skills Education involves among others, use of different methods in teaching and learning.

United States of America initiated several Life Skills programs for the prevention of drugs and substance abuse, and violence in schools and colleges. UNICEF (2006), indicates that in South Asia, Life Skills programs in general are helping learners make better choices targeting risky behaviours and situations. In African, countries such as Lesotho, Swaziland and Zimbabwe have adopted the Life Skills Education as a measure to equip learners with various skills in an attempt to promote acceptable attitudes and behaviour (UNFPA, 2019). This was the same scenario in Nigeria, Malawi, Uganda and South Africa which have the highest HIV and AIDS prevalence (UNFPA, 2019).

Two separate studies conducted in India by (Prajapati et al., 2017) found out that, Life Skills Education was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence and low self-esteem. The studies concluded that, Life Skills Education has a positive effect and improves social development, emotional and social adjustments suggesting an increase in compatibility of adolescents and public health.

However, it is apparent that Life Skills Education is not making the intended impact because students in the country are not yet prepared for the choices, they make especially in sexual relationships due to the escalating numbers of underage pregnancies. Studies by Daniels, (2015); World Health Organization, (2018); and Socolov et al., (2017) concluded that underage pregnancy is a global problem, with considerable side effects on the lives of both mother and infant. In Kenya, adolescent pregnancy and childbearing are common. Almost a quarter of Kenyan women give birth by the age of 18, and nearly half by the age of 20 (UNFPA, 2019). Statistics on adolescents (between ages 15 and 19 years) from the Demographic Health Survey Republic of Kenya findings revealed that: Teen pregnancy and motherhood rates in Kenya stand at 18%. About 1 in every 5 adolescent girls has either had a live birth, or is pregnant with her first child. Rates increase rapidly with age: from 3% among girls at 15 years old, to 40% among girls at 19 years old. The situation varies across counties; with some counties seeing higher rates than others (UNFPA, 2019).

A study was conducted in Makadara Sub County, Nairobi Kenya concluded that, despite 10 years of Life Skills Implementation in Kenyan secondary schools, the levels of teenage pregnancies are still on the increase, unprecedented and seems to be spiralling. (Shirao, Momanyi, & Anyona, 2020). Notably, the reason Kenyan students are still grappling with is the consequences of sexual risk-taking including underage pregnancy,

could be because the curriculum implementers of Life Skills are unable to apply appropriate communication strategies to enable the students to acquire, retain and transfer Life Skills knowledge to real life situation.

A study on Life Skills acquired in relation to teaching methods used through swimming context, found out that, there was a significant relationship between Life Skills acquired and the teaching/learning methodologies used, including brainstorming, demonstration and guided practice, small groups, games and situation analysis. Swimming context using the efficient participatory teaching methods proved to have a positive effect on Life Skills and youth development (Bayyat, Orabi, & Abu Altaieb, 2016)

Furthermore, one fundamental and important problems with health messages: that it is not a lack of information in health but that it is inconsistent, uncoordinated and out of step with the way the population live their lives. For students, to be able to transfer Life Skills learnt to real life situations (Appleby & Dixon, 2004). Therefore, it was recommended that, the content of Life Skills Education programs ought to be delivered with an emphasis on developmental skills rather than delivering specific knowledge about safe sex and protection against HIV/AIDS alone (James, Reddy, Ruiter, McCauley, & Borne, 2006).

On the same note, (Jegannathan, Dahlblom, & Kullgren, 2014), posit that if the goal of Life Skills education is to promote safe sex, the efficacy beliefs and skills related to condom use as well as proper communication skills on how to communicate with one's partner on adopting safer sex should be included.

A study in Kenya, on the stakeholders' perspectives on the implementation of Life Skills, found out that, when values and attitudes are shared in schools, the teaching methods reported by the teachers and the students is often a lecture and not

discussion(Musungu, Chang'ach, & Simwa). As such, students are able to recite values such as humility, honesty and self-esteem but when asked which of these values are important to them as opposed to those valued by others (Musungu et al.).The study also found out that parents, teachers and education officials felt that the students needed sexuality education from an early age to overcome the life challenges they face including sexual violence, early exposure to sex, and lack of parental guidance in navigating changes associated with adolescence.

Life Skills like the teaching of values are better taught by living them. The question which the subject raises is whether values can be taught, and if so, whether it should be the role of schools to effectively teach them. In answering this question, (Bunyi & Okkelmo, 2000) asserts that aspects of values are not found in books or documents but learned through social interactions in day-to-day life, hence they should be practiced. And for that to happen, the communication strategies used should be those that involve learner and teacher in communication exchanges (Apostol et al., 2017).

Life Skills are different from other subjects in the school curriculum. Teachers thus need to be role-models of good behaviour if they wish their students to develop the desired values. Students learn values through observing and imitating their teacher's behaviours (Abobo, Ondieki, & Orodho, 2014).

Going by the above arguments, it is apparent that monologic communication strategies used in the teaching of Life Skills cannot effectively lead to behaviour changes needed in the prevention of underage pregnancy. Behaviour change strategies should be at the forefront of any attempts to reduce and eventually stamp out underage pregnancy in our schools. Effective communication is critical to facilitate shifts in attitudes beliefs perceptions and behaviour which ultimately bring about social change (Dubey, 2008) .

Some of the communication strategies that are especially effective in the health and Life Skills education programs are discussed below.

Cooperative learning is a strategy where learners work in small groups and each member of the group to the completion of the task at hand. It increases the students respect for and understanding of each other's abilities, interests and needs. The teacher's role is to monitor behaviour expectations by scanning the groups using proximity and friendly reminders (Education & Hoskins, 2002; Kitivui, 2016).

Besides, group discussions have been identified as an integral part of health and Life Skills classrooms (Learning, Play, & Domain, 2002). Life Skills Education help the students to articulate their views and respond to opinions that differ from their own. Undoubtedly, they are able to consider other people's perspectives and develop effective problem-solving skills (Kitivui, 2016). The teacher's role in group discussions is to create an atmosphere of openness and acceptance and in the process, model behaviour for the students. Brain storming as a strategy is effective for generating lists of ideas while creating interests and enthusiasms for new concepts and topics. It provides the teacher with an overview of what students already know and think about a specific topic.

Debates will make participants to own and influence the content they are learning while story telling sessions are effective in providing both students and teachers with dramatic and larger than real life experiences through the use of tone variation, facial expression, and involvement of audience hence participation. In addition, case studies offer clues on how to solve a problem or provoke the reader's abilities to solve the problem (Goswami & Bryant, 2007). Case studies should be interesting, appealing and relevant to the reader's imagination (World Bank/IMF, 2012).

Role plays are short drama episodes in which participants experience how a person feels in a similar real-life situation. The most important objective of role plays in health and Life Skills education is to help students to develop communication skills, express themselves freely and increase awareness of how others think and feel. Evidently, students are provided with an opportunity to practice new communication skills in a safe and non-threatening environment by walking in another person's shoes (World Bank/IMF, 2012). In summary, role plays are effective in understanding a situation and encourage empathy towards those who are in it for instance, the students living with HIV or victims of sexual abuse.

Moreover, other effective participatory approaches are games, miming, questions and answers (World Bank/IMF, 2012). Musical compositions on topical issues and themes convey various messages on contemporary issues in the society. While poetry and recitals are compositions which capture events, themes and situations in a short and precise manner, they communicate feelings, opinions, ideas, habit and experiences. They can be in form of songs, recitations, chants or they can be dramatized to enhance acquisition of various Life Skills. They can be used to appeal to people's emotions to enable them adopt behaviour towards a desired direction (Abobo et al., 2014; Chapman & Mahlck, 2004).

Life Skills flourishes where the teacher is a positive role model, has accurate information, shows empathy, and is available to support the learners as they assimilate and exhibit the skills. The teacher's role in the communication process is to allow free but controlled discussions and experience sharing that will encourage the learners to exhibit responsible behaviour, moral values and to empower them to positively and effectively assert themselves when confronted with difficult situations. This can only be achieved through active learning through participatory communication strategies.

Similarly, (Dubey, 2008) refer to communication as a mutually interactive exercise which aids the exchange of ideas, information and experiences.

Since, communication helps transcend values and ethos of the society from one generation to another, learners need effective communication strategies in order to acquire psychosocial competencies so as to be in a position to make informed decisions with regards to sexual risk taking. Consequently, prevention of underage pregnancy through Life Skills is the resultant reaction to a well-executed communication strategy.

2.4 Challenges in the use of communication strategies in Life Skills Education to students in Rongo Sub-County secondary schools

For Life Skills Education (LSE) to make impacts on the lives of the students, there is need for concerted efforts from all the stakeholders of which parents are key players as they are in the most immediate layer of an individual's environment which also comprise the family, school, peers, religious institutions and neighbours (Härkönen et al., 2017). In the development of a child, it is important for them to have long-term mutual interaction with adults who have a stake in the development of the child, and the parents have a higher stake.

However, parents have abandoned their responsibility on sex education and left the responsibility to the schools and teachers. This poses a challenge on the development of values in children. For instance, a qualitative study on teenage pregnancy in Kenya's Kilifi County which found out that, in the past, children would sit with their grandparents and give them advice on how to live and take precaution in life and the do's and the don'ts unlike the present times whereby the parents are too busy that they don't have parent-child talk to give them advice on what's wrong and right and even guide the girl child on how to handle herself when she reaches her adolescent stage milestone (Ssewanyana et al., 2018).

Due to lack of knowledge where the girls don't even have an idea about sexuality education, she gets pregnant unknowingly. Lack of literacy and knowledge on sexuality are associated with early and often unprotected sexual debut (Njoka, 2016). Parents have not only left the sexuality education to the teachers, but they also look up school-based sexuality programs in order to make the discussion of sexual issues at home. Parent-child discussions of sensitive issues are also stimulated by school-based child protection programs (Rudolph et al., 2018).

The findings of these studies is supported by Ryan when he posits that, since the family is increasingly becoming unstable and unpredictable the teacher and the school remain the only environment where holistic development of the individual may take place (Ryan, 2001). Apart from being the most important agent of socialisation, the school has the capacity to provide a large range of learning experiences to learners in their formative years. In addition, the school is in contact with parents and the community at large (Dinesh & Belinda, 2014). Other studies equally found out that teachers are trusted students and respected by students as sources of information, and are commonly approached by students with health-related and/or sensitive issues that they would rarely discuss with their parents (Ollis & Meldrum, (2014)

Recent studies have also found out that students are safer at school and not home. A study on School Closure and Students Pregnancy posited that consensual sex appeared to have seen a sharp increase when schools were closed because of covid19 citing idleness and boredom as the main reasons for increased sexual activities among teenagers. (Bewa, 2021). Other studies also support students being in school because it is much safer for the girls because school closure affect them in various ways (Burzynska & Contreras, 2020; Villegas, Peirola, Rocca, Ipince, & Bakrania, 2021)

This state of affair makes Life Skills Curriculum (LSC) as implemented in schools the most trusted intervention for students to deal with challenges that they encounter in life (Musungu et al.). But as it is currently implemented, Life Skills Education programmes are not making intended impacts. Reports from both teachers and students state that communication skills such as refusal of sex are being taught. However, the reports suggested that negotiation is seldom taught (Okech, 2015). The study also reported that the lessons simply advocate that, students say no to sexual activity but does not provide the students who are already engaging in sex information on how to ask their partners to use condoms or how to negotiate other ways. This study also suggests that, the teachers are not using proper communication strategies in the teaching of Life Skills.

But studies have found out that the use of participatory strategies in the teaching and learning of Life Skills is informed by various challenges. For instance, a study by (Mugao, 2013) found out that, the use of interactive methods by teachers after the introduction of LSE in schools was constrained by large classes, inadequate materials and inadequate training to teachers on the subject and thus covered fewer sensitive topics and spent less time on the subject.

Earlier a study revealed that, although most teachers were able to demonstrate some knowledge on the meaning of participatory methodology and Life Skills, in many cases their answers tended to be superficial and more the product of guess work than of genuine understanding (Shirk et al., 2012). On the contrary, the researchers did not consider knowing whether teachers were given a guideline on the use of participatory methods specifically for addressing adolescents' challenges such as underage pregnancy during Life Skills Education (LSE) lessons.

In general, Life Skills training is an integral component of learning in primary schools. However, challenges exist in administration of the curriculum since most teachers have

not been trained to teach Life skills. Additionally, the course is not examinable, hence, little effort was invested in teaching it. This could be the reason students are still involved in peer related behaviour (Wanjiku, 2017). To make life skills more effective, content review and stakeholders engagement is necessary (Okech, 2015).

2.5 Theoretical Framework

This study exploited The Health Belief Model (HBM) which emerged in the 1950s. It was developed by the United States of American Public Health Service (APHS) social scientists. The development of HBM was inspired by the need to establish the motivation behind people's failure to adopt disease prevention strategies or screening tests for early disease detection. To interpret human health-related behaviour, HBM relies a lot on behavioural and psychological theories. In this study, the Health Belief Model (HBM) tries to explain the motivation behind people failure to adopt disease prevention strategy (Strecher & Rosenstock, 1997).

The Health Belief Model (HBM) theory posits that, a person's likelihood to warm up to the recommended health behaviour depends on their belief in the threat of the disease to their health and the effectiveness of the suggested change of behaviour in infection prevention. Life Skills knowledge in the context of this study is a pregnancy prevention strategy which so far is not making its intended impact due to low levels of acquisition, retention and application in real life situation. The strategy (LSE) was intended to increase the teenagers' awareness of (a) the probability of personally becoming pregnant or causing a partner to be pregnant (susceptibility) (b) the serious negative personal consequences of teenage pregnancy (severity) (c) the personal and interpersonal benefits of delayed or protected sexual activity (benefits) (d) decrease their perception to barriers to abstinence and consistent use of protection (barriers). Communication strategies like cooperate learning, case studies, role plays, modelling

among others have been found to yield high returns in the acquisition of Life Skills critical in triggering behaviour change/self-efficacy (Bayyat et al., 2016). The communication strategies are therefore the stimuli or cue to action in the acquisition of Life Skills. By understanding the factors that influence the health choices people make, programs like Life Skills can tackle ways to reduce barriers, improve knowledge and help feel more motivated and at ease to take action. In this study, HBM was used to better understand teenagers' beliefs and health behaviour towards underage pregnancy prevention while at the same time highlight the role of communication strategies in LSE as a program to trigger behaviour change in learners as illustrated in **figure 2.1** below.

