

**INFLUENCE OF TEACHERS' PREPAREDNESS ON IMPLEMENTATION
OF LIFE SKILLS EDUCATION IN PUBLIC SECONDARY SCHOOLS IN
KIAMBU COUNTY, KENYA**

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DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/institution for certification. The project has been complemented by reference work duly acknowledged. Where text, data, graphics, picture or tables have been borrowed from other work including, the internet, the source are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to almighty God for his magnanimous grace and to my parents for their love and prayers.

ACKNOWLEDGEMENT

My gratitude goes to almighty God who has been carrying me on His wings in every step of my life; for He knows the plans He has for me.

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TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ACRONYMS AND ABBREVIATIONS	xi
ABSTRACT	xii
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 Introduction	1
1.2 Background to the study	1
1.3 Statement of the Problem	5
1.3.1 Purpose of the study	6
1.3.2 Objectives of the study	6
1.3.3 Research questions of the study	7
The following research questions were used for this study.....	7
1.4 Significance of the Study	7
1.5 Limitations and delimitations of the study	8
1.5.1 Limitations of the study.....	8
1.5.2 Delimitations of the study	8
1.6 Assumptions of the study	9
1.7 Theoretical and conceptual framework	9

1.7.2 Conceptual framework	12
1.8 Operational definition of key terms.....	14
CHAPTER TWO	16
REVIEW OF RELATED LITERATURE	16
2.1 Introduction	16
2.2 Teacher Training and Effective Implementation of LSE	16
2.3 Teacher Attitudes and Implementation of Life Skills Education	19
2.4 Availability of Learning Resources.....	20
2.5 Teaching methods and implementation of LSE	22
2.6 Summary of Literature Review	25
CHAPTER THREE	27
RESEARCH DESIGN AND METHODOLOGY.....	27
3.1 Introduction	27
3.2 Research Design.....	27
3.2. Variables.....	27
3.3 Location of the study.....	28
3.4 Target population	28
3.5 Sampling techniques and sample size	29
3.5.1 Sampling technique	29
3.5.2 Sample size.....	29
3.6 Research instruments.....	30
3.7 Pilot study.....	30
3.7.1 Validity.....	30
3.7.2 Reliability	31
3.8 Data collection techniques.....	31

3.9 Data analysis	32
3.9 Logistical and Ethical Considerations	32
CHAPTER FOUR.....	34
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION	34
4.1 Introduction	34
4.2 Response Rate	34
This section deals with the number of respondents who participated in the study.	34
4.2.1 General information	34
Table 4.1 Response Rate	35
4.3 Findings for Specific Objectives	38
4.3.1 Teachers’ Training and Implementation of Life Skills Education	38
4.3.2 Teachers’ Attitudes and the Teaching of LSE.....	43
4.3.3 Level of Availability of Teaching Resources and Implementation of LSE	46
4.3.4 Teaching Methodologies and Implementation of LSE.....	48
CHAPTER FIVE.....	52
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	52
5.1 Introduction	52
5.2 Summary of the findings of the study	52
5.2.1 Teacher training and implementation of LSE	52
5.2.2 Teachers’ Attitudes and Implementation of LSE	52
5.2.3 Level of Availability of Teaching Resources and Implementation of LSE	53
5.2.4 Teaching Methodologies and Implementation of LSE.....	53
5.4 Recommendations	55
5.4.1 Recommendations for Policy	55
5.4.2 Suggestions for Further Research.....	56

REFERENCES	57
APPENDIX A: TEACHERS' QUESTIONNAIRE	61
APPENDIX B: INTERVIEW SCHEDULE FOR THE PRINCIPALS	67
APPENDIX C: RESEARCH PERMIT.....	69

LIST OF TABLES

Table 4.1 Response Rate	
.....	31
Table 4.2 Demographic Information of Teachers	
.....	34
Table 4.3 Demographic Characteristics of Head Teachers	
.....	35
Table 4.4 Teacher Training and	
LSE.....	39
Table 4.5 Attitudes and Teaching of LSE	
.....	41
Table 4.6 Availability of Instructional	
Materials.....	43

LIST OF FIGURES

Figure 1.1 Conceptual Framework.....	22
Figure 4.1 Teacher Training on LSE.....	36
Figure 4.2 Content of LSE Training	37
Figure 4.3 Method of instruction of LSE	43
Figure 4.4 Level of Implementation of LSE.....	44

ACRONYMS AND ABBREVIATIONS

AIDS	Acquired immune Deficiency syndrome
INSET	In – service Training for Teachers
KIE	Kenya Institute of Education
LSE	Life skills education
MoE	Ministry of Education
SCT	Social Cognitive Theory
UNESCO	United National Scientific and Cultural Organization.
WHO	World Health Organization

ABSTRACT

There has been a concern over the rising cases of drug and substance abuse, adolescent pregnancies, abortion, poor performance, school dropout among others in secondary schools in Kenya. While Life skills education (LSE) has been rolled out in secondary schools to curb problem behaviour, little is known on how teachers are prepared on its implementation. The purpose of the study was to investigate the influence of teachers' preparedness on the implementation of Life Skills Education (LSE) in public secondary schools in Kiambu County, Kenya. It was guided by the following Objectives: to examine the influence of teachers' training on the implementation of LSE; to find out teachers' attitude towards the implementation of LSE; to assess the availability of learning resources for the implementation of LSE; and to establish the methodology used by the teachers to implement LSE. The study was informed by Bandura's social learning theory (1977) which states that behaviour is a product of learning from one's environment. The study utilized a descriptive survey design. Purposive sampling was used to select 255 participants (teachers = 170, principals = 85). Data from the LSE teachers was collected using a semi-structured questionnaire; and an interview schedule was used with the principals. The collected data was both quantitative and qualitative in nature. Quantitative data was analysed using frequencies, percentages, pie charts and bar graphs. Qualitative data was analysed thematically and presented in narrative form. The findings showed that teachers lacked training for implementation of Life Skills Education which led the teachers to have negative attitude towards LSE. The teachers thus focused more on examinable subjects at the expense of LSE. The teaching and learning resources were inadequate. Many teachers taught using story telling approach instead of using the recommended participatory approach where learners are actively involved. The study recommends that the principals should ensure that their teachers teach LSE in accordance with the Ministry guidelines. Further, schools should sponsor their LSE teachers to attend in-service training. Also, LSE teachers should be encouraged to improvise on teaching/learning materials in order to equip learners with adequate knowledge on LSE. Lastly, the Ministry of Education should ensure that there consistent monitoring and evaluation of teaching of LSE in the secondary schools. This study may be useful to policy makers in making changes or new implementations on the LSE curriculum. It may also be useful to school principals who wish to improve the learning of LSE in secondary schools in Kenya.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter highlights the background to the study, the statement of the problem, purpose of the study, the objectives, research questions, significance of the study, limitations and delimitations, assumptions of the study, and the theoretical and conceptual framework of the study.

1.2 Background to the study

The World Health Organization (WHO) describes Life Skills as the capacities for adapting positive behaviour and they help an individual to effectively deal with the demands of life as well as the challenges that life presents (WHO, 1993). Life Skills Education (LSE) is, therefore the study of the skills that help learners/students to effectively deal with the challenges and requirements of day to day life. It involves acquiring and putting to practise, the knowledge and skills that will enable us deal with academic and general life challenges. Wachira, Nyandega, Mutua, Pere, Ringa and Obai (2009) observe that it supports the promotion of individual and social development, preventing health and social problems and it also protects human rights.

Efforts to establish, develop as well as implement LSE in schools have been conducted in many countries around the globe. This comes as a need to satisfy the Convention of the Rights of the Child together with other international recommendations as noted by the WHO (1999). Moreover, the HIV/AIDS pandemic compelled the various nations to act promptly in order to save the

African continent from its alarming spread especially in the early 2000s. Consequently, programs were rolled out to address HIV/AIDS menace (Tiendrebeogo, Meijer & Engleberg, 2003). Similarly, the impact of this strategy of dealing with HIV/AIDS spread in many countries including Kenya where LSE was introduced as a non-examinable subject (Kenya Institute of Curriculum Development, 2010).

Life skills education is very important in the lives of the young people especially because it forms the school curriculum. This indicates its vital role of preventing problem behaviour, school dropout and teen pregnancies as reported by the United Nations Program on HIV and AIDS (UNAIDS, 2003). Life skills education was first introduced in the Kenyan education system in 2003 when it was infused into a number of subjects at the primary and secondary levels of education. The move was aimed at bridging the gap existing between student's awareness and behaviour regarding HIV prevention. Kenya Ministry of Education (MOE) officers travelled to Zimbabwe and Malawi to study LSE. Following the tour, an agreement was struck to instruct learners on LSE as a stand – alone subject both in secondary schools and colleges the Kenya Training Colleges (National Life Skills Stakeholders Education Forum Report, 2006). The same consensus was presented at National life skills stakeholders' forum in 2006 which agreed that LSE was to be allocated time in school timetables (Republic of Kenya, 2008).

Kenya Institute of Curriculum Development (KIE) organized an orientation to LSE for several groups that were involved in the development and quality assurance of educational programs. It also wrote a concept paper detailing MOE strategies for

the establishment of LSE as a stand-alone subject. A situational analysis was then conducted to determine the level to which knowledge was being applied among primary and secondary school learners. It underscored importance of teaching LSE in a more consistent way (Republic of Kenya, 2008). This formed the basis for reviewing and improving LSE teaching in primary schools.

Kenya Institute of Education (KIE) with the support of USAID engaged experts to develop the present content of LSE course. The syllabus was released in 2008 and the course aims included self-appreciation and participation in developing community. The syllabus described the main categories of LSE as; self-knowledge, interpersonal relations and decision making. Moreover, after the syllabus was released, KIE depended on continuous training of teachers on the syllabus for LSE. With the use of trainer of trainers (TOT), KIE trained teachers at the national as well as provincial levels in 2008 and 2009. However due to minimal funding for training, the Ministry of Education (MoE) acknowledges that not all schools have even one trained teachers which forms part of this investigation to know how far the implementation has reached since its inception.

