



# THE EFFECTS OF TEACHER TRAINING ON IMPLEMENTATION OF LIFE SKILLS EDUCATION IN PUBLIC SECONDARY SCHOOLS IN KENYA.

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## ABSTRACT

According to Kafu (2006), a society's educational system dictates its destiny. The study set out to determine the effects of teacher training on implementation of Life Skills Education in public secondary schools in Mwala Sub- County; Machakos County, Kenya. The research employed a descriptive survey approach, gathering data through interviews with dean of studies and surveys with students and school administrators. Out of a total of seventy-one public secondary schools, twenty-two (or thirty percent) were chosen. In the study, the researcher utilized both probability and non-probability sampling strategies. In order to assess the quantitative data that was gathered, SPSS version 22.0 was utilized. Standard deviations, percentages, and pie charts were used to depict the data. The majority of teachers do not have degrees or certifications related to teaching students practical life skills, the study found. Apart from that, the study proved that educating teachers is positively correlated with incorporating Life Skills Education into public secondary schools ( $r(20) = 0.779, p < 0.05$ ). It follows that the LSE curriculum cannot be effectively implemented without sufficient teacher training. The study concluded that teachers could perform a better job of teaching life skills if they had better training.

**Key Words: Teacher training, Life Skills Education, Public Secondary Schools**

## INTRODUCTION

According to Kafu (2006), a society's educational system dictates its destiny. Every child has the inherent right to an education and the universal obligation to finish primary school, as stated in Article 26 of the United Nations Universal Declaration of Human Rights (UDHR) which was adopted in 1948 by the United Nations. Education is the focus of the fourth Sustainable Development Goal (SDG), with the ultimate aim of ensuring that all individuals, regardless of their location or financial situation, have the opportunity to receive an affordable and high-quality education (United Nations General Assembly, 2015). This study geared to determine the effects of teacher training on implementation of Life Skills Education in public secondary schools in Mwala Sub- County; Machakos County, Kenya.

Grover (2018) found that teachers in India were not given any pre-service training and were expected to teach LSE as an independent subject at schools. Furthermore, the author stated that all teachers lacked the necessary skills in LSE teaching, learning, and assessment procedures, and that in-service training was insufficient. Because LSE is not required to be assessed, it was accorded less weight by both students and parents. As if that weren't enough, both students and instructors had a mountain of work to do in preparation for the final exams, both academic and extracurricular. The study also found that teachers were not prepared to integrate LSE into their lessons and that in-service training for LSE was inadequate. Consequently, there is a pressing need for comprehensive teacher preparation programs in India that focus on coordinating LSE activities and creating supplemental educational materials.

Possessing self-awareness, social intelligence, and the capacity to make sound decisions are the three pillars upon which the Kenya Institute of Curriculum Development (KICD) builds its definition of life skills (KICD, 2012). Knowledge and comprehension of one's own capabilities, feelings, emotions, habits of compassion, social and personal position, strengths, and shortcomings constitute self-awareness (KICD, 2012). A person's ability to respond effectively to situations like avoiding cults, teen pregnancies, unprotected sex, same-sex relationships, bullying, drug and substance misuse, and so on is enhanced by the knowledge that cultivates self-acceptance and care. Thus, life skills can be defined as methods for engaging in constructive conduct and gaining the agency to achieve one's aspirations. According to KICD (2012), the goal of teaching life skills should be to help students develop the psychosocial competencies necessary to make good decisions, solve problems, think creatively and critically, communicate clearly, form positive relationships, understand and care for others, and manage their lives well.

Regardless of their credentials, experience, or training level, UNICEF (2012) found that instructors in charge of LSE are frequently chosen according to their workload. In Kenyan primary schools, each teacher was responsible for a different level of teaching LSE. While some teachers choose to incorporate the LSE lesson into their curricula in order to review material for exams, others opted not to do so due to a lack of preparation (UNICEF, 2012). Githinji (2011) states that a cascade strategy of training was used prior to the introduction of life skills. Every school had two teachers and a school head who were trained by education officers (MOEST,

2009). Nevertheless, according to a UNICEF study (2012), the cascade training program came to a standstill because of insufficient funding, and only half of the targeted teachers received the necessary training. The purpose of this research was to determine the effects of teacher training on implementation of Life Skills Education in public secondary schools in Mwala Sub- County; Machakos County .