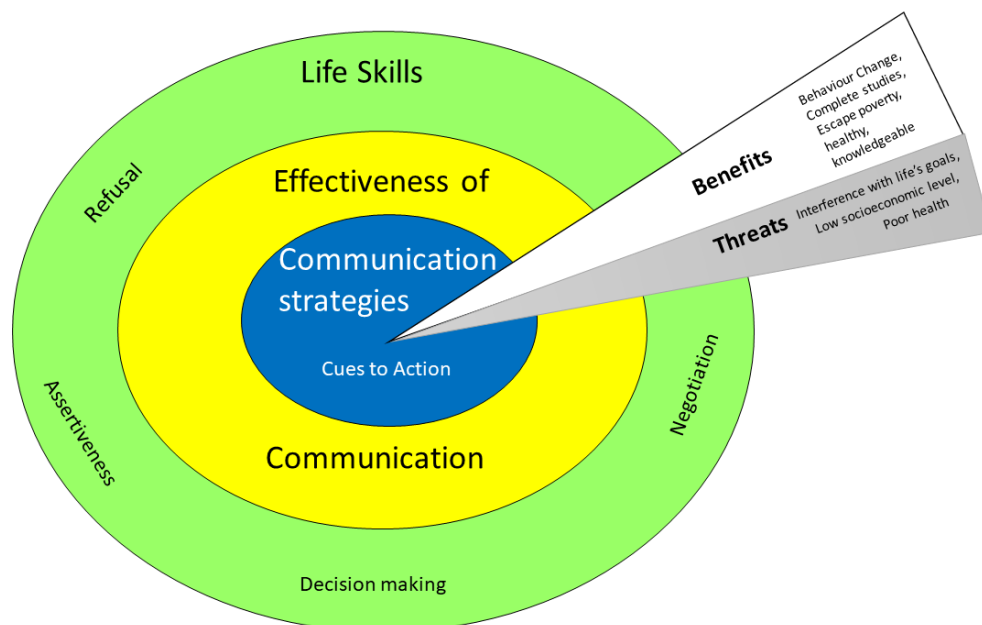


Figure 2. 1 Theoretical Framework

2.6 Conceptual Framework

The independent variable in this study is communication strategies used in Life Skills Education. The study underscores the important role played by communication in the transfer of knowledge and skills from the teacher to the students. Communication entails content and relationships. Life Skills constitute the content while the relationship

is the dynamics between the teachers and the students who are involved in the communication transaction. As such, communication ought to be essential, instrumental and purposeful process.

Through effective use of communication, the students should be able to acquire Life Skills such as, decision making, assertiveness, refusal and negotiation which have been known to lead to the dependent variable; behaviour change, self-efficacy and underage pregnancy prevention (perceived benefits). Failure to use the appropriate communication strategies in LSE leads to low levels of Life Skills acquisition which in turn leads to the consequences of sexual risk taking (perceived threats)

Independent variable Intervening Variables Dependent Variable

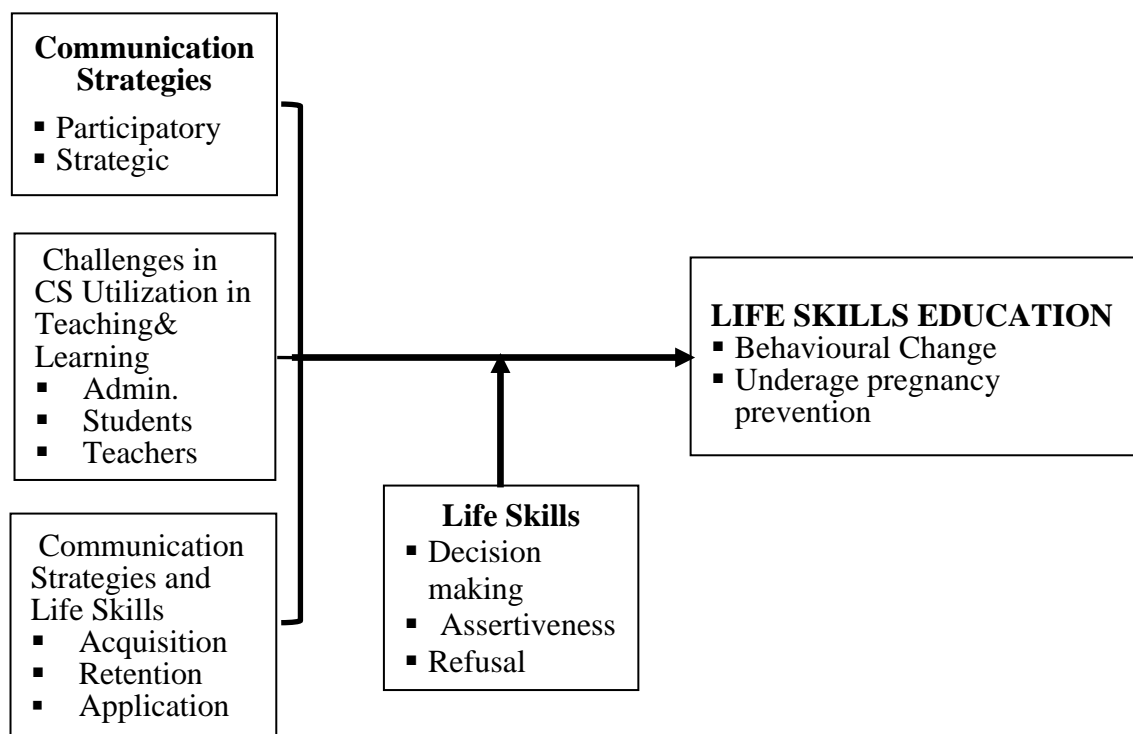


Figure 2. 2 Conceptual Framework

2.7 Knowledge Gap

Nasheeda, Abdullah, Krauss, & Ahmed, (2019) conducted a review on published and unpublished literature on Life Skills. The review conducted was a systematic review of Life Skills Education effectiveness, Gaps and Priorities. The search was conducted on 4000 articles on the science direct database which resulted in 191 articles identifying with the key terms such as ‘Life Skills in High School and Prevention’, ‘Adolescents and Behaviour. The findings revealed that, developed countries conduct systematic reviews on Life Skills programs promoting behaviour change in individual youths. In contrast, in majority of developing countries, Life Skills programs lack systematic implementation, evaluation and monitoring, and programs are often conducted to yield short term results. The review also revealed that minimal attention has been directed towards adolescents’ transfer of skill knowledge into their daily lives. This review triggered the need for the current study which was conducted in Kenya a developing country and to fill the gap of why there is a discrepancy between Life Skills implementation in secondary schools and the transfer of knowledge to real life situations.

A study was conducted by (Shirao et al., 2020) on Life Skills as a Tool in Curbing Teenage Pregnancy in Public Secondary schools in Makadara Sub-County, Nairobi Kenya. The study used mixed methods, concurrent triangulation design and targeted 1100 students, 8 teenage mothers 110 Life Skills teachers 11, principals and 1 quality assurance officer. The sample was drawn from 11 secondary schools. The study found out that 87.9 percent of teachers and students were in agreement that the introduction of sex education to the curriculum was a leap towards mitigating the alarming statistics of teenage pregnancy in the Sub-County.

However, after 10 years of Life Skills implementation, levels of teenage pregnancies are still on the increase, unprecedented and seem to be spiralling out of hand. The current study fills two gaps left by this study. The first gap is contextual. While the study was conducted in Nairobi a metropolis, the current study is conducted in Rongo Sub-County in rural schools. The second gap filled by this current study is that, it is investigating the role of communication in Life Skills acquisition for underage pregnancy prevention.

In another study on implications of Life Skills Education on character development a case of Hill School, the findings revealed a significant relation between Life Skills Education (LSE) and development of character. The study used descriptive survey and collected data through questionnaire, interviews and focus group discussion (Okech, 2015). The above study differs from the current study in that it was conducted in primary schools and at the same time, the study fails to explain the discrepancy in the implementation of Life Skills and its applications in real life situations.

Finally, a study on Life Skills acquired in relation to teaching methods used through swimming context, found out that, there was a significant relationship between Life Skills acquired and the teaching/learning methodologies used including brainstorming, demonstration and guided practice, small groups, games and situation analysis. The population of this study were students who attended one of the three levels of the swimming courses in the Faculty of Physical Education - University of Jordan (n = 236). The sample of the study consisted of 142 students. Both “Life Skills through swimming context scale” and “Teaching/Learning methods in swimming context scale” were used to collect the required data. The data was analysed using descriptive and statistical analysis. Therefore, swimming context using the efficient participatory teaching methods proved to have a positive effect on Life Skills and youth development (Bayyat et al., 2016). This study is similar to the current study in that it examined the

role of communication approaches in aiding the acquisition of Life Skills. However, it differs in the context with the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, target population, sample size and sampling procedures, research instruments, data analysis, trustworthiness and ethical issues in research.

3.2 Research Approach

This study adopted a Qualitative approach. Qualitative approach is suitable in studies that seek to answer how and why certain phenomena are the way they are or in program evaluation, and where the researcher cannot manipulate the behaviours of the participants in the research, (Hafiz, 2008). This research answers how communication strategies are employed in the acquisition of Life Skills for underage pregnancy prevention among secondary students in Rongo Sub-County. It is not possible for the researcher to manipulate the behaviours of students and the teachers that are participating in this inquiry. Bailey, (1994) views qualitative research as using attributes that can be described and the study findings are mostly expressed in words than in numbers. The acquisition of psycho-social competencies in Life Skills education is a sociological process whose inquiry would require that the researcher conducts interviews, observations of participants in their natural environment- classrooms- and hold focus group discussions. Although qualitative research method is both expensive and time consuming, the researcher preferred to employ it because it would yield a richer data and more insightful information.

A hallmark of qualitative research is the use of multiple data sources, thus enhancing credibility of data, (Hafiz, 2008). Qualitative data is usually detailed and can aptly capture body language and other aspect of behaviours not possible to record through

questionnaires. Qualitative data generated from the research was analysed using thematic analysis.

3.3 Research Design

This study utilised flexible nature of qualitative descriptive design. This design was suitable for this study because the researcher purpose was to answer descriptive qualitative questions and examined participants perceptions and experiences related to life skills education and its application in real life situation. The researcher was more concerned with understanding individual teacher and students' experiences in the school context. The qualitative descriptive design provided straightforward description of experiences and perceptions. Furthermore, the researcher was able to make decisions on how research should be conducted based on the objectives and context of the study.

3.4 Study Area

The choice of Rongo Sub-County was necessitated by the need to find out the cause of the alarming underage pregnancy situation as a representative of the many secondary schools in Kenya despite the introduction of Life Skills Education. Geographically, Rongo Sub-County is in Migori county. It borders Kisii and Homabay counties. The Sub-County experiences favourable climate for farming and it lies within the Sony Sugar belt hence many families are small scale sugar cane growers which means they can afford the subsidised secondary school fees. Rongo Sub-County has a total of 32 public secondary schools of different categories; national, extra county, county and sub-county. Most of these schools have Life Skills Education in their time table as a stand-alone subject taught once a week in every class. Yet, in reality, Rongo Sub-County has a school dropout rate of 43% percent which is higher compared to other sub counties in Migori. The main cause of school dropout is teenage pregnancy resulting from peer pressure (Omollo & Yambo, 2017).

In an earlier study on the impact of home based factors on gender drop out in public secondary education, Nyakan (2015) found out that, pregnancy is one of the major reasons for school dropout in Rongo Sub-County as 82.6% of girls drop out due to pregnancy. They further posited that; most students are unaware of government policies on girl child pregnancy that enables girls to get back to school after giving birth. Unofficial reports obtained from Rongo level 4 hospital indicates that on average, 120 underage pregnancies are reported per month translating to 1440 pregnancies per year and this is just one health facility.

3.5 Study Population

A research population refers to aggregate of all cases that can conform to some designated set of specifications and the entire set of relevant units of analysis or data (Kothari 2008). This is further explained by (Somekh & Lewin, 2011), that it refers to all the people or phenomena under study, from whom a sample will be selected for research. Hence, the study population targeted by this study is secondary school students and teachers in all the 32 public secondary schools in Rongo Sub-County. The choice of secondary schools is because the United Nation Population Fund (UNFPA) estimates the average age of sexual debut for Kenyan females to be 15 and most 15-year-olds are in secondary schools. Between the age of 14 and 18, females have reached puberty and are increasingly subjected to male sexual attention. Life Skills Education is supposed to enable youths to effectively manage daily challenges and avoid risky behaviour yet many poor sexual and reproductive health issues are yet to be fully addressed.

3.6 Sampling Techniques and Sample Size

This section considered sampling techniques that resulted in getting required sample size for this study.

3.6.1 Sampling Techniques

Sampling process entails the selection of a sub-set of the population which is studied in order to obtain information regarding a phenomenon (Somekh & Lewin, 2011). To come up with a sample for this study, the researcher used 10% of the schools in Rongo Sub-County. Therefore, three (3) schools were selected. Non – probability sampling (particularly purposive), quota and chain sampling techniques were employed to come up with the participants. Purposive sampling is a criterion prescribed in which participants are selected on the basis of known characteristics. This was considered in order to ensure balance and to explore different perspectives between boys and girls on the research topic. Based on gender, the researcher considered, homogeneous samples of girls only and boys only, heterogeneous samples whose aim was to look into the central theme that cuts across the gender divide and extreme cases because they were special (this was a group of girls who had given birth or were pregnant at the time of the interview) and therefore potentially enlightening. Class was the third criterion. This was considered mainly to ensure a balanced demographic sample and at the same time to explore the level of Life Skills acquisition in terms of length of stay at school. It was assumed that a form one student is younger than a form three student and therefore their levels of Life Skills acquisition are different. Sexual activity as a criterion was used to select cases that are unique in the sense that they have been affected directly by underage pregnancy.