The purpose of introducing Life Skills Education was to empower students with psychosocial capacities thinking creatively and critically. The subject was also introduced so as to enable learners build healthy relationships, communicate effectively, build empathy, and handle their lives healthily and productively (Abobo & Orodho, 2014). Indeed, this complements what the WHO (1997) describes as the full description of life skills with the exclusion of handling their feelings and managing stress. In a simplified way, therefore, LSE can be described

as the teaching of skills that empower people in coping with life in the challenges that it presents. Thus, they promote the psychosocial wellbeing; positive thinking, buffer proper communication, and analytical skills along with goal setting, and cooperation as stated by International Federation of Red Cross and Red Crescent Societies (IFRCRCS, 2015).

Training of teachers is important. This sentiment is highlighted by United Nations International Children's Education Fund (UNICEF, 2012) where it is posited that there is a need for specific teacher training components coupled with both in-service as well as pre-service training. Apart from the initial training, continued training gives them more experience and command of the subject matter, which is observed by Strectman et al. (2005). In a study by Abobo (2012) on the implementation of life skills, LSE teachers experienced, among other challenges, the inadequacy of training and having negative attitudes towards the same. The current study seeks to establish whether the same challenges affect implementation of LSE or what milestones it has gone towards the full implementation.

According to UNICEF (2010), teachers are expected to make use of participatory and skills-based methods that allow ample opportunity for the practising of skills, development and reliance. For instance, teachers are expected to involve students into discussions, brainstorming, role playing, games and simulations, debates, case studies and storytelling. As a result, learners are able to nourish their life skills. These have been adopted by the Kenya Institute of Curriculum Development (KICD) and consequently recommended for all teachers involved in LSE (KICD, 2010). However, despite this adaptation, LSE teachers are challenged by limited

teaching as well as learning materials together with the usage of inappropriate teaching techniques (Abobo, 2012).

As the government of Kenya makes efforts to address the challenges facing LSE in order to ameliorate it and lift it to international standards, the perceptions of teachers cannot be ignored. Many of the teachers are not equipped or trained in the subject. A study by Okech and Role (2014), found that majority of teachers are not formally trained in the curriculum for LSE. As a result, the support for the learners is minimal and this tends to bring about improper delivery of the content. This point back to the fact that only the properly trained teachers are capable of effectively imparting life skills to learners, and better if they have experience as noted by Strechtman et al. (2005). With this current situation therefore, assessing the preparedness of teachers and its influence on the LSE implementation strategies can be of help in addressing the challenges faced therein.

1.3 Statement of the Problem

A rising concern in the secondary schools has been noted on the growing number of teen pregnancies, substance abuse, dismal academic performance and dropout from secondary schools. These problems have been suspected to emerge from lack of awareness on life skills which out to help learners acquire both psychological and social capacities to make informed choices, resolve issues, be creative and critical, have effective communication skills and interact with others in a healthy way. Various studies carried out on LSE implementation showed that teacher training, attitudes, resources and instructional methods affected proper implementation. Some studies focused more on HIV/AIDS education rather than

LSE and others were carried out in contexts of other countries. Still some other studies focus more on sex education instead of the comprehensive subject of LSE and others have used populations different from that of the current study of secondary school teachers. The studies conducted in Kenya have shown little milestones in the implementation of the subject and the current study aims at comparing the findings with those of the current study. Since the implementation issues hinder the achievement of LSE objectives, there was need to assess influence of teacher's preparedness on the implementation of LSE in public secondary schools in Kiambu County.

1.3.1 Purpose of the study

The aim of this research was to examine the influence of teachers' preparedness on the implementation of LSE in public secondary schools in Kiambu County.

1.3.2 Objectives of the study

This study was guided by the following objectives:

1. To determine the influence of teachers' training on the implementation of life skills education in secondary schools in Kiambu County.
2. To establish the role of teachers' attitudes towards the implementation of life skills education in public schools in Kiambu.
3. To determine how availability of learning resources influences for the implementation of life skills education in secondary schools in Kiambu County.
4. Establish methodology used by the teachers in teaching and its influence in the implementation of life skills education in Kiambu County.

1.3.3 Research Questions of the Study

The following research questions were used for this study

1. What is the influence of teachers' training on the implementation of life skills education in Kiambu County?
2. What are the teachers' attitudes towards the implementation of life skills education in Kiambu County?
3. How does the availability of learning resources influence the implementation of life skills education in Kiambu County?
4. How does the methodology used by the teachers influence the implementation of life skills education influence the implementation of life skills education in Kiambu County?

1.4 Significance of the Study

Life skills education is basically a form of practical knowledge that is added on top of the academic skills necessary for effective living of young people either within or outside their institutions. This study was therefore important because it can help to empower teachers in addressing students' life challenges in creative and informed ways as theorized in the LSE curriculum.

Secondly, by knowing the level of teachers' preparedness certain dysfunctional behaviours among students such as persistent school unrest and dropout rates can be addressed in detail. This is because teacher attitudes, learning resources and teaching methodology can be improved and in turn can help in assisting students where necessary.

Finally, with the advent of devolution in the Kenyan nation, different counties can have specific challenges affecting the teachers and learners addressed because the teacher preparedness is well understood. Moreover, special programs that are tailored for specific counties can be developed.

1.5 Limitations and Delimitations of the Study

This section will deal with the limitations and delimitations of this study.

1.5.1 Limitations of the study

LSE is a relatively novel subject inserted into secondary school curriculum. As such, there is a dearth of research on the same field and related literature was relied on in most cases.

Some respondents were reluctant to respond to the questionnaire items appropriately in the fear of being victimized. As such, the researcher was able to control their views effectively. To deal with this limitation, the researcher assured them of confidentiality throughout the process of data collection, interpretation and reporting.

1.5.2 Delimitations of the study

The study was delimited in a number of ways: first, the study did not review literature on the students because its focus was on the teachers who were teaching LSE as well as school managers whose preparedness formed part of the current investigation.

Secondly, the study did not involve every teacher in the area of study except those who had been entrusted with the task of teaching LSE. The implication of delimiting the study was to ensure better information was acquired. Even though there were many areas in life skills education, only its implementation was studied in order to find out whether it was carried out as recommended by the Ministry of Education.

1.6 Assumptions of the study

The study was carried out under the following assumptions:

1. That LSE is taught in secondary schools in Kiambu county
2. That teachers require some level of preparedness in order to implement the LSE curriculum effectively.

1.7 Theoretical and Conceptual Framework

1.7.1 Theoretical Framework

Albert Bandura's (1977) social cognitive theory informed the study. According to this theory, behaviour is a product of learning from the environment through what he termed as observational learning. Consequently, behaviour is a result of internal factors such as cognition, affect and biological events as well as environmental factors as noted by Pajares (2002).

According to Bandura (1999), observational learning implies that individuals learn from observing what happens around them with other people, who are models. By paying attention to the models, children can imitate that particular behaviour. In addition, the children respond to the imitated behaviour either through punishment

or reinforcement. The reinforcement can be done in three ways: direct reinforcement where behaviour is adopted directly as it is; vicarious reinforcement, where the consequences of the behaviour are observed and adopted; and self-reinforcement in which there is a feeling of satisfaction or displeasure for behaviour as gauged through a person's performance standards. The reinforcement can be positive or negative but the end product of such reinforcement is change of behaviour.

While behaviourists postulated a direct response between a stimulus and the response or behaviour, Bandura introduced the cognitive model which mediates between the stimulus and behaviour. In this cognitive model, he proposed four mediational processes. Attention refers to exposure to behaviour to be imitated; retention on the other hand is the ability to remember the behaviour; reproduction the capacity to perform the behaviour as demonstrated; and finally motivation is the ability to perform the behaviour after finding more reward than the cost (McLeod, 2016).

Another issue highlighted in this theory is self-regulation. According to Cardwell and Flanagan (2004) this is a process in which one uses utilizes own cognition and actions to achieve a given objective. A person with self-regulation, for example, will identify the objectives and then look for strategies for achieving this objective. Individuals deficient of self-regulation will not be able to keep a given behaviour to its reinforcement. Self-regulation has four parts. The goal setting part helps in establishing a purpose for a person's actions and providing a means to measure their progress. Self-observation helps a person or a learner to monitor and

determine their progress – it actually scaffolds the behaviour. Self-assessment involves the evaluation of self on specific goals that are to be achieved and finally, self-reinforcement involves the feeling of satisfaction of the things that are accomplished and remorseful of things that have not been accomplished. In short, self-regulated individuals learn to punish as well as reinforce themselves.

In his later works, Bandura introduced a new concept of self-efficacy which he defines as the conviction that a person can effectively acquire behaviour needed in producing a specific outcome (Cardwell & Flanagan, 2004). In it, one judges they can best establish as well as successfully implement various plans in situations which may include new and possibly stressful elements. According to him, a person's capacity is not limited in their inventory but it is propagative in which psychological, motivating, emotional as well as behavioural skills ought to be organized and orchestrated effectively in serving diverse purposes (Bandura, 1993; 1999).

This theory was chosen because it highlights a number of aspects that are directly linked to instruction of students. Bandura has identified concepts like social learning, modelling, self-regulation, motivation, cognitive mediation and self-efficacy. These concepts define the various aspects of how people perceive reality and respond to it. Since this study aims at establishing how teachers' preparedness influence the implementation of LSE, the key concepts identified in Bandura's theory formed the backbone of looking at the components of preparedness. Ultimately, after the study, the teacher motivation established how they interact

with the provisions for LSE and how the various challenges can be addressed in the light of the theory.