The teacher sample criteria were based on their teaching subject. The teachers selected were those teaching Life Skills as a stand-alone subject, teaching a subject where Life Skills are integrated or a teacher in charge of guidance and counselling. Lastly, extreme cases were identified through chain sampling technique. The students already purposely identified and those with information on the research led to others of equal or more

value. The chain sampling was used until the point of diminishing return, where increasing the sample size no longer contributed to new evidence.

3.6.2 Sample Size

The three schools selected for this study have a total of 55 teachers and 1870 students. This is a very large population for an academic research and especially if it is qualitative in nature (Creswell, Hanson, Clark Plano, & Morales, 2007). There was therefore a need to come up with a sample size using the sampling techniques discussed above.

To come up with the sample size for this study, the researcher considered the views that, studies employing individual interviews conduct no more than fifty interviews so that the researcher is able to manage the complexity of the analytic task (Ritchie, Spencer, & O'Connor, 2003). In support, Green and Thorogood also posit that, interview-based study with specific research questions will generate little new information after interviewing twenty people (Green & Thorogood, 2018). Besides, Creswell suggested exploitation of between twenty and thirty interviews to be adequate and that 30 was an approximate or working number of interviews at which one could expect to be reaching theoretical saturation.

To sum up, due to the depth and duration of interviews, the richness of data and the complexity of the analytic task, the researcher conducted a total of 14 interviews as follows: The Semi structured interviews were administered on a total of 6 teachers whereby 2 were from each school. A total number of 50 students were selected to participate in 8 focus group discussion. These were sampled through purposive, quota and chain sampling techniques as described above.

Table 3. 1 Sample Size

Respondents	Population	Sample
Teachers	55	6
Students	1870	50
Total	1928	56

3.7 Data Collection Techniques

The researcher collected qualitative data. The qualitative data helped the researcher to better comprehend the opinions, attitudes beliefs as well as perceptions of both teachers and students in the whole subject of Communication Strategies in the teaching and learning of Life Skills. These data were collected through the following techniques.

3.7.1 Semi Structured Interview

In order to gain a better insight into Communication Strategies in Life Skills Education for Underage Pregnancy Prevention, semi structured interviews were conducted with nine teachers. The answers this research questions could only be extracted from the respondents through honest and personal interaction. The researcher met the participants at the site;

schools where learning of Life Skills take place. This up-close interaction with the participants enabled her to develop not only a rapport with the participants but also observe how they behave and act within their context as stated by (Gillham, 2005). The semi structured interviews were used to obtain information from teachers who are the supervisors and the implementers of Life Skills Curriculum. Although the interviews usually produce results that may not be generalised beyond the sample group, they provide a more in-depth understanding of the participants, their perceptions, motivations and emotions. The researcher had a one-on-one interview with 6 teachers; 2 teachers

from each school. These teachers were selected purposively because they were teachers of subjects in which life skills were integrated or they were teachers of guidance and counselling. The teachers' perceptions and opinions on the adequacy of Life Skills Education to address the problem of underage pregnancy was sought. The interviews were conducted in English and Kiswahili and each interview took approximately 45 minutes.

3.7.2 Participant Observation

Observation is a primary technique of gathering data on non-verbal signals. It usually involves visual data gathering, although it may also involve other senses such as hearing, touching or smelling (Bailey et al., 1995). The researchers particularly used structured participant observation because of the nature of the research. She attended an LS class and observed the communication approaches employed by the facilitators. She was able to observe and noted both the verbal and nonverbal responses from the students. As an observer on the scene, the researcher was able to discern on-going behaviour as it occurs; the researcher took notes and tape-recorded the lessons. These were transcribed and used as part of the analysis.

3.7.3 Focus Group Discussion

The researcher used Focus Group Discussion (FGD) to explore the communication strategies in Life Skills Education for Underage Pregnancy Prevention. FGD was chosen for its potential to provide access not just to content of people views but also how those views were used and developed in everyday interactions. The potentially sensitive subject like sex and underage pregnancy could also encourage open discussion.

The groups chosen for this study were natural in that, the students were grouped according to their classes to maximise the interaction between them. Since they have always coexisted as a class, the participants felt comfortable and secure in the company

of people with whom they share similar views and behaviour. To encourage interactions, the researcher also used her skills in actively managing the discussion, pushing the participants into accounting for their views and through managing their disagreements.

The researcher convened 8 FDGs; three for girls, three for boys, and two, boys mixed with girls. The FDGs were held according to classes in each school. The number of students in each FDG ranged between 5 and 8. The researcher utilised the games time after classes. The first day of each meeting was used for building rapport. The researcher held two sessions with each group. The researcher was able to collect large quantity of information from students within 16 days spread within three months.

3.8 Data Analysis

The qualitative data from semi structured interviews, FDGs and observation, were analysed thematically. Thematic analysis involves searching for themes of relevance to the research topic under which data from different sources can be categorized. These themes emerged from the three research questions guiding this study (Jwan & Ong'ondo, 2011; Kombo & Tromp, 2006). Data analysis was carried out in two ways; manual open coding and using NVivo 11 software. For the manual analysis, the researcher's aim was to identify the concepts in the interview and FDG transcripts in order to explore the relationships between the concepts. In the analysis, the researcher used inductive (bottom top) approach to allow for the themes to emerge from the data. The unit of analysis were chunks of data from sentences that were considered line by line to get the feel of the data. Phrases from the sentences being coded were used as the names of the codes. The transcripts were then uploaded into computer software NVivo 11 for further analysis. The research used word count queries as well as sentences and phrases as units of analysis. The codes were grouped into an umbrella unit called nodes

for the main questions and child nodes for the probes. Several nodes were formed from both the interview and FGD transcripts. The long list of nodes was reduced by merging similar nodes and discarding redundant ones which did not offer any additional new information. The findings were presented in form of themes with illustrations from raw data quotes, tables and diagrams. The data was analysed according to the objectives as illustrated in Table 3.2 below.

Table 3. 2 Data Analysis Matrix

Objectives	Instruments	Items	Data Analysis
i. To establish the communication strategies used in Life Skills Education in secondary schools.	<i>FDGs</i> <i>Interview</i> <i>Schedule, and observations</i>	FDGs Interview schedule	transcription, Coding, thematic framework formation, interpreting.
ii. To determine the extent to which the communication strategies used LSE promotes, acquisition, retention and application.	<i>FDGs</i> <i>Interview</i> <i>Schedule observations</i>	FDGs Interview schedule	transcription, Coding thematic framework formation, interpreting.
iii. To examine the challenges in using communication strategies in Life Skills to facilitate acquisition, retention and application.	<i>FDGs</i> <i>Interview</i> <i>Schedule and observation.</i>	FDGs Interview schedule	transcription, Coding thematic framework formation, interpreting.

3.9 Trustworthiness

To add to the rigour, breadth, complexity, richness and breadth of this inquiry (Denzin & Lincoln, 2008), the researcher used triangulation of data generation techniques as

well as source triangulation to ensure credibility. The data was generated through interviews, focus group discussions as well as observation. The results from the interviews corroborated those from FGDs. The variety of data generation techniques were used for corroboration in that, the results from the interviews was corroborated by those from FGDs. Triangulation was also done from the source of data. The researcher obtained data from different sources namely, teacher respondents, student respondents, girls and boys. The procedure of how case study research should be carried out was followed to an extent that any researcher replicates the study; they are bound to obtain similar results.

Dependability was ensured through thick description of the entire research process, through recording of the entire speech acts, non-verbal communication, time and timing of the events. The questions in the research instruments were easy and straightforward in a manner that allows for quick interpretation by the respondents. In case of misinterpretations, the researchers used prompts and probes to make follow ups.

The confirmability of this study was ensured through correct data reporting. This was ensured through accurate transcription of audio recordings and through NVivo software analysis. The researcher's feelings influencing the results was therefore minimised to the level that did not distort the conclusions.

This study is generalizable to theoretical positions whose aim is to expand the theories thus analytical generalisation (Yin 2003). Since this is a qualitative inquiry, the results are not meant to be generalised to the whole population since this study does not enumerate frequencies (Jwan & Ong'ondo, 2011). However, the fact that this study used three different cases and arrived at the common conclusions generally expanded the external generalisability of the findings. It should however be noted that there can never be absolute generalisability of these findings.

3.10 Ethical Considerations

The researcher obtained a research permit from National Commission for Science, Technology & Innovation to allow her to conduct the research, using an introduction letter from the University see appendix vii and viii. Permission to use students from regions was granted by the ministry of education Rongo Sub-County.

Furthermore, consent was sought from the school administration of the schools involved in the research was carried out and to all participants who took part in the study, oral as well as written consent was obtained from them individually. The researcher explained the purpose of the research and the method of data collection. The study participants were assured of anonymity, as they did not have to state their names or any identifying details during the interviews.

To conclude, study participants were informed of the option of withdrawing from the study at any time when they felt threatened. The researcher conducted the interview both the students and the teachers. This ensured confidentiality in handling and storage of the data obtained. No participant was tape recorded or videotaped or photographed without their consent. For informed consent form see appendix x.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains the results of a qualitative descriptive research conducted to answer the following research questions. What are the communication strategies used in Life Skills Education for underage pregnancy prevention in secondary schools in Rongo Sub County? To what extent are communication strategies used in LSE promoted acquisition, retention and application of LS for underage pregnancy prevention? What are the challenges in the use communication strategies in LSE to facilitate life skills application to real life?

This chapter also includes the discussion that the analysis conducted was consistent with the qualitative descriptive design and how this analysis is connected and aligned to the research questions. Additionally, this chapter includes the sample demographics using a table to complement the summary, the process used to analyse transcripts from individual interviews and Focus Groups, codes and themes.

4.2 Description of the Study

The study required a sample of students and teachers from three secondary schools, identified in this study as A for a boys' school, B for a girls' school and C for a mixed school from Rongo Sub-County of Migori county. The research carried out a total of 14 interviews; six individual interviews with teachers using an interview schedule and eight FGDs with students using topic guides. For interview schedule and FGD topic guide see Appendix II and III.

The students' participants were drawn from form, one to three because at the time of the inquiry, they were the ones who were present in school. Demographics such as gender and age (represented here as class) were considered as primary selection criteria for student while sexual activity was secondary selection criteria. The teacher respondents included the teachers drawn from the three schools and were selected because they handle Life Skills; as a subject, as integrated in other subject or as part of guidance and counselling.

The table below illustrate the demographics of the student respondents who participated in the Focus Group Discussion. The groups were from 1-8 from school A, B and C. Both boys and girls participated in the discussion. School A was boys only school, school B was girls only school and school C was a mixed school.

Table 4. 1 Demographic Information of Students

Demographic Information of Students					
Focus Group	School	Class	Boy	Girl	Total
1	A	Form 1	7	-	7
2	A	Form 2	5	-	5
3	A	Form 3	6	-	6
4	B	Form 1	-	6	6
5	B	Form 2	-	7	7
6	B	Form 3	-	5	5
7	C	Form 2	2	4	6
8	C	Form 3	3	5	8
Total			23	27	50

4.2.1 Thematic results presentation from the teachers' interviews and the FGDs

From the coding process using NVivo 11 software, four themes emerged. From one theme, emerged two sub themes. These were ordinary themes that were expected and

they included; (a) objectives of Life Skills Education. (b) communication strategies and approaches in Life Skills Education. (c) implementation of communication strategies and approaches in Life Skills Education (sub themes:challenges in the implementation of strategies and approaches in Life Skills Education and ways of overcoming the challenges). (d) importance of Life Skills Education to students, (e) Life Skills Education and sexuality. These themes are discussed in connection to the research questions through narration , tables and mind map presentation where applicable.

4.3 Communication Strategies in Life Skills Education in Schools.

To answer the first research question which corresponds to the first objective, the study set to find out the presence of Life Skills programs within the schools under study and the communication strategies used in the learning and teaching of Life Skills. The following themes are connected to this research question: implementation of strategies and approaches in classrooms and communication approaches used in Life Skills (LSE)

4.3.1 Implementation Communication Strategies in Life Skills Education

The responses on the implementation of communication and approaches in the teaching and learning of LS are summarised in the table below.

Table 4. 2 Implementation of Strategies and Approaches in LSE

Existence of Life skills in the school.	Communication strategies used.	Level of skill acquisition
<ul style="list-style-type: none"> ▪ Time tabled to be taught once a week ▪ Integrated in the teaching of Guidance and counselling, CRE and biology ▪ Church and NGO 	<ul style="list-style-type: none"> Mostly used ▪ Lecture ▪ Question and answer ▪ Chalk and talk Rarely used ▪ Group discussion ▪ brain storming ▪ Debate 	<ul style="list-style-type: none"> ▪ low ▪ Inadequate

From **Table 4.2** it emerged that Life Skills have not been implemented uniformly in the schools under study. 100 percent of the respondents mentioned at least two of these descriptors; Life Skills (LS) as a stand-alone subject, LS integrated in other subjects, LS taught as part of guidance and counselling and LS acquired from elsewhere rather than school e.g., church and NGOS.

Evidently, in the findings from the interviews, three respondents notably capture the essence of what the participants shared when asked how Life Skills were taught in their schools;

Some teachers teach it as a standalone subject but in most cases, it is integrated in CRE and biology. It is also in guidance and counselling. (Teacher Respondent 1)

In addition, another respondent displayed his displeasure when asked whether he teaches LS as a standalone subject.

First of all, I am a CRE teacher and I only teach Life Skills because most of the Life Skills topics are integrated in CRE syllabus. Most of the Life Skills lessons

go untaught and so I take most of these lessons to teach the students. It should be noted that I am not compelled and we have no specific teacher of Life Skills.

(Teacher

Respondent 6)

From the interview findings, all the three schools, A, B and C have Life Skills timetabled either as a standalone subject or stroked with physical education. While school A, has Life Skills stroked with PE, school B and C have in their time tables LS alone. Evidently, in all the three schools, LS appears once a week in a forty minutes' lesson in all classes from one to four. In all the schools, the teachers assigned to handle these classes are not necessarily trained teachers of Life Skills.

Also, it emerged that what most respondents perceived as Life Skills Curriculum, is actually guidance and counselling, which in most cases reach out to students who already in trouble or those who seek their services.

Life Skills are taught mostly in guidance and counselling and as integrated in other subjects. I am in charge of guidance and counselling and I organise counselling sessions where I take the students through life skills.

(Teacher

Respondent 3)

Another respondent who notably believed that Life Skills was synonymous with guidance and counselling emphasised that in guidance and counselling they only attend to a few students.

... Teaching Life Skills doesn't impact much on their lives. Besides in guidance and counselling, only a few students who are already in trouble are taught. If it is made a compulsory subject and probably examinable then it can make an impact.

(Teacher

Respondent 6)

Similarly, 4 out of 6 teachers' respondents agreed that the level of life skills acquisition among their learners were very low. When asked the reasons why, three of them blamed

it on the poor implementation of Life Skills in secondary schools and lack of team work among the stake holders. One of the three had this to say;

The level is low because life skills are mostly left for teachers in the GC department. We are few against so many students. We cannot manage the whole school. And girls have so many issues. The teaching of Life Skills requires the concerted efforts of everyone including parents, the church and the whole community that the child comes in contact with.

(Teacher Respondent 4)

The findings from Focus Group Discussions (FGDs) are in agreement with those of interviews on the implementation of Life Skills whereby they supported LS is rarely taught as a stand-alone subject. The lessons are either free for the students or used by some teachers to cover the syllabus of their teaching subjects. When asked why most Life Skills lessons go untaught, a respondent from school A replied that since the subject was none examinable it was not their priority. This sentiment was echoed by another respondent who felt that both students and the teachers do not take Life Skills lessons seriously;

I feel like she is teaching us what we already know. And there are no exams I'm looking up to; I don't see Life Skills Education as a serious lesson. I think that is why even teachers are not serious with it. Most of the time they are free lessons or other times teachers of other subjects especially English come to teach us.

(Student

Respondent 20)

It however emerged that it is integrated in other subjects like CRE as supported below.

"Only one teacher has taught us Life Skills in form two. When we were in form one, we were never taught Life Skills".

(Student

Respondent 8)

"Some teachers in the cause of teaching other subjects e.g., English, biology or CRE come up with some Life Skills".

(Student Respondent

42)

Some respondents revealed that Life Skills are not only taught in schools. Some respondents have interacted with Life Skills elsewhere apart from school. When asked what communication approaches, they used in learning Life Skills, he explains that at church the approaches used are more participatory than in school.

When we learn Life Skills in our church, we were given tasks to discuss and come up with solutions ourselves. I think the way it should taught at school is the same as we do it in church because it makes us remember what we learnt for a long time. *(Student Respondent 20)*

Another respondent revealed that most of the life skills she has learnt was with Dream Girl

“... I have learnt most life skills in Dream Girl, like decision making and self-esteem and assertiveness”. *(Student Respondent37)*

Since the implementation of Life Skills is haphazardly done and lessons are rarely taught, majority of the teachers’ respondents agreed that the level of life skills acquisition among their learners were very low. However, they also alluded to the teaching methodologies as the reason for low levels of acquisition among learners. When asked what communication approaches, they use in their classes to enable their students to acquire Life Skills, the teachers’ respondents highlighted lecture methods, question and answer chalk and talk.

“Teacher based methods. Mostly lecture and question and answer methods”. *(Teacher Respondent 1)*

The findings also revealed that teachers give individualised attention to students who attend GC sessions and, in most cases, these students are already in trouble.

We mostly give individualised attention to students who seek our services. When we handle topics to the whole school or a given class, we use lecture methods. At times we invite speakers from other sectors to speak to the girls especially on reproductive health matters. They mostly use lecture methods, chalk and talk and question and answer.

(Teacher Respondent 6)

Even though teachers mostly use teacher centred strategies in class, they believe that the only way to earn the students trust is by being close to them and being friendly to them.

When asked what communication strategies they used to earn their students trust, one of the respondents had this to say;

I try to befriend the students. As such they trust me with even very intimate issues about themselves including those they cannot even share with their parents. Actually, when they get into trouble like when some get pregnant, they believe I can intercede for them with their parents. Do you know that being close to these students has helped me to prevent so many abortions? The students would slide notes under this door informing me of a girl who is planning to abort and I've been able to talk them out of it. Even now there's is a girl who is very pregnant who almost aborted but I was able to save her.

(Teacher Respondent 3)

These findings indicate that although teachers use monologic, one directional, teacher-centred communication strategies in class, they attend to sensitive issues concerning students on friendly terms. Teachers were viewed by students as trusted and respected sources of information, and were commonly approached by students with health-related or sensitive issues which is in agreement with (Ollis & Meldrum, 2014). Essentially, more effective education will take place when the teacher is involved in sensitive issues than when children are informed on these issues by parents alone. For instance, it is known that school-based sexuality programs are valued by parents to make the discussion of sexual issues at home an easier process. Parent-child discussions of sensitive issues are also stimulated by school-based child protection programs (Rudolph et al., 2018).

4.3.2 Communication Approaches.

Findings from both interviews and FGDs reveal that lecture method was predominant in content delivery while group discussions and debate were occasionally utilized. This was despite of the knowledge of the benefits of using participatory approach in teaching as shown from the below diagram.

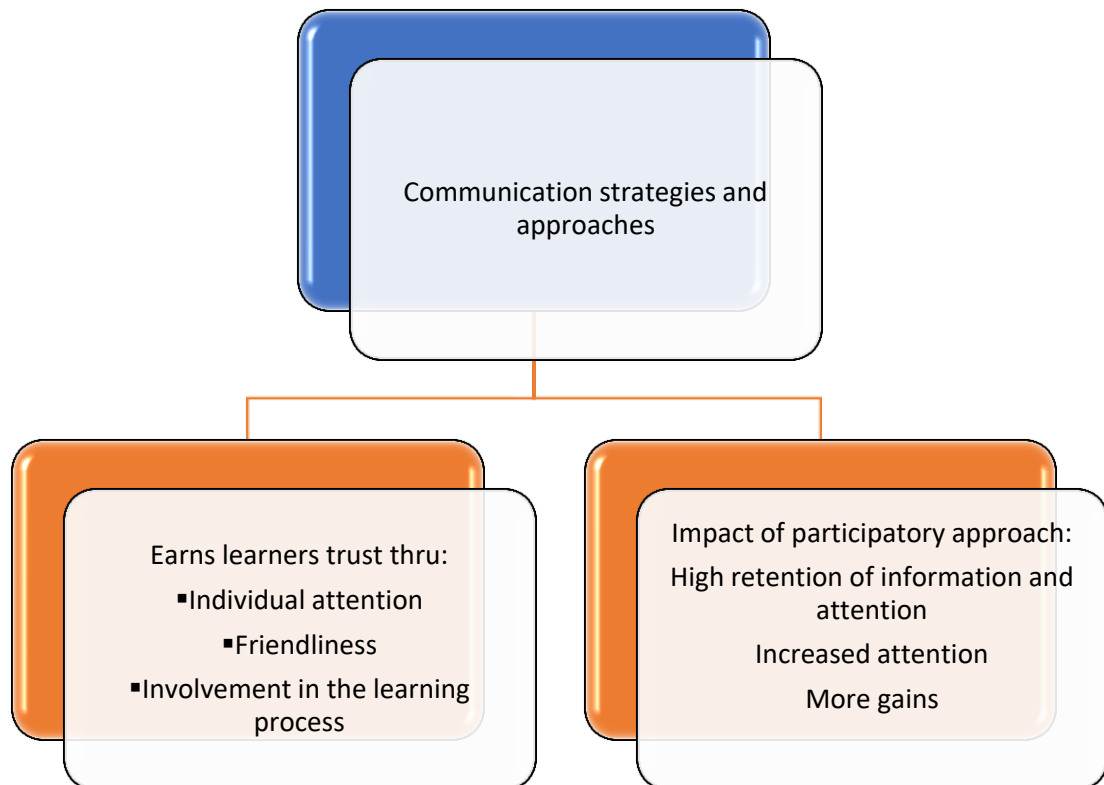


Figure 4. 1 Benefits of Communication Strategies in Life Skills Education

When asked why they do not use participatory methods in the teaching of life skills, a recurrent response among the teacher respondents was that the time allocated for life skills is limited and the size of their classes would not to allow for participatory approaches with the students. However, teachers agreed that use of teacher centred strategies do not aid students' acquisition of Life Skills.

When asked whether they believe communication strategies they use have returns in terms of Life Skills acquisition, one of the respondents had this to say;

The transfer of skills will highly depend on the communication strategies that the teachers use. Even in other subjects, if you involve learners that is when they enjoy the lesson and that is when they retain the information. Lecture method yield little results.
(Teacher Respondent 4)

Although the respondents indicated use of individual attention approach to earn learners trust in class, they also intimated that this rarely happens. This only happens to individual students with problems seeking assistance. Other teachers' respondents were also in agreement that Life Skills acquisition largely depends on the communication strategies;

Your communication approach will determine how much information you will gain. I remember I didn't do well in mathematics simply because of how the teacher communicated with us. I try my best to be friendly to my students lest they develop a negative attitude like I did. I believe the level of acquisition is low because the learners are not actively involved in the process. When the students are involved in the learning process, they gain more than when they are just sitting there and doing the listening. It is true with other subjects. I believe it is the same with Life Skills.
(Teacher Respondent 3)

Teachers also believed that their communication strategies can endear them to their learners. One of the respondents intimated that the students trust them more than they trust their parents because of the way they communicate to them;

The way you communicate some of these things would determine whether they are heeded or not. I tell you; these students appreciate those who are not harsh and those who handle them with a lot of care. Why do you think some of them do not trust their parents? Because they quarrel them and shout at them.
(Teacher Respondent 2)

The results from the teachers' interviews on communication strategies used in Life Skills Education resonate with those from students FGDs.

The diagram below illustrate the strategies used by teachers when teaching Life Skills to the students. It reveals that most teachers use question and answer method. While personal consultation and group discussions are rarely used.

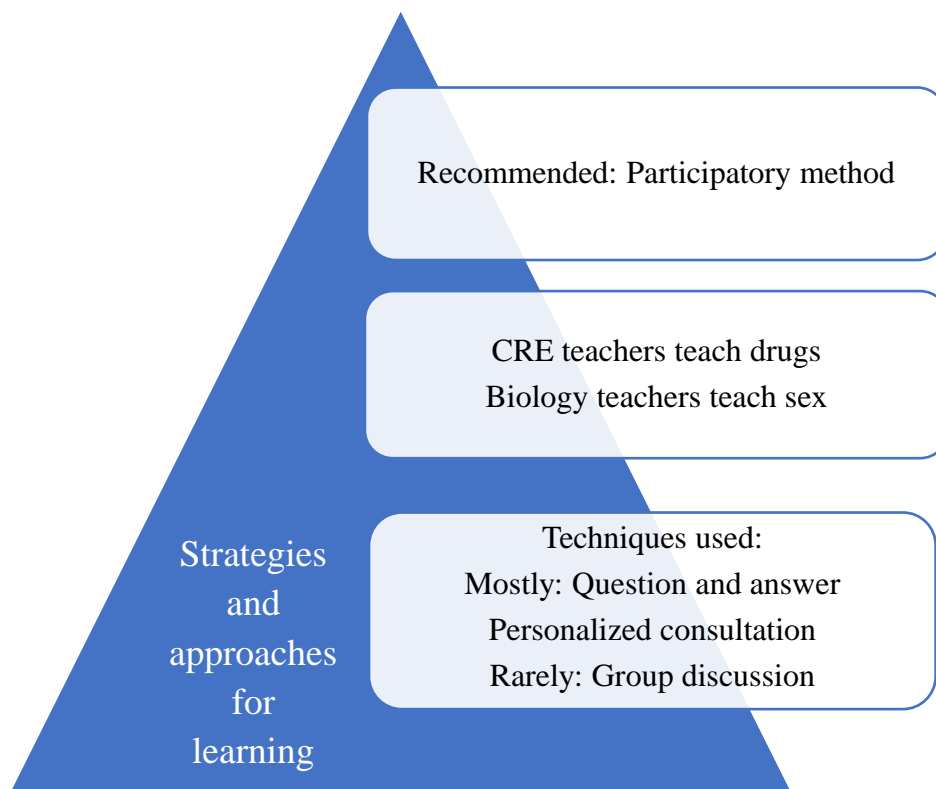


Figure 4. 2 Communication Strategies in Life Skills Education from FGDs

When asked on the best method for learning LS education, the students proposed that a participatory method like role playing, or case studies, we will impart more skills. Majority of the students agreed that the methods their teachers use in class will determine their level of concentration and consequently their retention of the content of the lesson.

I believe if we participate more like the things you are saying like role playing, or case studies, we will acquire more of the skills. But as it is taught now, we feel as if they are stories of other people which do not affect us directly.

(Student

Respondent 49)

It also emerged from the FGDs that students do not easily participate in the learning process because of fear of being rebuffed.

When asked whether they participate in the class during LS lessons, some of the respondents had this to say;

“I am afraid to ask questions in class or give my opinion. I once asked a teacher of biology a question and she said it was a stupid question. I have since learnt to keep quiet”.

(Student Respondent 11)

Further, majority of the respondents’ responses were advocating for more involvement during their lessons. To answer the question whether they would enjoy lessons more if they participated one of the respondents said;

“Perhaps I enjoy lessons mostly when I am able to participate. When the teacher is talking alone, sometimes we fall asleep!”