1.7.2 Conceptual framework

Teachers can be motivated by different things in their work of instructing students on life skills. In this study the main indicators of the teacher preparedness are the level of their training, their attitudes and the availability of instructional resources as identified by Abobo and Orodho (2014). The effect of this strategy is then assumed to have an impact on the effective implementation of LSE. The effective coverage of the curriculum is indicated by the full coverage of the curriculum, the participation of learners in sessions, the reduction of problem behaviour in schools, and proper understanding of what is expected of teachers. While it is hypothesized that there is a causal relationship between the teacher preparedness and the effective implementation of LSE, there are other factors which are recognized as affecting the same but not enlisted in this research. These include the attitude of students, their participation in the lessons and the support from school managerial board.

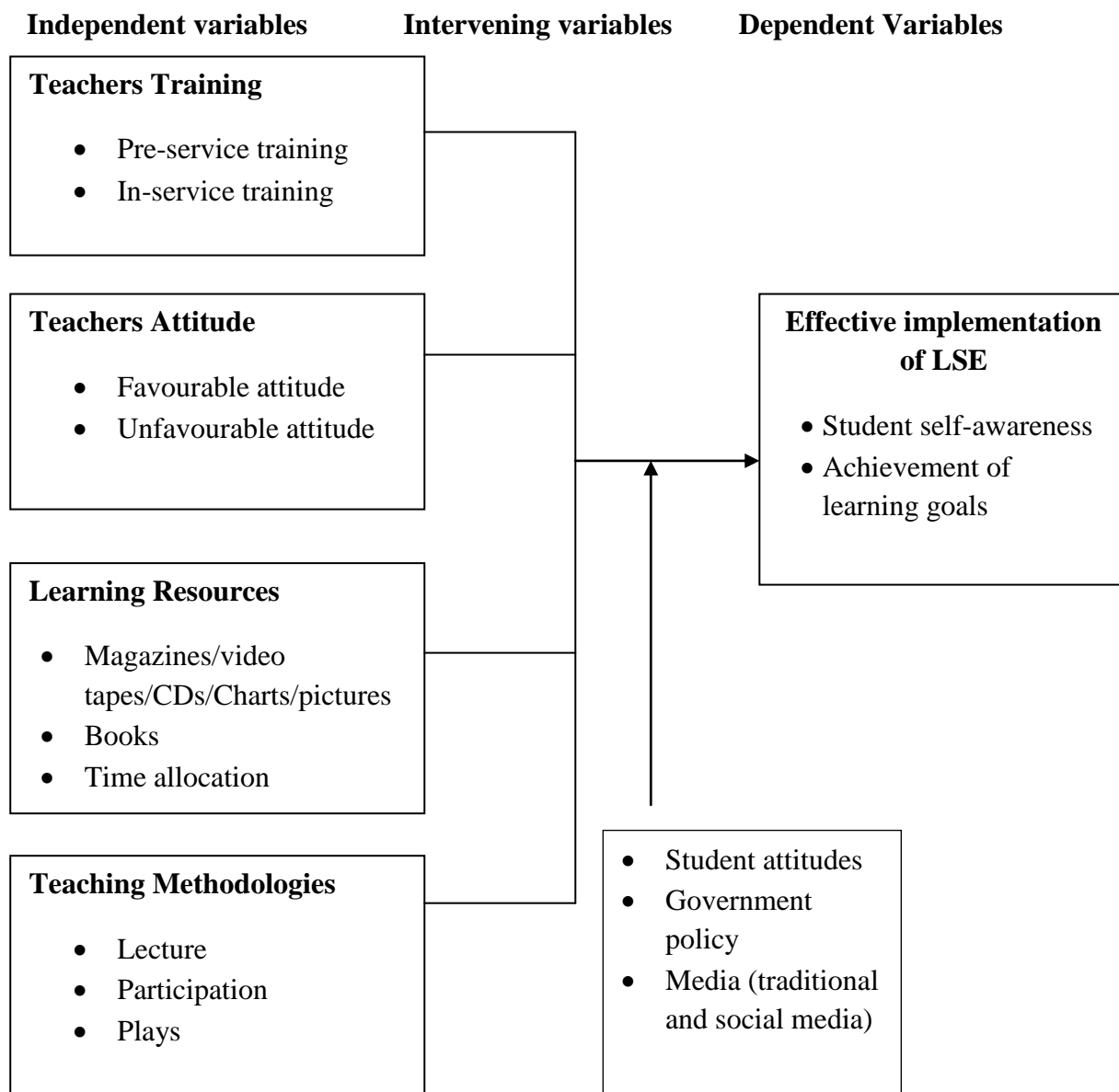


Figure 1.1 Influence of teacher preparedness on implementation of LSE

In Figure 1.1, it is hypothesized that teacher preparedness directly influences the implementation of LSE. Teacher preparedness is indicated teacher training which includes pre-service and in-service trainings; teacher attitudes which may be favourable or unfavourable; learning resources which include magazines, video tapes and/or CDs, Charts/pictures, pamphlets and newsletters, books and resource

rooms; and teaching methodologies which is indicated by lecture methods, participation and drama. Teacher preparedness impacts on implementation of LSE by creating awareness among students and also achievement of learning goals. Other than the identified indicators, others which may not influence this study but are not part of this study include student attitudes towards LSE, media (both traditional and new technologies) and government policy.

1.8 Operational Definition of Key Terms

Implementation: means the provision and sustenance of LSE in the school setting which includes teachers and students. In this study it will refer to all the activities that teachers or instructors involve in to ensure that teaching of LSE is imparted appropriately to the learners.

Life skills education: refers to the dissemination as well as the teaching of relevant knowledge, attitudes, values and social along with cognitive skills to a student with the aim of enabling them to develop their full potential. In this study LSE will mean the subject as taught in class similar to other examinable subjects.

Life skills: the capacities for adapting constructive behaviour that helps them to handle the challenges of daily life. In this study, it will mean any values or practices that learners use in dealing with life challenges.

Preparedness: This is the capacity of teachers to embrace and adapt to teaching a particular subject. In this research, it refers to the capacity of schools to implement and sustain LSE as a standalone subject by equipping teachers with the necessary skills and materials.

Attitudes: These are personal thoughts, beliefs, and perceptions concerning a particular issue. In this study, it will mean teachers' perceptions on the on-going life skills education.

Training: this is any form of impartation of knowledge and skills concerning a particular subject, course or profession. In this study, it will mean both preservice and post-service training to teachers of LSE.

Resources: This refers to any form means or material that promotes or aids the teaching of learners. In this study it includes things like books, audio-visuals, magazines, resource rooms and so on that aid learners on acquiring more knowledge on LSE.

Methodology: This is any form of procedure that is used in training of any subject. In the current study, it means any form of technique that is used to impart LSE knowledge on learners and may include lecture, participation or plays.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed relevant literature under the following subheadings: level of teacher training and LSE, the value of attitudes in implementing LSE, availability of learning resources and implementation of LSE, preparedness and implementation of LSE and a summary of the literature. A conceptual framework is also provided on the interaction between the study variables.

2.2 Teacher Training and Effective Implementation of LSE

Teacher training is a crucial element in imparting knowledge to learners because it equips the teachers with broad understanding of the subject matter and more so the life skills as noted by Awuor and Chemutai (2015).

In determining how teacher education impacted LSE, Svanemyr, Baig and Chandra-Mouli (2015) scaled the Life skills based education (LSBE) in Pakistan. The study utilized a qualitative research design and a sample of 1188 schools who participated in the study. Focus group discussions from key informants selected from them major stakeholders of the Rutger program in Pakistan provided data for the study. The findings indicated that LSBE had improved with increase in teacher training and collaboration with stakeholders in a majorly Muslim country. While the study showed an improvement in LSBE in Pakistan, it was qualitative and it never focused directly on teachers but key informants some of whom may not have

been teachers. Furthermore, it utilized a case study design which limits the generalizability of the findings.

Another study conducted in Pakistan by Gopang (2016) to assess education of teachers and continued development of their skills. The study utilized a survey design in which a sample of 25 teachers was sampled. The findings indicated that most teachers were interested in attending programs for professional development and growth, because it positively impacted on their teaching of LSE. It was of interest to find out how teachers reacted to similar training programs in Kenya and whether they had effects on their teaching of LSE.

Ogunyinka, Okeke and Adedoyin (2015) analysed the improvements, difficulties and projections of education for teachers in Nigeria. The study utilized a qualitative design and a sample of 20 teachers selected using the random sampling technique. The qualitative data was analysed quantitatively. The findings showed that most teachers lacked continuous training in their different fields which impacted negatively on the performance of the learners and contributed to lower motivation of teachers. This study may relate to the one by Gopang (2016) but the current study found it important to find out how it would impact Kenyan LSE teachers using a mixed research design.

Abobo and Orodho (2014) in a descriptive study assessed teachers' and school managers' preparedness in the implementation of LSE in Trans-Nzoia County of Kenya. Stratified random sampling was used to select a sample of 225 participants. Descriptive, inferential and thematic analysis techniques were used in analysing the data. The findings indicated that most teachers were not trained on LSE and

had a negative attitude towards and that most resources were inadequate for the same. It is the interest of the current study to determine if teachers still experience similar challenges in implementing LSE.

Awuor and Chemutai (2015) in a descriptive survey assessed the impact of teacher education in LSE in Eldoret East District of Kenya. A sample of 300 participants was recruited for the study through simple random sampling. In their study, only 27% of the sample had studied LSE at college level and the rest, 73% had not. At the same time, 33% had attended an in-service training compared to 67% who had not. This reveals that most teachers may be less equipped in the teaching of LSE at the secondary school level. This confirms the study by Abobo & Orodho (2014) which established that over three quarters (80%) of teachers never attended any in-service training compared to the 20% that had attended. The current study sought to find out if similar findings may apply in a Kiambu county where the current study will be conducted.