(Student Respondent 38)

When asked whether they believe the methods used by their teachers adequately help them to acquire life skills, one of the respondents was sceptical and advocated for more involvement.

“Well to some extent. Because they give us information. But I feel that if they could involve us in the discussion or call us for individual consultation then they could help a lot”.

(Student Respondent 34)

Other’s students felt that Life Skills should not be taught the same way other subjects are taught. This was captured by a student respondent below.

Life Skills lessons should be made lively, may be group discussion like, one of us said they do it in church. Not the way they teach mathematics or chemistry. The students should be given time to air their views on these things that affect them rather than being told this is white and the other is black. *(Student Respondent 23)*

From the above findings it is evident that teachers of Life Skills do not use participatory strategies and this could be the reason why the levels of Life Skills acquisition are low among students as attested by rampant cases of underage pregnancies. Studies have revealed that Life Skills tend to be effective in bringing about individual changes relevant to knowledge, skills and attitude in risks areas by equipping learners with psychosocial competencies. However, several studies report deficiencies in the transfer of skills as little emphasis was placed on the acquisition of Life Skills through effective instructional approaches such as modelling, imitation and reinforcements.

Additionally, the use of teacher centred methods in teaching is in opposition to what Yarker posits in a second look at Barnes' *From Communication to Curriculum* that, communication can be seen as a form of curriculum (Yarker, 2016). He identifies the importance of pupil engagement if learning is to be effective and explores some of the patterns of communication which enhance such engagements. As such, learners' acquisition and production of knowledge depends entirely on the premise that is essentially dependent on the effectiveness of communication.

Furthermore, (Nystrand et al., 1997), posit that younger adolescents and their teachers talking together, compose shared understanding that contributes to individual student's learning. Therefore, people learn by participating in communication exchanges. The kind of personal and conversational interaction that exists between teacher and learner is a crucial aspect in the learning process (Barnes, 1992). Barnes further argues that, the children fail in school not because they have difficulty with the language but instead because of the inhibiting effects of rigid and formalised methods of teaching which are often in opposition to the natural inquiry which children develop outside the school.

From the first research question, the study found out that the communication strategies used in Life Skills education in secondary schools in Rongo Sub-County, are non-participatory methods which do not encourage Life Skills acquisition. The study findings also reveal that Life Skills Curriculum was not uniformly implemented in the schools under study and that most teachers and students confuse Life Skills with Guidance and Counselling.

4.4 How communication strategies promote acquisition Life Skills

The second research question required the study to determine the extent to which of communication strategies used in Life Skills Education (LSE) promote acquisition, retention and application of LS for underage pregnancy prevention. The following themes are connected to this research question: objectives of Life Skills, importance of Life Skills Education, Life Skills education and sexuality, communication strategies and approaches.

4.4.1 Objectives of Life Skills Education to Students

Findings from interviews and FGDs agreed that Life Skills can enhance positive changes in learners. The findings from interviews reveal that life skill's main objective is to enrich all aspects of life through enhancing behavioural changes, character building and self-satisfaction for survival in the contemporary society. For instance, teacher respondents at school A and B agreed that Life Skills enable learners to understand the physiological changes taking place in their bodies and how to live with the changes. In the same breath, teacher respondent at school C emphasised that Life Skills enable students to interact with each other and those around them.

The **figure 4.3.** summarises the responses from the teacher respondents on the objectives of LSE

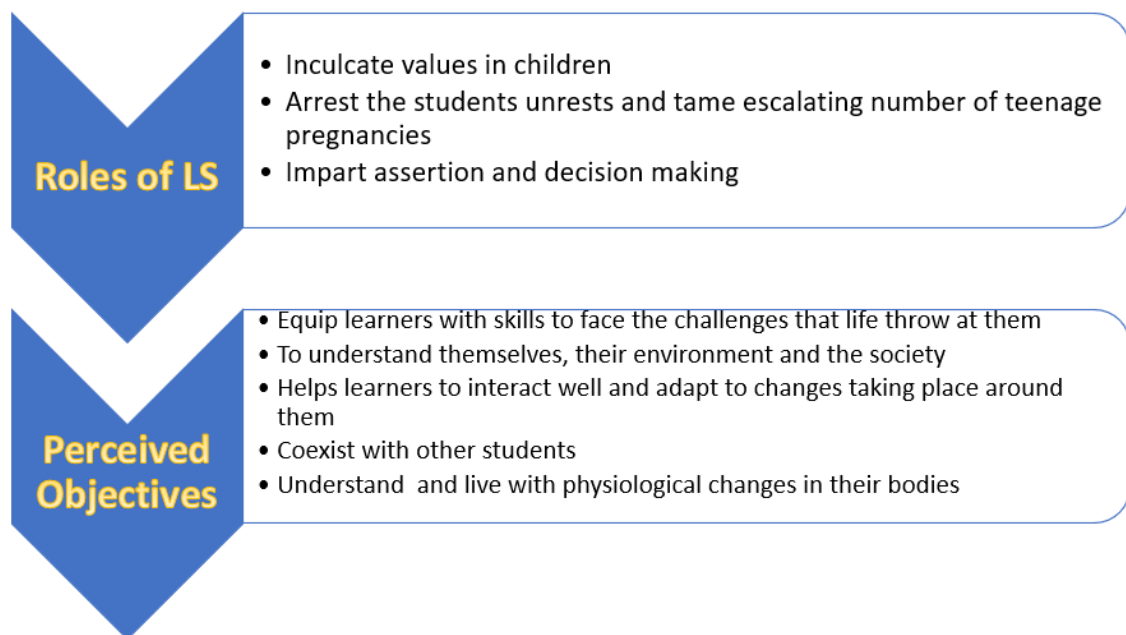


Figure 4. 3 Objectives of Life Skills Education

Although both students and teacher have the knowledge of the aims and objectives of Life Skills, these are yet to be met in the three schools under study. That Life Skills Education aims at change of behaviour, attitudes and values is spelled out by WHO and KIE (Strecher & Rosenstock, 1997; World Bank/IMF, 2012). When asked what role Life Skills play in enhancing positive changes in their learners, one teacher respondent said thus;

A very big role. If what has happened to my students who have learnt some Life Skills is anything to go by, then I believe Life Skills can arrest the students' unrests and tame the escalating number of teenage pregnancies. But this could only happen if these lessons are given earlier in life and taught uniformly in all the schools.

(Teacher Respondent 1)

Another teacher respondent also believes that Life Skills in deed plays a big role;

If the learners acquire the skills like assertion and decision making, it can help them a lot with relationships. I always advise my students and especially girls to have guts to communicate their minds to avoid being used by the other gender.

(Teacher Respondent 4)

When asked why they think students are still suffering from poor sexual and reproductive health outcomes despite being taught Life Skills, one teacher respondent intimated that the students have not acquired adequate Life Skills.

I believe it is because they have not acquired adequate Life Skills. They are not being told the truth by the adults. Can you imagine that the society still believe that students should be preached for abstinence when they can easily be taught about the contraceptives and how to negotiate their use? *(Teacher Respondent 2)*

From the FGDs, this theme explored the students awareness of life skill education and why they should learn it. Most respondents indicated they had knowledge of it and indicated reasons for learning the subject. However, findings from FGDs, reveal two main perspectives on the role played by Life Skills to enhance positive changes in learners. The first group were in agreement that Life Skills indeed play a positive role. One of the respondents had this to say;

I believe Life Skills can help. If a girl is taught things like self-esteem, she can be able to love herself and think about her future more. She could be able to say no to men who only want to buy them chips and use them. *(Student Respondent 19)*

The second group was more concerned with the timing of these Life Skills lessons and therefore in agreement with the teachers' sentiments. They believed that at secondary school, it was late to start communicating certain Life Skills. One of the respondents had this to say;

You see, these lessons come to us late in life when most of us have done these damaging things. Right now, in form three, they can only help those boys who are still green and have not experimented with things. (Student Respondent 26)

The students like their teachers indicated that the success of LS education lies on early teaching especially from primary school and teachers presentation of information. Most teachers were accused of emphasizing on abstinence from sex and not how students should protect themselves against diseases.

Life Skills doesn't help much because most of the times the teachers talk about us avoiding sex; they do not tell us how to protect ourselves against diseases and how not to make a girl pregnant. Most of them think that we do not play sex and therefore we can abstain. (Student Respondent 40)

This assertion agrees with the report on stakeholders' perspectives on Life Skills Education in Kenya which suggested that negotiation was seldom taught ((Musungu et al.). The study reported that the lessons simply advocate that, students say no to sexual activity but does not provide the students who are already engaging in sex information on how to ask their partners to use condoms or how to negotiate other ways. Furthermore, the same report found out that, all stakeholders including, parents, teachers, students and education officials are grateful for the inclusion of Life Skills Curriculum in schools (Musungu et al.). However, parents, teachers and education officials felt that the students needed sexuality education from an early age to overcome the life challenges they face including sexual violence, early exposure to sex, and lack of parental guidance in navigating changes associated with adolescence.

4.4.2 Impacts of Life Skills Education to the Students.

Table 4.3 illustrates the findings on the impacts of Life Skills among students vis a viz the level of Life Skills application to real life situations from the perspective of teachers.

It illustrates that albeit Life Skills seem to have immense benefits to learners and the students gain in the subject is unquantifiable, the students are still unprepared for the challenges they face in everyday life because of the poor implementation of the subject in schools. The communication strategies are mainly lecture and question and answer which are top bottom communication approaches with limited room learner involvement. Furthermore, the teaching of other examinable subjects during Life Skills lesson in order to cover syllabus, not only makes students to dislike the subject, but also portrays how unimportant the subject is. The teaching of students already in trouble does not amount to much.

Table 4. 3 Impacts of Life Skills Education on Students

Benefits of Life Skills education to learners	Level of life skill acquisition among learners	Preparedness of learners with Life Skills
<ul style="list-style-type: none"> ▪ Gain knowledge of their sexuality ▪ Learn how to take precaution in case of sexual encounters ▪ able to say no to sexual advances ▪ learn what sex is and how to abstain and say no to sexual activities ▪ protect themselves from the consequences of irresponsible sexual behaviour. 	<ul style="list-style-type: none"> ▪ Very low -Rarely taught -left to guidance and counselling -left to teachers only -untaught lessons -only students in trouble are taught Teaching methods are lecture and question and answer -time table is not followed - Life Skills lessons used to cover syllabus for other subjects 	<ul style="list-style-type: none"> ▪ Learners are unprepared, grappling with challenges such as peer pressure, drugs, and premarital sex.

4.4.3 Life Skill Education and Sexuality

To determine the extent to which communication strategies used in Life Skills Education (LSE) promote acquisition, retention and application of LS, it was important to find out if

the Life Skills the students have acquired helps them navigated through the challenges they face in sexual relationships.

Table 4.4 illustrates the source of information on sex, the consequences of sexual risk taking and the ways of avoiding these risks.

From Focus Group Discussions (FGDs), students predominantly grapple with premarital sex and problems arising from sexual relationships including underage pregnancy.

Table 4. 4 Life Skills and Sexuality Education

Source of sexual information	Reasons for premarital sex	Consequences of sexual risks	How to avoid premarital sex
<ul style="list-style-type: none"> ▪ social media e.g. YouTube and porn sites ▪ friends ▪ siblings ▪ biology lessons ▪ Churches 	<ul style="list-style-type: none"> • peer influence • money • idleness • parental strictness 	<ul style="list-style-type: none"> • Addiction to premarital sex • Alcohol and drug abuse • Diseases e.g S.T.I, HIV Aids • Unplanned Pregnancy • Abortion • School drop out • Stress 	<ul style="list-style-type: none"> • students to stay in school-it is safer than home • Girls education on abstinence and use of contraceptives • Parents to provide basic needs for girls • Sex education to be provided at home • Provision of contraceptives to girls • Provision of Life Skills Education on various forums • Small group discussions on challenges in school • Students to be taught of contentment with what they have

The study found out that most students engage in sexual relationships with dire consequences. A boy respondent acknowledged that most of them engage in sex due to peer influence. When asked the challenges they face he said;

“Mostly sex. In our dormitories discussions about sex is majorly done. These people who have not tasted are laughed at. It forces you to look for a girl and try”.

(Student Respondent 3)

While some girls are also driven into sex through peer pressure, majority engage in transactional sex because of poverty. One of the girls, Respondent Number 23 intimated that;

Personally, it is during corona holiday that I had sex. I was doing a lot of hawking, maize and sometimes ground nuts. My mom is a single mother and she does not have work so I had to help. Most people who buy my maize or groundnuts are boda-boda guys. I take them maize they buy all of them, then I don't have anything to do the whole day that's how I got involved.

(Student Respondent 43).

The study also established that the students have knowledge about their vulnerability but the knowledge is not necessarily got from Life Skills lessons at school. Majority of the respondents cited social and main media as their sources of information.

When asked if they are aware of the consequences of premarital sex, one of the respondents said;

We are not only aware; we have seen our friends drop out of school because they have become pregnant. Some have contracted diseases of various kinds. Some have aborted safely and some have not been very lucky. So, madam we are aware of the consequences.

(Student Respondent 39)

It was also evident that despite having the knowledge on their susceptibility to risks, they are still involved in these risky behaviours. Some of the respondents had these to say;

We are having sex with these girls and exposing them to pregnancy. We are also involved. Personally, I started having sex in class eight A girl told my best friend that she dreamt about me, and I have to give her what she wants.

(Student Respondent 1)

Sex is rampant. No one to pretend that they don't play sex. The adults are assuming that teenagers are not playing sex. The youth are into sex whether we like it or not. Life Skills should be based on how best to use contraceptives for girls. *(Student Respondent 46)*

The interview corroborates the FGDs that premarital sex is the major challenge that students are suffering from. When asked their opinion why they think their students are still suffering from poor sexual and reproductive health outcomes despite the implementation of Life Skills education, one teacher respondent had this to say;

The students are not taught earlier in life. When they go home, they engage in sexual activities and parents do not bother. Some because of poverty are engaged in transactional sex. These boda-boda guys are their main clients, a ride or a packet of chips and our girls pay with their bodies. There's a time we forbade our students from riding in boda-boda but still, we cannot live with them in their homes. In this mixed school, students have relationship amongst themselves and have sex with abandon.