The literature on teacher training showed that their level of training impacts directly on the implementation of LSE. However, some of the studies were qualitative unlike the current study which used a mixed methodology. In addition, designs were different from the current study and it did not rely entirely on teachers but key informants some of whom were not teachers. Other studies utilized small populations that limited generalization of the findings and their contexts were different from Kenya or the county where the current study will be conducted.

2.3 Teacher Attitudes and Implementation of Life Skills Education

Attitudes are an important aspect of a person's support or rejection of any program. The attitude of teachers has been found to affect LSE implementation in secondary schools (Abobo & Orodho, 2014). Smith and Harrison (2012) assessed how teacher and school administrators' attitudes affected sex education in South Africa and found that there was a judgmental attitude towards the sexuality of young people. Pregnant girl students for example were seen as irresponsible. This caused ignorance of teachers and the school administrators in implementing policies that can create a supportive environment for delivering school-based sex education along with HIV/AIDS prevention strategies. While this study was informative, it was conducted in South African context and it focused more on HIV/AIDS prevention strategies rather than the entire subject of LSE hence the need for the current study.

Srikala and Kishore (2010) carried out a study of the effectiveness of life skills education in schools secondary schools in India in empowering adolescents. The study involved both students (423) and teachers (1000) selected through systematic random sampling. The students reported that they coped better with school and teachers after they were taken through LSE just as the teachers reported positive changes in student behaviour in classrooms and in interacting with their peers. This shows that continuous training of teachers influences their interaction with students and this affects their overall behaviour in both school environment and outside. This study however was conducted in an Indian context and the findings may be different if replicated in a Kenyan context.

A similar study was carried out by Bwayo (2014) to find out the implementation status of LSE in Ugandan primary schools by use of a descriptive survey design and a purposive sampling. The findings showed a very supportive attitude in teachers towards LSE. Indeed, they saw it as a way of boosting children's self-esteem, assertiveness, as well as self-awareness. This could possibly have been propelled by the continuous education on LSE that teachers received from non-governmental bodies. The study is also confirmed Abobo and Orodho (2014) in their study of secondary school teachers and administrators who confirm that poorly trained teachers in LSE impacts on their delivery of content. The current study however focuses on secondary school teachers and seeks to confirm whether similar milestones have been achieved in Kiambu County.

The studies reviewed on the influence of teacher attitudes showed that attitudes impact the implementation of LSE. Some of the studies focused on HIV/AIDS education unlike the current which focused on the subject of LSE and were conducted in Asian contexts and other countries in Africa. The current study attempted to see if similar findings may be found in the context of Kiambu County.

2.4 Availability of Learning Resources

Various materials are required to be available for the LSE program to be in place. The materials may include textbooks, audio-visuales, magazines, brochures, etc. In the European continent, LSE is taught using traditional materials, peer learning, audio-visuales, theatre and the like (LSE Guide, 1995). According to Riungu (2008), Kenya has limited materials for LSE and those available are for sex

education and HIV/AIDS as opposed to the different disciplines that LSE focuses on.

Kadbey, Dickson and McMinn (2015) challenges faced by science teachers in Abu Dhabi public schools. A mixed method research design was used and a population of 248 teachers sampled through purposive sampling of the online survey. The findings indicated most teachers perceived their teaching as difficulty because of the use of a foreign language and at the same time lacked enough resources for instructions. This study is important because it highlights challenges faced by learners and teachers in countries that use English as second language. However, the study focused more on science subjects and not LSE as the current study.

A study was conducted by Appiahene, Opoku, Akweitley, Adoba and Richard (2014) to assess the challenges facing instruction of mathematics in Ghanaian secondary schools. The study used a descriptive survey design and stratified sampling used to group schools into teachers and students (n=360). The findings indicated that teaching and learning materials were lacking, inconsistent syllabus and poor student attitude towards the learning of mathematics. This study highlights challenges faced in Ghana although it gives only attitudes of students on learning but not that of teachers, and it also focused on mathematics and not LSE.

Abobo (2015) assessed how instructional facilities affected HIV/AIDS-related life skills in Kenyan district of Gucha. The study sampled 240 participants from whom data was collected and analysed using descriptive statistics as well as thematic method.

Githinji and Chang'ach (2011) examined how primary school pupils and teachers perceived HIV/AIDS LSE in Kenyan districts of Nairobi and Thika using oral interviews. A population of 40 primary school teachers were purposively sampled. Oral interviews were used to collect data which was analysed through content analysis. The findings indicated that majority of the teachers felt the need to have HIV/AIDS life skills education and that it was adequate. However, a number of teachers 22.5 percent felt the content inadequate because it had been allocated little time and the same time, there was a need to bring in experts on HIV to reinforce the content from teachers. This study however was conducted among primary school teachers and it focused more on HIV/AIDS life education rather than LSE in general.

Most studies on instructional resources have indicated that their absence affects effective implementation of LSE. However, some of the studies focus on different subjects like mathematics and science. Apart from the above, those focusing on LSE have been conducted on specific subjects in the LSE curriculum such as HIV/AIDS and sex education.

2.5 Teaching methods and implementation of LSE

For any education program to be successful, it largely depends on the techniques as well as the resources utilized to implement it. KIE (2008) recommends the following methodology for teaching life skills education; case studies, brain storming, field visits, discussions, storytelling, songs, posters, debates, role play, projects, games, poetry, drama and recitals. Teachers are trained in traditional way of teaching which is teacher centred.

Cassidy, Franco and Meo (2018) assessed how teachers facilitated life skills in the United States using qualitative measures for young students to transition into adulthood. Interest surveys, interviews reflections and anecdotal notes utilized in collecting data. The findings indicated that young people (students) were willing to study life skills especially on budgeting and using their credit cards. The most interesting methods as reported by the students were being listened to, having interactions with teachers and merging LSE with other subjects which the teachers perceived positively. This study is useful because it not only highlights the need for life skills towards adulthood, but also it emphasizes the incorporation of LSE on learning environment. The study used a qualitative design compared to the current which utilizes a descriptive survey design.

Gehris, Gooze & Whitaker (2014) examined how teacher perceived movements of children during study in an early childhood setting. The study utilized a descriptive survey design and purposive sampling to select 37 teachers at the baseline program. Data was collected using focus groups of the teachers. The findings showed that young children liked moving when learning, but teachers felt incapacitated with little training; moving was also found to be useful for both teachers and children since it engages the senses. This study is important because it focuses on an instructional method although it was conducted on a different population of young children compared to the current which targets high school students.

Adeosun, Oni, Oladipo, Onuoha and Yakassai (2014) determined the quality of teacher training as well as its effectiveness in primary school education programs

in Nigeria. The study utilized a case study design, random and purposive sampling in selecting the teacher trainees, trainers, in-service teachers, school managers and officials from national commission (n=50). The findings showed that the program was adequate despite the poor teaching strategies and methods of the teachers. While this study indicates that the teaching methods impact teacher performance, it focused more on the teachers in primary schools rather than secondary schools as the current study.

Chenge and Syomwene (2016) in a descriptive survey investigated the roles of internal curriculum supervisors (ICSs) in the implementation of LSE in Lugari Sub-county of Kenya using. A sample of 203 teachers and school heads selected through systematic random sampling and purposive sampling respectively. It was found that ICSs did not approve the recommended documents for teaching of LSE and rarely conducted regular supervision of the teachers of LSE. This study indicates that LSE teachers are likely to use unsuitable methods to instruct students on the same. This study however, focused more on the curriculum implementation by internal supervisors rather than teachers of LSE.

Lagat (2017) in their study in Uasin Gishu County assessed the suitability of methods used in teaching secondary school learners. The study utilized descriptive survey model of research. Stratified random sampling was utilized in selecting 80 school managers and 290 teachers. Five quality assurance officers and 1 county education officer were purposively selected as well. Questionnaires along with interviews were used to collect data which was analysed using descriptive statistics and thematic analysis respectively. It was found that teachers did not give adequate

homework and exercises, and there was presentation or evaluations to determine the level of understanding of learners. Consequently, the methods of instructing LSE were found to be inappropriate in implementation of the subject one reason being that most teachers had no training on the same. This study is informative despite the fact that it was conducted in a different county from the current study. Some of the reviewed studies are conducted on children learning centres as opposed to high school students and teachers in the current study. Furthermore, the contexts are different from those of the current study despite indicating that most teachers are less equipped on the LSE training. In addition, some focus on learning in general rather than on LSE and thus the need for the current study.

2.6 Summary of Literature Review

The literature on influence of teacher training showed that their level of training impacts directly on the implementation of LSE. However, some of the studies were qualitative unlike the current study which used a mixed methodology. In addition designs were different from the current study and it did not rely entirely on teachers but key informants some of whom were not teachers. Other studies utilized small populations that limited generalization of the findings and their contexts were different from Kenya or the county where the current study will be conducted.

The studies reviewed on the influence of teacher attitudes showed that attitudes impact the implementation of LSE. Some of the studies focused on HIV/AIDS education unlike the current which focused on the subject of LSE. Where

conducted in Asian contexts and other countries in Africa. The current study attempted to see if similar findings may be found in the context of Kiambu County. Most studies on influence of instructional resources have indicated that their absence affects effective implementation of LSE. However, some of the studies focus on different subjects like mathematics and science. Apart from the above, those focusing on LSE have been conducted on specific subjects in the LSE curriculum such as HIV/AIDS and sex education.

Reviewed studies on instructional methods have shown a considerable impact of instructional methods on LSE learning. However, they were carried out on children learning centres as opposed to high school students and teachers in the current study. Furthermore, the contexts are different from those of the current study despite indicating that most teachers are less equipped on the LSE training. In addition, some focus on learning in general rather than on LSE and thus the need for the current study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with the research design and methodology. this include the following; the research design, the target population, the sample and sampling procedure, the description of research instruments, data collection and data analysis procedures.

3.2 Research Design

The study used a descriptive survey design in examining how the preparedness of teachers influences implementation of the LSE in Kiambu County. According to Orodho (2009), this design allows for comparison of standards with the prevailing conditions. Precisely, it was used because of the need to describe how the level of training, the attitudes and existing resources affecting LSE implementation. The design has been chosen as relevant because it can gather data at a given point in time and at the same time examine any given situation as it is (Mugenda & Mugenda, 2003). The researcher was thus able to describe the current status of life skills education using the selected design.

3.2. Variables

The study variables were as follows: the independent variable of the study is the preparedness of teachers teaching LSE in secondary schools in Kiambu County while the dependent variable is the LSE implementation in Secondary schools. Indicators of the independent variable are teachers' training in LSE, teachers'

attitudes towards LSE; availability of instructional resources and teaching methodologies in their respective schools. On the other hand, the implementation of LSE was indicated by the full coverage of LSE curriculum, full participation of learners, reduction of problem behaviour in schools, and proper understanding of teacher expectations in teaching LSE. While all teachers maybe expected to be equipped with skills for instructing LSE, only the teachers teaching LSE were considered in this study.

3.3 Location of the study

This research was conducted in public secondary schools in Kiambu County. The area has been chosen because of its semi-urban setting which is easily reachable in receiving resources from national educational headquarters in Nairobi. Another reason for the choice of the current study was that Kiambu county has been reportedly found to have cases of drug and substance use among teachers, carnal knowledge with students and an average mean grade of 3.96. (TSC Disciplinary Report, 2017; Kiambu County Education Office, 2019). Such incidences are likely to reflect impartation of LSE among students hence the need for this study. In addition, the convenience of the researcher was considered because of monetary costs that were incurred.

3.4 Target Population

Kiambu County has 289 secondary schools 213 of which are public and 76 private. There are 227 public secondary school head teachers, 3479 teachers as reported by Teachers Service Commission and Ministry of Education (2019). While the population of the study was public secondary school teachers in Kiambu County,

the study specifically targeted the LSE teachers. The reason for choosing LSE teachers is because they directly interact with learners on the subject, the on-going training and the instructional resources used in the teaching of LSE.

3.5 Sampling techniques and sample size

This section deals with sampling techniques and sample size as shown below;

3.5.1 Sampling technique

The correct sample size is determined by the research aim in addition to kind of population being scrutinized (Cohen and Manion, 1994). The sampling of LSE teachers for this study was purposive. This method is used because it is founded on the population characteristics and the objectives of the study. It was chosen because it is judgmental and selective such that it eliminates most of the intervening factors that could otherwise be retained with other methods. Therefore, the researcher opted for this method of selection because the respondents have the required sample characteristics.

3.5.2 Sample size

At least a 20 percent sample is considered to be suitable for populations that do not exceed 100 participants in descriptive studies (Mugenda & Mugenda, 2003). Kiambu County has a total of 213 public secondary schools which exceeds the 100 threshold of population of schools. Therefore, 40% sample was found to be suitable for the 213 public schools where a sample of 85 was selected. The assumption is that at least two teachers from each school teach LSE. Therefore, a

sample of 170 teachers was chosen to participate and the entire sample principals from each of the 85 schools chosen for the study.

3.6 Research Instruments

The study utilized a questionnaire and an interview schedule to collect both quantitative and qualitative data from the respondents. The quantitative section utilized closed-end questions while open-ended items needing explanations were utilized on the qualitative data section. Questionnaires were used because they can collect information from big samples in a short span of time and they are inexpensive compared to other methods. Interview guide was used because it collected complementing information from head teachers.

3.7 Pilot Study

In piloting study instruments, it is recommended that 10-30% of participants are selected for a mini-study prior to the main study (Mugenda & Mugenda, 2003). The researcher selected 10% sample from the total sample of 255 teachers and principals. For the current study, the researcher selected a sample of 25 (17 teachers and 8 head teachers) for the pilot study.

3.7.1 Validity

Validity is the ability of instruments to measure what they purport to measure. The study instrument employed three forms of validity which included face validity, construct validity and content validity. To ensure face validity, the instrument was scrutinized by the supervisor and peers to ensure its eligibility for data collection. Construct validity was realized by constructing items that were in line with

existing literature. Finally, the content validity was achieved by constructing items in consistency with the topic and the study objectives.

3.7.2 Reliability

For a measurement to be reliable, it must be consistent especially in the results if the test is replicated (Parten, 2002). For reliability to be realized, sample questions were administered to 10 teachers in five schools. The researcher used a test-retest technique in determining the reliability of the instruments. The questionnaires were administered to the respondents in the pilot schools two times at an interval of two weeks in order to establish if the responses are replicated. The correlation between the first and second results were computed and the coefficient of stability established. Items with a threshold of 0.7 index alpha which is considered acceptable were retained and those that did not discarded.

3.8 Data Collection Techniques

Field data was collected through the use of questionnaires for teachers and interview schedule for the principals. The researcher presented the permit and introduction letter to conduct the study to the various school managers and obtained permission to collect data. Once the permission was granted, the researcher briefed the participants on the research and sought their consent to participate in the study. Those who agreed to participate were recruited by signing the consent form and were issued with the questionnaire. For the interview, the researcher proceeded to ask the prepared questions on the interview schedule while recording their responses on a tape recorder. Information gathered was then locked in a box ready for coding and data analysis.

3.9 Data Analysis

This is the logical process of ordering data as well as other materials from the field with the purpose of understanding along with presenting them to others as noted by Orodho (2008). The data collected was subject to qualitative and quantitative analysis as guided by the objectives. The data was organized and coded to make it possible for the quantitative and qualitative analysis. Descriptive statistics (standard deviation, frequencies and mean) were used for the quantitative analysis in which tables, pie charts and bar graphs were generated. On the other hand, the qualitative data was analysed in a thematic way and in line with the study objectives, then presented in form of narrative.

3.9 Logistical and Ethical Considerations

The researcher obtained an introductory letter from Kenyatta University. At the same time, permission from the National Council of Science and Innovation was sought so that the researcher can go to the field. The introduction letter was produced in every school in the study area for permission from the school management to conduct research among their teachers.

Due to the respect for autonomy, no study participant was coerced into the research. Furthermore, the questionnaires had an introduction of the researcher and what they intended to do with the participants. As such, it was clear from the beginning that the exercise is free to participate. From the onset as well, it was clarified to the participants that any information they gave was private. Therefore, the participants were not required to give their name on the questionnaires so that their identity could be protected. Any form of plagiarism was not tolerated and no

plagiarism or duplication of another research work was used, any information sought was the original work of the research.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretations and discussion of the study according to the study objectives as follows.

1. To determine the influence of teachers' training on the implementation of life skills education in secondary schools in Kiambu County.
2. To establish the role of teachers attitudes towards the implementation of life skills education in public schools in Kiambu.
3. To determine how availability of learning resources influences for the implementation of life skills education in secondary schools in Kiambu County.
4. To establish methodology used by the teachers in teaching and its influence in the implementation of life skills education in Kiambu County.

4.2 Response Rate

This section deals with the number of respondents who participated in the study.

4.2.1 General Information

This section gives feedback on the general and demographic information of the respondents as given in Table 4.1.

Table 4.1: Response Rate

Sample	Sample	Percentage	Response	Percentage
Teachers	170	100%	156	91.8%
H/teachers	85	100%	45	54%

From the Table 4.1 above, the data was collected using a questionnaire that was distributed to 170 respondents who were sampled for the study. Out of these, only 156 were completed and returned which represented a response rate of 91.8%. On the other hand, out of the 85 principals sampled for the study, only 45 responded, this could have been caused by the fact that the principals are very busy with the administration duties. This accounted to 54% of the total sample. The overall response rate was 73% and was deemed suitable for analysis because it exceeded the 50% threshold recommended by Mugenda & Mugenda (2003). The dully filled questionnaires had no statistical errors and were thus coded and entered into SPSS software for analysis.

4.2.2 Demographic Information for Teachers

The researcher sought to collect the respondents' demographic data who included teachers and principals of the sampled schools. The demographic characteristics collected from teachers were: gender, age, length of time in their current school and their academic qualifications. Those for the principals' included: professional qualifications, and the duration of headship of the schools. Table 4.2 gives the demographic information of the teachers.

Table 4.2: Demographic Information of Teachers

Gender of Teachers		
	Frequency	Percent
Male	96	61.5
Female	60	38.5
Total	156	100.0

Age of Teachers		
	Frequency	Percent
21-30	62	39.7
31-40	46	29.5
41-50	34	21.8
51 and above	14	9.0
Total	156	100.0

Duration of Teaching		
	Frequency	Percent
Below 1 year	23	14.7
1-5 years	30	19.2
6-10 years	38	24.4
11-15 years	36	23.1
16 and above	29	18.6
Total	156	100.0

Level of Education		
	Frequency	Percent
Diploma in education	54	34.6
Bachelor Degree in Education	86	55.1
Master's degree in Education	16	10.3
Total	156	100.0

Table 4.2 shows that nearly two thirds of the participants belonged to the male gender and the rest (38.5%) to the female gender. Over two thirds of the teachers (69.2%) were aged below 40 years of age while those aged 51 and above were the

least accounting for 9% of the total. Nearly a quarter (24.4%) of the respondents had taught for 6-10 years. Only 14.7% had taught for less than a year. Since majority of the respondents had an experience of more than 6-10 years, the researcher considered them suitable for the study. Over half of the teachers (55%) had a bachelor's degree in education while less than a quarter (10.3%) had Master's degree in education.

Table 4.3 gives the demographic information of the principals.

Table 4.3: Demographic Characteristics of Principals

Demographic Characteristics of School Principals		
Qualification	Frequency	Percentage
Diploma in education	0	0
Bachelor's degree	32	71.1%
Master's degree in education	13	29.9%
Doctorate degree in education	0	0
Duration of Headship		
Duration	Frequency	Percent
Less than 1 year	2	4.4%
1-5 years	10	22%
6-10 years	22	48.88%
11 years and above	11	24.4%
Total	55	100%

Table 4.3 shows that majority of the school head teachers (71.1%) had a qualification of a degree in education compared to those who had a master's degree in education.