(Teacher Respondent 3)

From these findings, it is evident that the dominant challenge that most students are facing is premarital sex. This resonates with other findings showing students' involvement in illicit sexual relationships (Wanjiku, 2017). Although the school is the agency for helping the young people to deal effectively with critical problems of everyday life, little has been achieved. As a result of the fast-changing world, school going children between the ages 4-19 in pre-school, primary and secondary schools face array of challenges which education is set to address (Tyler, 2013).

With the escalating underage pregnancy which is a problem both globally and in Kenya, with considerable side effects on the lives of both mother and infant (Daniels, 2015; Socolov et al., 2017; World Health Organization, 2018). These findings attest to the fact

that premarital sex together with its attendant consequences is still a major challenge that the students face (UNFPA, 2018).

The study also in attempt to determine the extent to which communication strategies facilitate life skills acquisition, retention and application, set out to find out whether the skills acquired in Life Skills education help learners to prevent the consequences of sexual risk taking and especially underage pregnancy. The study established that since the level of Life Skills acquisition is very low, the students are still exposed to challenges arising from sexual relationships with dire consequences such as, underage pregnancies leading to school dropout or abortions, and STIs. While some respondents blamed the syllabus inadequacy as the reasons for low levels of Life Skills acquisition, the majority blamed it on the way it is communicated to them.

When asked whether their knowledge in Life Skills can help in the prevention of the consequences of sexual risk taking and especially underage pregnancy, the students fell into two main groups. The first group were sceptical because they believed that what they are taught in Life Skills do not address the real challenges they are facing. One such respondent said that;

Life Skills don't help much because most of the times the teachers talk about us avoiding sex; they do not tell us how to protect ourselves against diseases and how not to make a girl pregnant. Most of them think that we do not play sex and therefore we can abstain. *(Student Respondent 20)*

Another respondent with the same opinion said that;

Life Skills lessons should emphasize on refusal and negotiation skills. The girls normally go to older people for sex because they lack basic things. If the girls are faced with older men for transactional sex, they can negotiate the use of protection or even have the courage to refuse. The parents should also be responsible and provide their girls with basic needs. *(Student Respondent 18)*

The second group believed that Life Skills can help them navigate these challenges, however, they were in agreement with the first group on the account that they are not taught Life Skills in the right way and that I the reason why they cannot apply them;

Life Skills can help but if teachers take their time and if it is taught from an early age. Those girls who are already doing sex cannot be helped by being told to abstain. I believe Life Skills can help us. The problem is teachers do not take it seriously and sometimes it is not taught at all. *(Student Respondent 4)*

Others of the same opinion also felt that since most students in high school are already sexually active, the teachers of Life Skills should stop preaching abstinence;

If people have enough knowledge especially on how to prevent diseases and pregnancy, then this thing can be avoided. The children should be taught about sex early enough.in high school, most students have done it. If they teach us this life skill right from primary school, then we can gain from them. And I believe that people should stop preaching to us about abstinence. They should teach us how to protect ourselves from the consequences of sex just like the teacher in dream girl.

(Student Respondent 38)

The teachers' interviews revealed similar findings as that of the FGDs with regard to syllabus inadequacy.

The syllabus advocates for abstinence. But for this to work, the students ought to have started learning Life Skills early in life. As per now, the students are already sexually active and should be made aware of the use of protection instead of abstinence. The use of contraceptives for girls is also not such a bad idea. Most of these students get pregnant multiple times. *(Teacher Respondent 5)*

Another respondent became very emotional when asked Why they think students are still suffering from poor sexual and reproductive health outcomes despite being taught Life Skills had this to say;

I believe it is because they have not acquired adequate Life Skills. They are not being told the truth by the adults. Can you imagine that the society still believe

that students should be preached for abstinence when they can easily be taught about the contraceptives and how to negotiate their use? These children are not virgins, madam, truth be told. You cannot insist that a child who started having sex in primary school should abstain. But I believe if they are knowledgeable about how to protect themselves from the ugly consequences of premarital sex, then they will be helped!

(Teacher Respondent 3)

The majority of the respondents however, alluded to the teaching methodologies as the reasons for low levels of Life Skills acquisition. When asked whether they believed their communication strategies yielded high returns in terms of Life Skills acquisition, one of the respondents had this to say;

I believe when the students are involved in the learning process, by letting them identify their problems and find their own solutions that's when they would be able to apply the knowledge in real life situation. Life Skills is however not making much impact because most teachers use teacher centred method.

(Teacher Respondent 2)

Other teachers' respondents were also in agreement that Life Skills acquisition largely depends on the communication strategies;

Your communication approach will determine how much information you will gain. I remember I didn't do well in mathematics simply because of how the teacher communicated with us. I try my best to be friendly to my students lest they develop a negative attitude like I did. I believe the level of acquisition is low because the learners are not actively involved in the process. When the students are involved in the learning process, they gain more than when they are just sitting there and doing the listening. It is true with other subjects. I believe it is the same with life.

(Teacher Respondent 1)

Teachers also believed that their communication strategies can endear them to their learners or not. One of the respondents intimated that the students trust them more than they trust their parents because of the way they communicate to them;

The way you communicate some of these things would determine whether they are heeded or not. I tell you; these students appreciate those who are not harsh and those who handle them with a lot of care. Why do you think some of them

do not trust their parents? Because they quarrel them and shout at them.
(Teacher Respondent 4)

The results from the FGDs corroborates the interview findings on the role communication strategies. When asked whether they believe the methods used by their teachers adequately help them to acquire life skills, one of the respondents felt that their involvement in the learning process would yield better returns.

“Well to some extent. Because they give us information. But I feel that if they could involve us in the discussion or call us for individual consultation then they could help a lot”.

(Student Respondent 3)

Other student respondents felt that Life Skills should not be taught the same way other subjects are taught;

Life Skills lessons should be made lively. I suggest life skills lessons may be group discussions just like they do it in church. Not the way they teach mathematics or chemistry. The students should be given time to air their views on things that affect them rather than being told this is white and the other is black.

(Student respondent 29)

Life Skills Education is intended to help learners demonstrate ability to apply the relevant Life Skills in dealing with emerging issues and other challenges effectively (Adika, 2013; UNICEF, 2019). From this study however, the students are still unable to apply Life Skills that they have acquired in class to real life situations as attested by the escalating number of underage pregnancy (World Health Organization, 2018). This study is in agreement (Musungu et al.) who found out that, parents, teachers and education officials felt that the students needed sexuality education from an early age to overcome the life challenges they face including sexual violence, early exposure to sex, and lack of parental guidance in navigating changes associated with adolescence.

This study highlights the inadequacy of the curriculum to address the needs of students who are already sexually active. On the same note, (Jegannathan et al., 2014), posit that if the goal of Life Skills Education is to promote safe sex. For instance, the efficacy beliefs and skills related to condom use as well as proper communication skills on how to communicate with one's partner on adopting safer sex should be included. The study further found out that, when values and attitudes are shared in schools, the teaching methods reported by the teachers and the students are often a lecture and not discussion. Undoubtedly, students are able to recite values such as humility, honesty and self-esteem but when asked which of these values are important to them as opposed to those valued by others, they struggle.

Life Skills programmes in general are helping learners make better choices targeting risky behaviours and situations in countries such as; Lesotho, Swaziland and Zimbabwe which have adopted Life Skills Education as a measure to equip learners with various skills in an attempt to promote acceptable attitudes and behaviour (UNFPA, 2019).

Studies from countries such as Nigeria, Malawi, Uganda and South Africa which had the highest HIV and AIDS prevalence rate also implemented Life Skills Education in schools with various levels of success (UNFPA, 2019). Two separate studies conducted in India found out that, Life Skills Education was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence, low self-esteem among others (Prajapati et al., 2017). The studies concluded that, Life Skills education has a positive effect and improves social development, emotional and social adjustments, thus suggesting an increase in compatibility of adolescents and public health.

However, from this study findings Life Skills education is not making the intended impact partly because of the syllabus inadequacy and largely because of the communication strategies that do not support learners' involvement and hence limited skill knowledge acquisition and consequently, no retention and application.

4.5 Challenges in the use of communication strategies in LSE to facilitate application

The third research question was to examine the challenges in the use of communication strategies to facilitate Life Skills application in real life. To answer this question, the sub-themes that emerged were student challenges and administrative challenges.

4.5.1 Student Challenges

Figure 4.4 illustrates the challenges from FDGs cited by the students respondents and how these challenges affect the acquisition of Life Skills for their use in everyday.

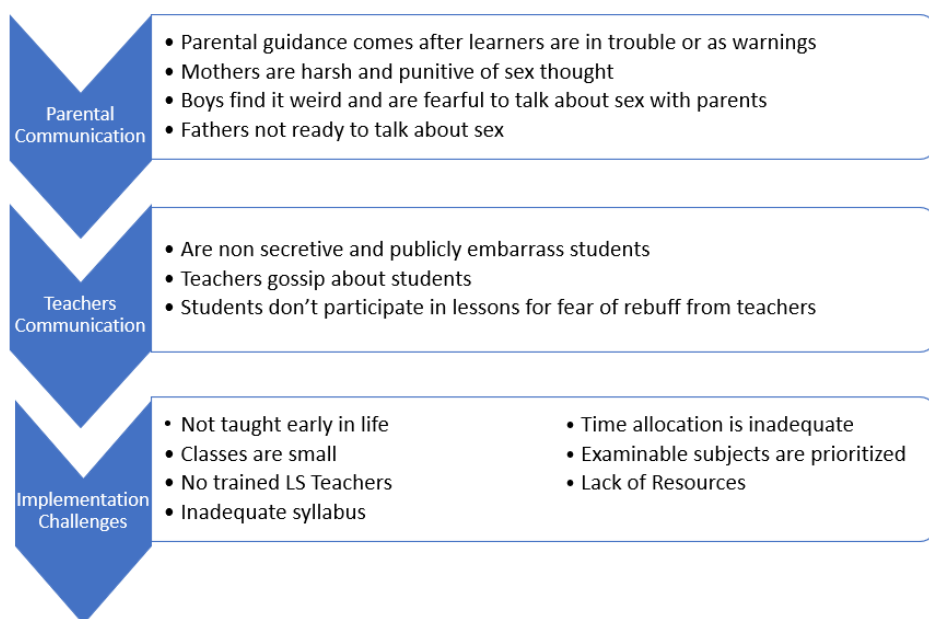


Figure 4. 4 Challenges in Life Skills Implementation

From the Focus Group Discussions (FGDs), a recurrent concern was the role that parents should play in guiding their children through challenges that comes with

adolescence. From the study findings, it was apparent that there is little or no communication that take place between parents and their children on sex.

More boys compared to girls reported no communication with parents on sex matters.

My parents cannot even speak to me about such things, my father is so harsh and even me I don't want any friction with my parents. My dad is unapproachable. I am close with my mom but my mind has never directed me to speak about these things.

(Student Respondent 18)

Other boys felt that their parents give more attention to their sisters than they do to them. One respondent said that;

"Most parents would talk to you after you find yourself in trouble. Although my sister tells me mom often talks with her about sex. She has never talked to me". (Student Respondent 10)

Although girls reported talking more with their parents, the consistent idea between boys and girls was that the parents do not communicate with their children early enough. Most of them will wait until you got into trouble, and at such times, the communication would be characterised by warnings and threats.

"The only time my mother talked to me about sex when she told me, wewe tembea tu na wasichana lakini usilete mimba kwangu" (just walk around with girls but do not get them pregnant).

(Student Respondent 47)

With parents it can be very tricky. If you shoot some points, they might think that you are spoilt and are having sex. I'd rather not dare.

(Student Respondent 33)

In addition to the challenges students face, the findings from the interviews indicated that parents have remained spectators and left parental role to teachers. This happens as children engage in sexual activities with parents knowledge influenced by poverty levels that sometimes lead to transactional sex. This is alluded to the fact that most girls get pregnant during holidays compared to school days. The results from the interviews

resonates with the students' views on parental guidance in sex education. The teacher respondents blamed the parents of absconding their duties of teaching their children Life Skills especially on sexuality.

Ours being a mixed school, our major problem is boy girl relationships and relationships from outside school. I cannot say that we have managed to curb the problem but at least we have tried and especially when students are in school. When our students came from corona holidays, some of our girls got pregnant. It's obvious that parents have absconded if the statistics of teenage pregnancy in the public domain is true. And even our students who are expectant and others who have given birth would have not fallen victims if the parents were actively involved in inculcating morals in their children. *(Teacher Respondent 3)*

One of the teacher respondents felt that their efforts in teaching Life Skills are watered down by the parents who failed to play their parental roles.

The students are not taught earlier in life. When they go home, they engage in sexual activities and parents do not bother. Some, because of poverty are engaged in transactional sex. These boda-boda guys are their main clients, a ride or a packet of chips and our girls pay with their bodies. There's a time we forbade our students from riding in boda-boda but still, we cannot live with them in their homes. In this mixed school, students have relationship amongst *themselves* and have sex with abandon.

(Teacher Respondent 6)

The findings on parental responsibility resonate with a qualitative study on teenage pregnancy in Kenya's Kilifi County which found out that, in the past, children would sit with their grandparents and give them advice on how to live and take precaution in life and the do's and the don'ts unlike the present times whereby the parents are too busy that they don't have parent-child talk to give them advice on what's wrong and right and even guide the girl child on how to handle herself when she reaches her adolescent stage(Ssewanyana et al., 2018). Due to lack of knowledge where the girls don't even

have an idea about sexuality education, she gets herself pregnant unknowingly. Lack of literacy and knowledge on sexuality are associated with early and often unprotected sexual debut (Njoka, 2016).