Nearly half of the head teachers (48.88%) had served for 6-10 years in their current schools while 4.4% had served as heads for less than a year.

4.3 Findings for Specific Objectives

As mentioned earlier, the study was informed by demographics and study objectives. The following are the findings based on the study objectives.

4.3.1 Teachers' Training and Implementation of Life Skills Education

The researcher sought to establish the influence of teacher training on the teaching LSE. Teacher training was assessed in terms of whether teachers had attended any training, the content of the trainings and rated responses on training. Teachers were then asked whether training affected their teaching of LSE.

The results were presented in Figure 4.2.

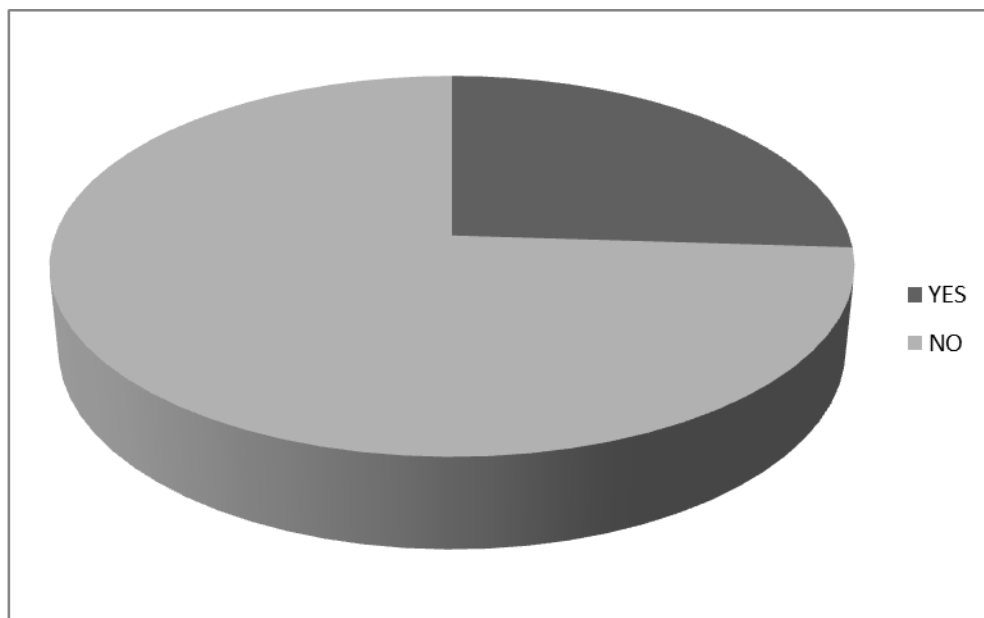


Figure 4.1 Teacher training on LSE

Figure 4.1 indicates that nearly three quarters of the teachers had not attended any form of training on LSE 74% as opposed to 26% who had done so. This shows that most schools had not given LSE the required attention to ensure that teachers are equipped with the right knowledge and skills for teaching of LSE in public secondary schools. This percentage is slightly different from Awour & Chemutai (2015) who found out that 33% had trained as compared to current study where only 26% had trained. This slight difference is brought by the fact that the study was carried out in a different county. It is clear that teachers may need to be trained if LSE is to be implemented effectively.

The researcher proceeded to inquire the content of the training from teachers who had attended the trainings as indicated in Figure 4.2.

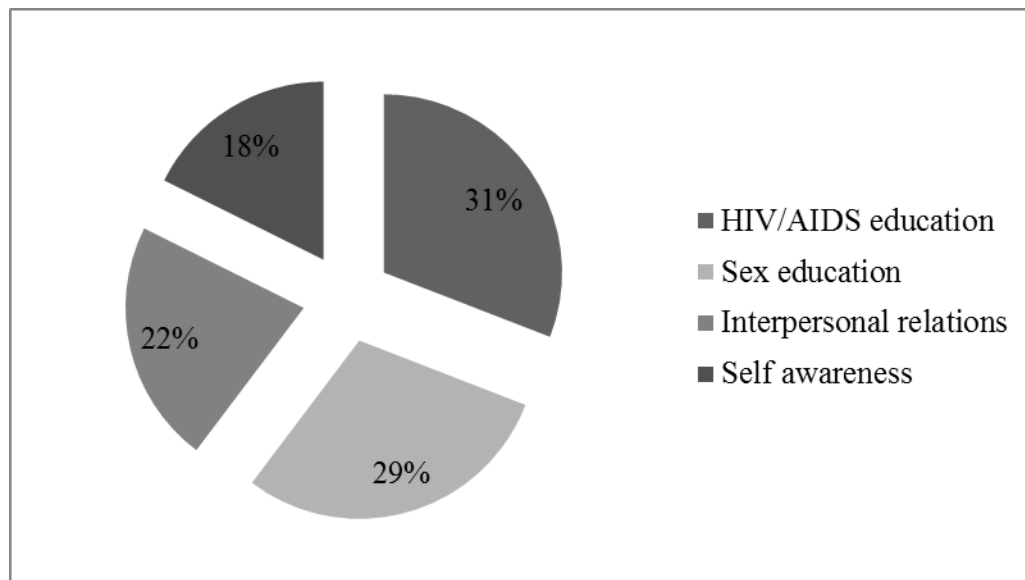


Figure 4.2 Content of LSE Training

Figure 4.2 indicates that about a third (31%) of teachers had been trained on HIV/AIDS education while 18% had trained on self-awareness. This shows that

the trainings were not fully comprehensive of LSE education and thus the disparities in the different trainings. Partially, this agrees with studies conducted by Githinji and Chang'ach (2011) which found that majority of teachers found the LSE training being inadequate. However, the study had focused on primary school teachers and so the differences with the current study.

The researcher also sought to know the views of teachers on the influence training through statements on training as indicated in Table 4.4.

Table 4.4 Teacher Training and LSE

	n	Minimum	Maximum	Mean	Std. Deviation
Teacher training affects the coverage of LSE syllabus	156	1	5	1.90	.752
Teacher training affects good participation of learners	156	1	4	1.85	.769
Teacher training reduces problem behavior on emerging issues among learners	156	1	5	1.94	.805
Aggregate score				1.90	.755

In Table 4.4, majority of respondents' scores were (M=1.90, SD= 0.755). This implies that majority of the respondents selected strongly agree on the items. This shows that most teachers were of the opinion that training affected how they cover the LSE syllabus, affects the participation of learners, and it helps in addressing problem behavior and emerging issues among learners. This confirms a study by

Abobo (2013) who found that teachers who are trained on LSE are competent and can confidently handle topics in the same.

The researcher went ahead and enquired from the teachers whether they felt their training influenced the implementation of LSE. There was a general consensus that teachers felt incapacitated by lack of skills in explaining the subject to the students. One of the teachers observed that *“I lack the best way to explain to the students how they can avoid bad behavior at school without wearing a stern face.”*

Another teacher said that *“Sometimes when you teach about sex education, I find it hard to explain what sex education entails because I only rely on information that I read over the internet. Training can make it better for me.”*

Information gathered from head teachers indicated that at all the schools were having LSE implemented in their curriculum. When asked the person who teaches LSE, majority of head teachers indicated that they had appointed a specific teacher for LSE. However, a smaller number indicated that CRE teachers were mostly the persons teaching LSE in their schools as well as class teachers. Majority of head teachers indicated that most of their teachers had not received any training on LSE. Only a few indicated that their teachers had been sent for short course trainings on LSE especially on HIV/AIDS.

The findings agree with Awuor and Chemutai (2015) who found that teachers had inadequate training on LSE making its implementation slow and difficult in schools. Abobo and Orodho (2014) found similar challenges in their study on secondary schools in Trans-Nzoia County of Kenya when teachers expressed their

incapacity to handle the subject due to lack of proper skills. This indicates that the level of implementation was not satisfactory in public secondary schools Lari Sub-County. This shows a need to have the subject implemented better than the level it was at the time of the current study.

4.3.2 Teachers' Attitudes and the Teaching of LSE

In order to assess the attitudes of teachers on the implementation of LSE teacher respondents were requested to indicate their level of agreement with the teaching with different statements on the implementation of LSE in secondary schools. The findings are indicated in Table 4.5.

Table 4.5 Attitudes towards Teaching of LSE

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
There is no need to teach LSE because I have other examinable subjects to deal with	27%	13%	5%	40.1%	14.9%
LSE consumes a lot of time which can be used in teaching other subjects	19%	28.7%	3.3%	44%	5%
LSE is an important subject of in school curriculum	61%	22%	11.3%	5.2%	3.5%
Students seem to understand LSE content easily	54%	35%	5.2%	3.1%	1.7%
Teaching LSE helps students in changing behavior	65%	29%	4%	1.1%	0.9%
It is not easy to achieve the aims and objectives	4.2%	3.5%	10.3%	73%	7%

Table 4.5 indicates that 40.1% of the respondents disagreed with the statement that there is no need for teaching of LSE just as the 44% who disagreed that it consumes a lot of time and 73% who disagreed that it is not easy to achieve the aims and objectives of LSE. On the other hand, majority of respondents agreed that LSE is an important subject in school curriculum (61%), students seem to understand LSE content easily (54%) and Teaching LSE helps students in changing behavior (65%). These findings seem to point out that majority of teachers have a favorable attitude towards the teaching of LSE which means they may likely support its implementation.

Further, the researcher inquired from the teachers if they thought that their attitudes influenced the teaching of LSE in their school.

There was a general agreement that attitudes influenced the implementation of LSE. This implies that teacher interests in teaching LSE affect how they deliver the content. *“I personally like LSE but our school is just beginning to make sure it has time allocated as opposed to previous times when it used to be taught during games time and once in a month.”* One teacher remarked. Another one noted that *“Students spend most time in school and we cannot assume parents will teach them how to behave, I feel that teaching it at school can reduce a number of social evils in the society.”* This shows that teachers had a willingness to teach LSE and also took it as their responsibility to impart life skills to students due to the long periods they spend with them at school.

The researcher also inquired if head teachers thought that LSE is useful for students. There was a consensus that LSE was an important subject in secondary curriculum. A number of themes emerged on the importance of LSE, which included: self-awareness, conflict resolution, interpersonal relations among students and mitigation of school unrest. One school head teacher indicated that *“LSE plays an important role in our school because students begin understanding themselves and are able to open up.”* Another head teacher noted *I have seen reduction in the number of cases of school unrest in the schools I have taught especially with the introduction of LSE to our schools.* This indicates that most head teachers valued the teaching LSE to students because of its many benefits.

While Bwayo (2014) found that teachers showed a positive attitude towards the implementation of LSE due to continued education, Abobo and Orodho (2014) had found that teachers and head teachers had negative attitudes towards LSE while students had a positive attitude to the implementation of LSE. The current study found that both head teachers and teachers positively viewed LSE because their attitudes affected its implementation. The discrepancy with Bwayo (2014) may be explained by the differences in the contexts of the studies and also by the efforts that may have been made between their study and the current.

4.3.3 Level of Availability of Teaching Resources and Implementation of LSE

The researcher assessed the level of availability of teaching resources in secondary schools. The level was measured by indicating the extent to which the materials or resources were available as shown in Table 4.6.

Table 4.6: Availability of Teaching/Learning Materials

	n	Minimum	Maximum	Mean	Std. Deviation
Charts/pictures	156	1	5	2.51	1.122
Magazines	156	1	5	3.49	1.337
Videos Compact Discs (CDs)	156	1	5	1.99	1.038
Aggregate Score				2.66	1.166

Table 4.7 shows an aggregate score (M=2.66, SD=1.166) meaning that majority of respondents scored between 1 and 3 which was slightly above average. This means that they are very adequate, adequate or average. However, the aggregate score of 2.66 shows that the materials are merely adequate. The researcher went ahead to inquire if the availability of instructional resources influenced the implementation of LSE. There was a consensus that inadequate materials would lead to poor teaching of the subject and vice versa as remarked by the teachers. *“Our school has just acquired the instructional handbook for LSE and since then I am able to teach twice per week. There before we relied on pastors who would teach students on Christian living only.”* Another one also added *“Instructional materials are like farm implements. You cannot farm without the proper tools. I was able to convince our head teacher to acquire charts and videos because students like them a lot.”* However, others felt that the available materials were not adequate to the learners. *“Our children have been born in a digital age, some rarely read the magazines or books, they prefer movies which don’t require one to read.”* While the available methods were adequate as noted by some teachers, others saw them as antiquated and inadequate because of the digital advancement. This could imply that some

teachers would have done better with audiovisuals rather than traditional media like books and charts.

The researcher interviewed the head teachers on the availability of LSE syllabus and course book. Majority of the school head teachers had acquired the LSE syllabus and the course book. A number of those who did not indicated that course content for LSE was majorly found in CRE content although they also indicated that they were in the process of acquiring some for their schools. Apart from the course content, majority of head teachers were utilizing outsiders who would visit their schools and give LSE lessons to students. One of the respondents indicated that *students are excited to have experts talk to them on life skills. We invite psychologists and HTS counsellors to talk to them on HIV/AIDS*. This shows that some schools take a step further to ensure students acquire more knowledge on LSE.

The foregoing findings agree with Abobo (2015) who found that instructional resources were available but inadequate in Gucha South District. However, the study focused on HIV/AIDS education and not comprehensively on LSE. Githinji and Chang'ach (2011) also found that teachers had adequate materials for teach HIV/AIDS education in Thika District but they needed experts to reinforce the content to students. While the findings agree with the current, this study was conducted on a population of primary school teachers.

4.3.4 Teaching Methodologies and Implementation of LSE

The researcher sought to assess the different methodologies and their influence on the implementation of LSE. The methodologies selected for this study were case study, role play, games, discussion, storytelling, songs and poems. The findings for influence of teaching methodologies are shown in Figure 4.3.

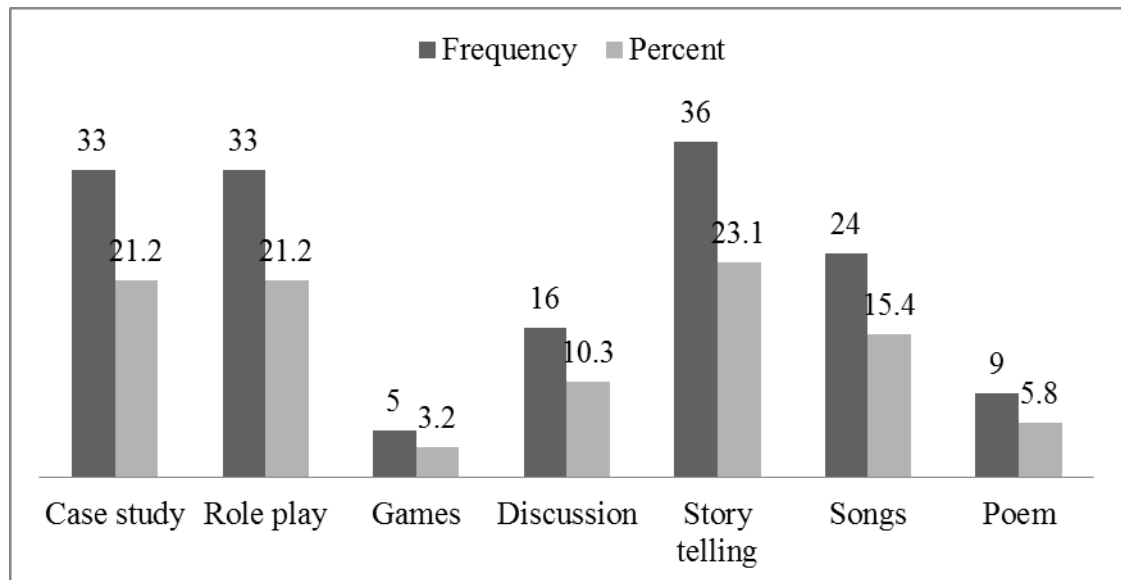


Figure 4.3 Method of Instruction of LSE

Figure 4.6 shows the different methods of instruction that teachers use to teach LSE. Accordingly, nearly quarter of the teachers (23.1%) used story telling while 3.2% who were the least used games. This shows that story telling appealed more to the respondents compared to other methods. The researcher went ahead and asked the respondents on whether they felt that instructional method influenced implementation of LSE. Generally, the teachers were of the opinion that the teaching methodology influenced the implementation of LSE.

This meant that most teachers believed that some teaching methodologies may cause LSE not to be effectively implemented. The reasons given by some teachers showed that disinterest in students may affect their participation thus tampering

with the expected outcomes. One teacher remarked, *“I believe that if a lesson is interesting, then students will be willing to participate and at the same time put it into practice.”* Another one added, *“From the feedback I get from my students, they like it when they talk about their life stories and experiences.”* Evidently, the teachers were of the opinion that good outcomes are facilitated by the type of method a teacher uses to instruct learners on LSE.

The findings agree with a study by Cassidy et al. (2018) that found listening and interacting with teachers as helpful in dealing with challenges of managing their credit cards. Similarly, it agrees with Gehris et al. (2014) and Chenge and Syomwene (2016) who found creative methods and supervised methodologies for teaching being influential on the outcomes of learning. This could be because teachers are able to observe and integrate the feedback from their students on the teaching method that appeals most to them.

4.3.5 Level of implementation of LSE

The researcher sought to know the level of implementation of LSE in public secondary schools in Kiambu County. The level of implementation was measured in terms of completion of LSE syllabus, reduction of problem behavior and increased student interaction with LSE teachers in conflict resolution. The findings are presented in Figure 4.4.

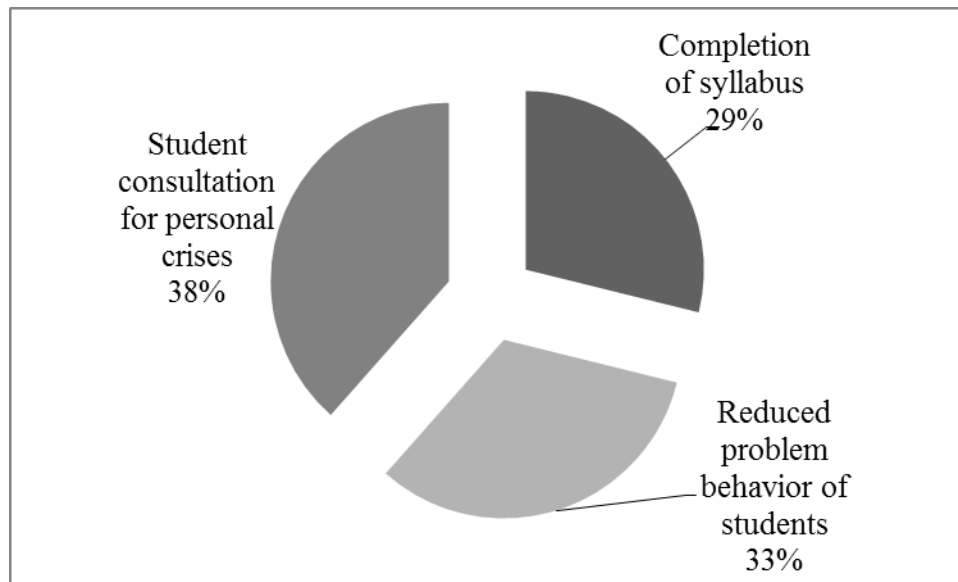


Figure 4.4: Level of implementation of LSE

The findings indicate that over a third of the respondents (38%) received consultations from students facing challenges in their lives and a third (33%) reported reduced cases of problem behavior in schools. Only 29% of the respondents had completed the LSE syllabus. These findings indicate that the level of implementation was moderately low because less than half had completed the syllabus, received consultations or had reduced problem behavior among students. The findings are in agreement with Adeosun et al. (2014) who found adequate but limited resources in Nigerian secondary schools, just as Lagat (2017) found in Kenya. This could be explained by possible reluctance by school management either because of lack of understanding of the essence of LSE or due to lack of proper policy in training of LSE teachers. The findings on the level of implementation indicates a low level of preparedness. Teachers who are less prepared for implementation may affect the efficacy of LSE in the lives of secondary school students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the main findings based on the four objectives of the study, the conclusions, and recommendations for policy and further research.