Other findings from FGDs revealed that students can share challenges they face with people they trust. These included teachers and friends. On the other hand, parents were not mentioned. Even then, Not all students trust teachers. The study findings demonstrated that some students trusted their teachers with issues to do with academics but never with their intimate matters. Most students believed that teachers were to be respected and not bothered by issues that students could easily find solutions for from peers;

“I can only share mathematical concepts with teachers. Any intimate things about sex I cannot trust them with teachers. It is better if they just believe that I am a mathematician and nothing else”. (Student Respondent 18)

Other student respondents intimated that they find it hard to trust teachers with confidential information. For example, a student reported thus:

“I approached another teacher because I was very stressed out. But after that, I found out that most teachers already know that story and pointing fingers at me. So, I cannot trust the teachers”. (Student Respondent 44)

However, this was seen as an opportunity for teachers to be trained as teachers of Life Skills (LS) and especially on communication approaches so that they can implement its teaching effectively. When the students acquire the skills, they can also be resource persons to their peers since who trust them for guidance on sex matters.

Because of parental irresponsibility, this study established that Students preferred being in school rather than home. This could be because they spend most of their time with teachers and they can freely open up to them than their parents. Teachers are

viewed by students as trusted and respected sources of information, and are commonly approached by students with health-related and/or sensitive issues (Ollis & Meldrum, 2014). Teacher involvement in sensitive issues leads to more effective education than when children are informed on these issues by parents alone (Cohen, & Randall, 2012). For instance, it is known that school-based sexuality programs are valued by parents and make the discussion of sexual issues at home an easier process. Parent-child discussions of sensitive issues are also stimulated by school-based child protection programs (Rudolph et al., 2018).

Moreover, the study revealed that girls are more vulnerable and are prone to premarital sex leading to consequences including underage pregnancies at home. This assertion supported by (Bewa, 2021) whose study on school closure and students pregnancy posited that consensual sex appeared to have seen a sharp increase when schools were closed because of covid19 citing idleness and boredom as the main reasons for increased sexual activities among teenagers.

From the finding discussed, it is evident that the kind of trust that exist between a teacher and a learner will contribute to acquisition and retention of knowledge. This trust is achieved by effective communication. This is emphasised by Ryan when he posits that, since the family is increasingly becoming unstable and unpredictable the teacher and the school remain the only environment where holistic development of the individual may take place (Ryan, 2001). This assertion is supported by two recent studies whose findings support students being in school is much safer compared to home (Burzynska & Contreras, 2020; Villegas et al., 2021)

For Life Skills education to make impacts on the lives of the students, there is need for concerted efforts from all the stakeholders of which parents are key players as they are in the most immediate layer of an individual's environment which also comprise the

family, school, peers, religious institutions and neighbours (Härkönen et al., 2017). In the development of a child, it is important for them to have long-term mutual interaction with adults who have a stake in the development of the child, and the parents have a higher stake.

4.5.2 Administrative Challenges

Apart from the challenges emanating from the focus groups, challenges in teacher preparedness, schools' capacity also affected the Life Skills acquisition and application by students.

The responses on Table 8 indicate lack of preparedness among teachers and schools to prepare students to face numerous challenges in the society. Despite of the Life Skills subject being timetabled for teaching in schools as a requirement by MOEST, it has remained unattended at the expense of other examinable subjects syllabus coverage. This is also influenced greatly by lack of trained teachers to teach the subject in schools and lack of parental guidance. With many challenges affecting the youth, this may be the major cause of school dropout, restlessness in schools, student teacher conflict.

Table 4. 5 Challenges in Implementation of Strategies and Approaches in LSE

Students' challenges	Teachers Preparedness	School preparedness	Life Skills Knowledge application among students
<ul style="list-style-type: none"> • learners have myriad of challenges • Life Skills are not adequately implemented in the schools • Life Skills not taught in the right way • not taught earlier in life • Peer influence and social media influence 	<ul style="list-style-type: none"> • Lack of formal training on Life Skills education • No resource materials e.g. textbooks • Lack of preparation • No guidelines e.g. others teach based on knowledge acquired from church 	<ul style="list-style-type: none"> • Small sized classrooms inadequate for participatory teaching methods • Inadequate time • Life Skills is un examinable, hence little emphasis • Lack of teachers trained to teach Life Skills • High student to teacher ratio 	<ul style="list-style-type: none"> • Students are inadequately prepared • Some are not taught, hence vulnerable

When asked how prepared they were to teach Life Skills using the participatory strategies, most of the teacher respondents answered that they were not prepared. None of the teachers who teach Life Skills in the three schools was a trained Life Skills teacher;

“Well, who is really prepared? They expect teachers to handle it even when they are not prepared. Once a teacher, always one”. (Teacher Respondent 4)

Some of the teachers indicated that they are teaching Life Skills because they are passionate about it;

I teach Life Skills as a passion. I’m a trained teacher of English and not a Life Skills teacher. I was a signed to handle guidance and counselling department without specialised training. But I have since read a lot about it and I believe I’m

doing just fine.
Respondent 3)

(Teacher

One of the respondents who teaches a science however, said that he has some sort of training to handle Life Skills lesson from the workshops he has attended in his church.

Do you know that I'm a chemistry teacher and yet I find sometimes to teach life skill? The knowledge I have in Life Skills I have acquired mostly from church. There are no trained teachers of Life Skills in this school that I know of. *(Teacher Respondent 5)*

A less common response came from one of the guidance and counselling teacher who not only felt that all teachers are prepared to handle Life Skills but they also have vast experience to use the participatory approaches in the teaching and learning of Life Skills.

The study also found out most of the schools have little or no capacity to apply participatory approaches in teaching and learning of Life Skills. The recurrent response across all school was lack of resources, limited time and space as well as lack of trained teachers on the subject.

From FGDs, respondents cited lack of limited space, time and lack of books on Life Skills.

"I think time which is only 40 min could not allow for methods like group discussions. The class are also small".
(Student Respondent 44)

The same sentiments were echoed by the teacher respondents. When asked what was their school's capacity to apply participatory strategies in the teaching of Life Skills, one of the respondents had this to say;

We lack resources. Most of the books I use I have borrowed from a neighbouring school. Some I have got from the internet; some were donated by an organisation called dream girl. But as for the school, we have no capacity to adequately teach Life Skills leave alone apply those participatory strategies.
(Teacher Respondent3)

Another respondent also echoed the same sentiments;

“Our school has no capacity. The Life Skills teachers are not there and the students are so many. Participatory methods would not work”. (Teacher Respondent 1)

The study also found out that the implementation of Life Skills is affected by various challenges including, teacher preparedness, poor infrastructural development and lack of teacher training. These findings are in agreement with a study which established that, Life Skills training is a critical component of learning in primary schools and is relevant in the current environment facing pupils in schools and in life in general. However, challenges existed in administration of the course because only a few teachers have undergone training on the curriculum. The study also noted that the course is not examinable in national examinations and as such little effort was invested in the course (Okech, 2015).

A study found out that the use of interactive methods by teachers after the introduction of LSE in schools was constrained by large classes, inadequate materials and inadequate training to teachers on the subject and thus covered fewer sensitive topics and spent less time on the subject (Mugao, 2013). Another study that is in agreement with the findings of this research, revealed that although most teachers were able to demonstrate some knowledge on the meaning of participatory methodology and Life Skills, in many cases their answers tended to be superficial and more the product of guess work than of genuine understanding (Shirk et al., 2012).

This study set out to investigate the communication strategies and life skills application for underage pregnancy prevention. The study was triggered by the fact that life skills curriculum which has been in secondary school for a decade; from 2008 up to date but has not helped the learners to navigate through the challenges they encounter in everyday life and especially in dealing with sexual and reproductive health issues. From

the findings, it is evident that life skills have been haphazardly implemented in schools and teachers are not using appropriate communication strategies to facilitate acquisition, retention and consequently application of life skills by the students.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the Findings

This section summarized the findings based on three research questions which were geared towards establishing communication strategies used in Life Skills Education; how are the communication strategies in Life Skills Education leads underage pregnancy prevention and the challenges in the use of communication strategies in disseminating of Life Skills in secondary schools in Rongo Sub-County, Kenya.

The first research objective was geared towards establishing the communication strategies used in Life Skills Education in secondary schools. The study established the existence of Life Skills in all the three schools, timetabled as a standalone subject, integrated into other subjects as well as part of guidance and counselling. However, the study revealed that Life Skills is rarely taught and the guidance and counselling provision only cater for a limited number of students; those who seek help especially because they are already in trouble.

The study also revealed that in the teaching of Life Skills, teachers only use teacher centred methods such as lecture and question and answer. These are one directional, top bottom strategies that do not facilitate feedback. Therefore, students' involvement in the lessons is limited. As a result, the level of Life Skills acquisition by students is low

attested by the many poor sexual and reproductive health outcomes including underage pregnancies.

The second research objective was to determine whether communication strategies promote acquisition, retention and application of Life Skills for underage pregnancy prevention among secondary school students. The study found out that there was a relationship between the communication strategies used by the teachers in Life Skills classrooms and the acquisition, retention and consequently application of Life Skills in real life. The reason the students still suffer from the consequences of sexual risk taking was partly attributed to the teacher centred, monologic strategies used in Life Skills Education.

The study also revealed that those students who have interacted one on one with the teachers especially in guidance and counselling have exhibited change of behaviour. This further emphasises that effective communication results in behaviour change.

The third research question was set to determine the challenges in use communication strategies in life skills to facilitate application. The study established that Life Skills implementation in secondary schools is characterised by many challenges. These challenges hamper the application of participatory strategies in the classroom leading to low level of Life Skills acquisition by the learners. The challenges among others are; lack of parental involvement in the lives of their children, inadequate learning resources, limited time allocation for Life Skills; lack of a measuring tool for input and output of Life Skills, poor capacity building for teachers.

5.3 Conclusions

From the first research objective, the study found out that the communication strategies used in life skills education in secondary schools in Rongo Sub-County, are non-

participatory, one directional and top-bottom communication strategies which do not encourage Life skills acquisition. The study findings also reveal that life skills curriculum was not uniformly implemented in the schools under study and that most teachers and students confuse life skills with guidance and counselling. The study therefore concludes that the teaching and learning of Life skills has not taken root in most secondary schools. The curriculum is haphazardly implemented and the communication strategies used in life skills classrooms do not encourage the learners' involvement in the learning process.

From the second research objective, the study reveals that, life skills education is not making the intended impact partly because of the syllabus inadequacy and largely because of the communication strategies that do not support learners' involvement and hence limited skill knowledge acquisition and consequently, no retention and application. Based on the findings, the study concludes that, there is a direct link between communication strategies used in life skills education and the acquisition, retention and application of life skills by the students to deal with life challenges including underage pregnancy prevention. Because the teachers of life skills in the three schools do not involve students in the learning process through the use of participatory strategies, the learners' levels of life skills acquisition are low and this explains the escalating numbers of underage pregnancies among secondary students in Rongo Sub-County.

The third research objective revealed that, utilization of communication strategies in the teaching and learning of life skills in secondary schools is affected by so many challenges ranging from parental irresponsibility which affect the students' acquisition, retention and application in real life situations to administrative challenges such as inadequate resources, lack of teacher capacity building and limited time allocation.

5.4 Recommendations

The study sought to find ways of overcoming the challenges encountered during the implementation of life skills education in the secondary schools and especially with regards to communication strategies in the teaching and learning of life skills. The following recommendations were suggested:

- i. The Ministry of Education should conduct inservice training on the use participatory approaches in communicating life skills in secondary school. Furthermore, for adequate implementation of LS, the Ministry of Education should formulate a policy for the subject to be made compulsory examinable.
- ii. The dissemination of life skills require involvement of all stakeholders so as to be effective, so the community, churches and parents should be invoved in the inculcation of morals to the youths .
- iii. To enhance creativity in the dissemination of life skills, resources such as projectors and other audio visual aids should be availed by the school administration for learners to embrace the subject. In addition to this, there should be infrastructural development in schools to provide for space for adequate participation.

5.5 Suggestions for Further Research

This research focussed on the communication strategies as a means of facilitating acquisition, retention and application of life skill knowledge in real life situation by the students. It found out that there is a link between communication strategies and life skills acquisition. Further research should look into other challenges preventing the transfer of life skills knowledge into real life situations by the students. The research also found out that the teachers may be imparting life skills knowledge to the students in school but their efforts are watered down by other stakeholders and especially the

parents. Another area for further research would therefore be, the role of parental communication on life skills acquisition by the students.

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APPENDICES

Appendix i: Observation Recording Schedule

This observation recording schedule was used to identify how respondents were involved in terms of participation, learning processes, task assignments, and to indicate any elements of imitation and mimicking, coaching, role assignment and general interactions.

The researcher will keenly observe and record responses to following areas:

1. The teacher's facial expression and posture at the beginning of the lesson.
2. The students' sitting posture and response to ice breaker if any.
3. The teacher used verbal and non-verbal cues to communicate with the students?
4. The teacher positively responded to the non-verbal cues?
5. The teacher is comfortable with the topic, has a rapport with the students?
6. What instructional strategies does the teacher use?
 - Participation
 - Task assignment
 - Role distribution
 - Group mobilization
7. Do all students participate in class?
8. Does the teacher reward the students for accomplished tasks?
9. Describe any problem solving or decision- making skills the students displayed.
10. what resources did the teacher use?
11. What communication strategies does the teacher use?
12. what feedback mechanism are the students employing? Do they ask questions?
13. Is there any disruptive behaviour from the students?
14. How are disruptions handled?
15. How does the teacher end the lesson?