5.2 Summary of the findings of the study

This section gives a summary of the study findings per objective.

5.2.1 Teacher training and implementation of LSE

The first objective of this study was to examine the influence of teachers' training on the implementation of life skills education in public secondary schools in Kiambu County. The findings for this objective indicated that nearly three quarters of teachers (74%) had not attended any training on LSE. The most attended training was HIV/AIDS (31%) and the least self-awareness (18%). Majority of the respondents strongly agreed ($1.90 \pm .755$) that training affected how they covered the LSE syllabus and addressing emerging issues. While there was a general consensus that LSE training influences its implementation, most of them felt incapacitated by the lack of skills in teaching the same subject.

5.2.2 Teachers' Attitudes and Implementation of LSE

The second objective sought to find out the influence of teacher attitudes towards the implementation of life skills education in public schools in Kiambu County. The findings for this objective indicated that at more than a third (40%) had a favourable teaching of LSE. Responses drawn from head teachers indicated a consensus that LSE was a good subject to be taught because it promotes self-awareness and reduces dysfunctional behaviour among students. In general, information gathered from both teachers and head teachers showed that teacher attitudes affected the implementation of LSE in public secondary schools in Kiambu County.

5.2.3 Level of Availability of Teaching Resources and Implementation of LSE

The third objective sought to find out how the availability of instructional resources influenced the implementation of LSE in public secondary schools in Kiambu County. The findings for this objective indicated that several materials were available for the teaching of LSE. The most available were video compact discs, followed by charts/pictures and finally magazines. Responses from head teachers indicated that majority of head teachers had acquired LSE syllabus as well as the course book. However, some of them saw no need for LSE and most reported using the CRE content as the content for teaching LSE. Some head teachers had taken steps to invite professionals like counsellors to talk on issues like HIV/AIDS. Both head teachers and teachers generally agreed that availability of instructional materials influenced the implementation of LSE.

5.2.4 Teaching Methodologies and Implementation of LSE

The fourth objective aimed at establishing the influence of teaching methodologies on the implementation of LSE. A list of various teaching methods was listed and teachers requested to indicate the methods they preferred using to teach LSE. Storytelling was found to be the most used method in teaching LSE at 23.1% and games the least at 3.1%. This indicated that majority of teachers preferred to give stories because they allow for creativity and allowing students deal with their issues from their personal capacities. There was a general consensus that teaching methodologies influenced the implementation of LSE. Most teachers seemed to be aware that any teaching method had to create interest in order to maximise the teaching outcomes.

5.3 Conclusions

This study aimed at assessing the influence of teacher preparedness on the implementation of LSE among public secondary schools in Kiambu County and made the following conclusions:

1. Majority of respondents believed that training influenced the implementation of LSE but few had received any form of in-service training in LSE. Therefore, this reduced their capacity of achieving their teaching objectives for LSE effectively making the level of implementation to remain low.
2. There was a positive attitude on the teaching of LSE in secondary schools because of the benefits it gives to the entire school communities and over a third of teachers believed their attitudes influenced the implementation of LSE. Therefore, head teachers can utilize that attitude to facilitate the implementation of LSE in secondary schools in Kiambu County.

3. Some schools had just adequate materials for teaching LSE, most of which needed to be revamped. This means that there is need to increase and diversify content so that learners experience can be enhanced.
4. Majority of teachers preferred story telling method because it reflected directly on the learners experiences. Therefore, creativity and exploration of different methods may need to be applied in teaching LSE.

5.4 Recommendations

The following are the recommendations for policy and suggestions for further research:

5.4.1 Recommendations for Policy

To ensure effective implementation of life skills education, the study recommended the following:

1. Schools in collaboration with the ministry of education may need to establish programs for continuing education for teachers of LSE in order to raise their skills and to raise the level of implementation of the subject.
2. Because of the favourable attitude towards the teaching of LSE school administrators should take the responsibility of providing guidelines on the implementation of LSE in relation to the ministry of guidelines.
3. There should be policy on mandatory acquisition or provision of the necessary materials for LSE like books either by parents or schools in order to ensure that schools do not struggle with acquisition of LSE materials. Furthermore, the books should include stories which students can easily relate with their lives as they learn LSE.

5.4.2 Suggestions for Further Research

The present study focused on influence of teachers' preparedness on the implementation of life skills education. The following researches were suggested:

1. This study was carried out in secondary schools in Kiambu County. It may be more informative to have other studies carried out in different areas in Kenya to determine the preparedness of teachers in implementation of LSE.
2. This study focused on preparedness of teachers, other studies may be carried out on the challenges facing the effective implementation of the same in Kiambu and other counties in Kenya.

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APPENDIX A: TEACHERS' QUESTIONNAIRE

Introduction

My Name is Francisca Francis. A master's student at Kenyatta University. The purpose of this study is to examine teacher's preparedness in the implementation of life skills education in schools. Your school has been selected for the study. All the information provided will be kept confidential. Kindly respond to the required information as honestly and as objectively as you can.

Section A: Background Information

1. What is your gender?

Female ()

Male ()

2. Please indicate your age below

21 – 30 years	
31 – 40 years	
41 – 50 years	
d above	

3.

H

How long have you been teaching in this school?

Below 1 year	
2 – 3 years	
4 – 5 years	

11 – 15 years	
16 years and above	

4.

W

What are your academic qualifications?

Diploma in education	
Degree in education	
Master's in education	

Section B: Training and LSE

5. Have you ever attended any training on LSE?

Yes () No ()

6. If yes in 5 (above) what was the content of the training?

HIV/AIDS education	
Sex education	
Interpersonal relations	
Self awareness	

7. How did this training help you in implementing LSE in your school? -

8. Please indicate your level of agreement with the following statements on the influence of teacher training on LSE

Training	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teacher training					

affects the coverage of LSE syllabus					
Teacher training affects participation of learners					
Teacher training reduces indiscipline related to emerging issues					

9. In your own opinion, do you think training on LSE influences the implementation of LSE?

Yes () No ()

Please explain your answer -

Section C: Attitudes of Teachers on Implementation of LSE

10.

I

Instructions: Please indicate the level of your agreement on the following

statements where (SD=Strongly Disagree, A=Disagree, UD = Undecided, A=Agree, SD=Strongly Disagree)

Statement	SD	A	UD	D	SD
There is no need to teach LSE because I have other examinable subjects to deal with					
LSE consumes a lot of time which can be used in teaching other subjects					
LSE is an important subject of in school curriculum					
Students seem to understand LSE content easily					
Teaching LSE helps students in changing behavior					
It is not easy to achieve the aims and objectives of teaching LSE					

11.

I

In your own opinion, do you think attitudes influence the implementation of LSE?

Yes () No ()

Kindly explain your answer above

12.

P

Please indicate the level of availability of instructional materials in your school

where 1 = very adequate, 2 = adequate; 3 = Average; 4 = Inadequate; 5 = Very

Inadequate

STATEMENT	SCORES				
	1	2	3	4	5
Learning/ teaching materials are relevant to learning LSE					
The materials are adequate					
The materials needs improvement					

13. In your own opinion, do you think instructional methods influence the implementation of LSE?

Yes () No ()

Please explain your answer above

.....

Section D: Teaching Methodology and Implementation of LSE

14.

T

he following are some of the teaching activities used in teaching life skills education. Please tick the ones you MOSTLY use.

METHOD USED	
Case study	
Role play	
Games	
Discussion	

Story telling	
Songs	
Poem	

15.

I

In your own opinion, do you think teaching methodology influences the implementation of LSE?

Yes () No ()

Kindly explain your answer above

.....

.....

.....

16.

P

Please indicate the extent to which you have been able to achieve the following regarding LSE (where 1= to no extent; 2= to some extent, 3 = to a great extent; 4 = to a greater extent; 5 = to the greatest extent)

Activity	1	2	3	4	5
Completion of syllabus					
Reduced problem behavior of students					
Student consultation of personal crises					

THANK YOU FOR YOUR COOPERATION

APPENDIX B: INTERVIEW SCHEDULE FOR THE PRINCIPALS

My Name is Francisca M. Francis, a master’s student at Kenyatta University. The purpose of this study is to examine teacher’s preparedness in the implementation of life skills education in schools. Your school has been selected for the study. All the information provided will be kept confidential. Kindly respond to the required information as honestly and as objectively as you can.

GENERAL INFORMATION

a.

What is your professional qualification.....

b.

What are your teaching subjects.....

W

c.

Duration of headship.....

D

SPECIFIC INFORMATION

1.

How is Life skills education taught in your school?

H

How has the teacher training affected the teaching of LSE in your school?

What kind of materials are used as aids for teaching LSE in your school?

2. W
What other resources are used in teaching LSE?

3. D
Do you think LSE is well implemented and running in your school?

4. A
Any suggestion(s) for improving life skills education?
.....
.....

THANK YOU FOR YOUR COOPERATION

APPENDIX C: RESEARCH PERMIT