Appendix II: Interview Guide for Teachers

Teacher's interview guide

1. How are Life Skills taught in your school?
2. What do you perceive are the objectives of Life Skills education?
3. Do you believe that Life Skills Education can enhance positive changes in your learners with regard to sexual risk taking?
4. What is your assessment on the level of Life Skills acquisition among your learners?
5. Do you think your students have acquired Life Skills adequate to navigate through life challenges?
6. What are communication approaches that you use in your classes to enable your students to acquire life skills?
7. What communication approaches do you use to earn your learner's trust
8. Do you believe your communication strategies yield high returns in terms of Life Skills acquisitions?
9. What in your opinion is the link between participatory communication strategies and the transfer of Life Skills to the students and the application of the same to real life situation?
10. What role does Life Skills play in enhancing behaviour change in your learners?
11. Why do you think students are still suffering from poor sexual and reproductive health outcomes despite being taught Life Skills?
12. how prepared are you to teach Life Skills?
13. What is your schools' capacity to apply participatory communication strategies in teaching of Life Skills?
14. What factors affect the ability of secondary school learners to use Life Skills knowledge with challenges they face in life.
15. Suggest interventions that can be put in place to overcome the challenges in using the recommended communication strategies for effective Life Skills acquisition by students.

Appendix iii: Students FGD Guide

Topic guides for the study of communication strategies in Life Skills Education for underage pregnancy prevention.

Personal details FGD's

-Demographics

-Nature of school

-Class

-Gender

1. Existence of Life Skills
 - a) Existence of Life Skills
 - b) Life Skills topic covered
 - c) Life challenges
2. Communication strategies
 - a) Examples of communication strategies used
 - b) Student participation
 - c) Teacher feedback
 - d) Challenges in application of Communication strategies
3. Sexuality Education
 - a) Sources of Information
 - b) Communication on sex with parents
 - c) Communication on sex with teachers
 - d) Awareness of sexual risk-taking
 - e) Risky practices and circumstances
 - f) People likely to be at risk
 - g) Perception of own risk
 - h) How risks can be avoided
4. Life skills and sexual risks
 - a) Knowledge of Life Skills in the prevention of sexual risk-taking
 - b) Life Skills application in own situation

Appendix iv: Nodes Samples from Teachers Interviews

Objectives of life skills education

<Internals\\Teacher Interviews\\TR 1\\TR 1 School A> - § 3 references coded [3.60% Coverage]

Reference 1 - 1.89% Coverage

To equip learners with skills that can enable them to face the challenges that life throw at them

Reference 2 - 0.82% Coverage

Life skills inculcate values in this kids

Reference 3 - 0.89% Coverage

they should be able to take in any challenges.

<Internals\\Teacher Interviews\\TR 2\\TR2 SCHOOL B> - § 2 references coded [3.48% Coverage]

Reference 1 - 1.44% Coverage

help the students to deal with the challenges they face in their lives

Reference 2 - 2.04% Coverage

Appendix v: Nodes Samples from Students FGDs

Consequences of sexual risk taking

<Internals\\Students Interviews\\Group 1 School A Boys\\Group 1 School A Boys> - §

3 references coded [1.91% Coverage]

Reference 1 - 0.60% Coverage

premarital sex. I think I am addicted to it.

Reference 2 - 0.54% Coverage

peer pressure, especially to abuse drugs

Reference 3 - 0.76% Coverage

S.T.I, you can get Aids, and you can make a girl pregnant.

<Internals\\Students Interviews\\Group 1 School B Girls\\Group 1 SCHOOL B GIRLS>

- § 3 references coded [5.36% Coverage]

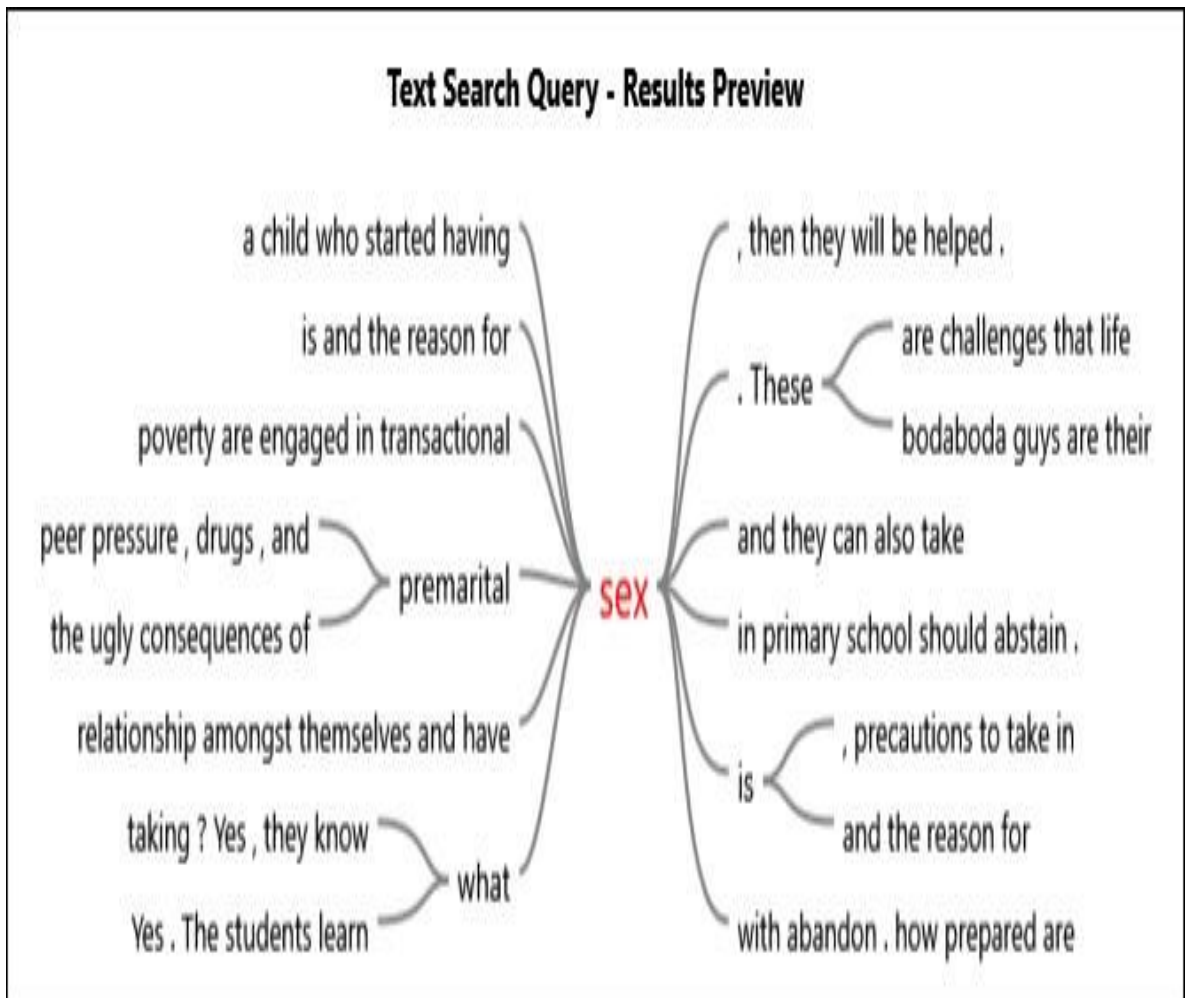
Reference 1 - 2.09% Coverage

premarital sex that leads to pregnancies. Some girls when they are pregnant they drop out of school while others abort

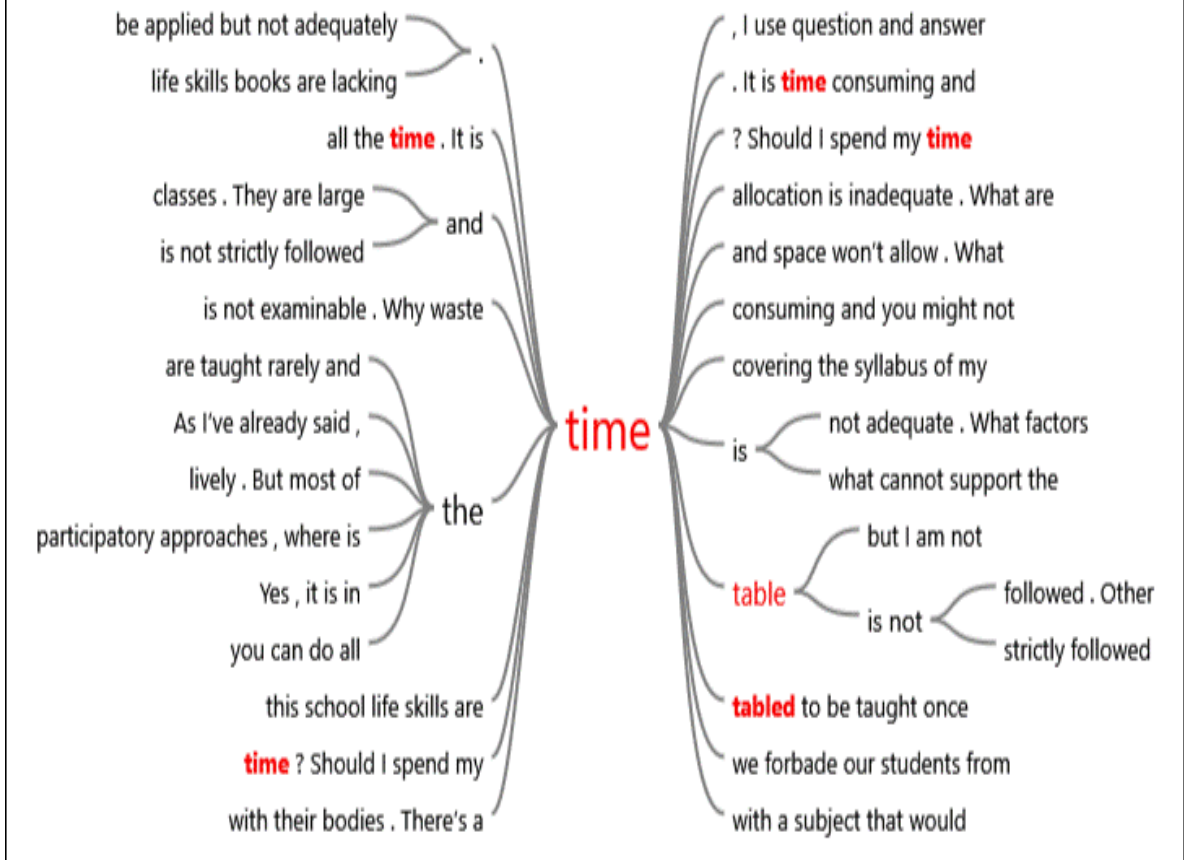
Reference 2 - 0.97% Coverage

drop out of school because they have become pregnant.

Appendix vi: Word Queries Samples from Coding Process



Text Search Query - Results Preview



Appendix vii: University Permission



OFFICE OF THE DEAN
SCHOOL OF GRADUATE STUDIES

Email address: graduatestudies@rongovarsity.ac.ke

P.O. Box 103 - 40404
RONGO

Our Ref: **IC/PGC/1017/2012**

Date: Wednesday, March 24, 2021

The Chief Executive Officer,
National Commission for Science, Technology & Innovation,
off Waiyaki Way, Upper Kabete,
P.O Box 30623-00100,
Nairobi-KENYA.

Dear Sir,

RE: RESEARCH PERMIT FOR MS. MILLICENT AWINO OCHOLA -IC/PGC/1017/2012

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Information, Communication and Media Studies pursuing a Master of Science in Communication Studies. She has been authorized by the University to undertake research titled; ***“Efficacy of Communication Strategies in Life Skills Education for Underage Pregnancy Prevention: A Case of Rongo Sub-County Secondary Schools”.***

This is, therefore, to request the commission to issue her with a research permit to enable her proceed for field work.

Your assistance to her shall be highly appreciated.

Thank you.






Dr. Edward Anino

DEAN, SCHOOL OF GRADUATE STUDIES

Copy to: Vice Chancellor
Deputy Vice Chancellor (Academic and Student Affairs).
Dean, Information, Communication and Media Studies
HoD, Communication, Journalism and Media Studies



Appendix viii: Research Permit

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
Ref No: 319743	Date of Issue: 18/May/2021
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. MILLICENT AWINO OCHOLA of Rongo University, has been licensed to conduct research in Migori on the topic: EFFICACY OF COMMUNICATION STRATEGIES IN LIFE SKILLS EDUCATION FOR UNDERAGE PREGNANCY PREVENTION A CASE STUDY OF RONGO SUBCOUNTY SECONDARY SCHOOLS for the period ending : 18/May/2022.</p>	
License No: NACOSTI/P/21/10655	
319743	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code	
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one year of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

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E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix ix: Letter of Introduction

Rongo University

PO BOX 103-40404

Rongo.

Dear respondent,

My name is Ochola Millicent Awino. I am a student at Rongo University pursuing masters of science degree in communication studies. In partial fulfilment of the requirement for the degree, I seek to conduct an interview and a group discussion on the research topic, **COMMUNICATION STRATEGIES IN LIFE SKILLS EDUCATION FOR UNDERAGE PREGNANCY PREVENTION**. Your response to the following questions will go a long way in helping me to fulfil this requirement. Note that the interview is voluntary and it will only be used for academic research purposes.

The research I am set to undertake is on Communication Strategies in Life Skills Education for underage pregnancy prevention. My interest is on the strategies used in Life Skills classrooms, how effective these strategies are and the challenges both teacher and learners face in the use of these strategies. If you accept to participate in this study, you will be helping to shed light on this issue. The data will be collected through the interviews for the teachers and group discussions for the students. The researcher will also observe a life skills lesson. Any information that you will give will be treated with ultimate confidentiality.

Note that participation is voluntary and should you choose to withdraw, you are free to do so at any time.

OCHOLA MILLICENT AWINO

School of Information, Communication and Media Studies

Rongo University, Kenya.

Appendix x: Informed Consent Form

CONSENT FORM

I consent to participate in this study having been briefed on my role and I have understood that I may withdraw at any time.

NAME.....

ADDRESS.....

SIGN.....

DATE.....

Appendix xi: Rongo Sub County Map