## **1.2 Statement of the Problem**

Life Skills is not an examinable topic in Form 4, it is often overlooked by both students and teachers. Teaching students how to be self-aware, manage their emotions and stress, make and keep friends, resolve conflicts peacefully, make good decisions, and think critically was the primary goal of incorporating life skills education into secondary school curricula (KICD, 2008). Concerns about the effectiveness of the life skills education curriculum in controlling youth behavior persist despite its implementation in Kenyan public secondary schools (Plan International, 2012). This is due to the fact that incidents of early sexual involvement and marriages, defilement, rape, same-sex relationships, and drug and substance abuse continue to occur among this demographic. A large proportion of students in Mwala drop out of school as a result of drug usage and teen pregnancies, as stated in the Sub county Education QASO report (2022). Academic achievement has also been declining sharply, with a mean score of 3.53 in 2021 compared to 4.02 in 2018. The Mwala Sub-County Education Office (2022) also reported an upsurge in student protests. Therefore, the purpose of this research was to determine if secondary public schools in Mwala Sub-County offer Life Skills Education. Since the researcher has extensive experience working in the area, he felt comfortable conducting his study in Mwala Sub County.

### **Objective of the Study**

To determine the effects of teacher training on implementation of Life Skills Education in public secondary schools in Mwala Sub- County; Machakos County, Kenya.

## **LITERATURE REVIEW**

### **. Teacher Training and Implementation of Life Skills Education**

According to Ibrahim (2009), the quality of teacher preparation influences how graduates of training programs interact with pupils. The competence of the teachers is the deciding factor in any new curriculum, since only effective teachers would implement it. For learners to become better learners, teachers must continue learning throughout their career life or else they cease being relevant. According to Odongo and Chemutai (2015), in-service of teachers help them to acquire the latest innovations. They further assert that when you provide teachers with in- service training, they acquire the latest technology. This implies that training of teachers increases their ability to effectively implement the curriculum including LSE.

Researchers in Pakistan found that teachers with a degree were more effective in the classroom than their less educated counterparts (Muhammed, 2011). Compared to their less trained counterparts, teachers with higher academic qualifications have greater genuine subject expertise. This suggests that the abilities of teachers is defined by their degree of training. The purpose of this research was to determine if LSE curriculum implementation in Kenya was affected by teacher training in life skills.

Head teachers in Japan are not in favour of teaching students about HIV/AIDS and how to live healthy lives, according to Jnne (2007). As a result of lack of preparation and self-assurance, teachers are ill-equipped to instruct students in LSE. Head teachers avoid discussing HIV/AIDS education with parents and students as a means of prevention. This demonstrates that teachers lack the necessary skills to effectively teach a curriculum focused on life skills. Examining the competence of Kenyan teachers in the delivery of Life Skills Education was the overarching goal of this research.

Southwest Private School (SPS) in Southeast Texas, USA, was the subject of a research by Nevenglosky (2018) that sought to identify the factors preventing the successful execution of the school's curriculum. The research method was purely qualitative. The data for this research was gathered using a checklist of observations, questionnaires, and interviews. Ten people were surveyed for this study: eight teachers and two administrators. Teachers need more information before the projected implementation, their individual needs to be recognized, opportunities for personal growth to be provided, opportunities for peer collaboration, and access to curriculum resources, according to the results of the qualitative analysis of the data regarding the barriers to effective curriculum implementation. This means that without proper training for teachers, it will be impossible to adopt any curricular reform, including LSE. The purpose of this research was to examine the institutional factors influencing the adoption of LSE in Kenya using data collected from 404 participants.

According to a study conducted by Nannyonjo (2007), which examined the factors impacting learning achievement in public primary schools in Uganda, the qualifications of head teachers, their in-service training, age, experience, and tenure all play a role in how the primary school curriculum is implemented. The study's authors came to the conclusion that competent school administrators have both relevant work experience and formal education in the field. Therefore, teacher training is highly valued in curriculum implementation, especially at LSE.

There was an attempt to educate teachers in Botswana with the intention of making them better role models, according to another research by Bwani et al. (2021) that investigated the influence of reception teacher training in implementing the life skills curriculum in Francistown, Botswana. Researchers also hypothesized that instructors' pre-service training on the LSE curriculum framework influenced their class planning and activity selection. Teachers are prepared to teach a variety of subjects, including LSE, thanks to training. The purpose of this research was to determine if Kenyan LSE educators had received any kind of professional development.

A study by Kitari and Wamocha (2020) on pre-school teacher training and curriculum implementation in Navakholo sub-county Kenya, compared certificate teachers with those with diploma and established that certificate level of training enhanced a high level of interaction with learners. The diploma level of training on the other hand proved to be less effective ECD teachers in terms of curriculum implementation. This implies that the level of training does not necessarily affect curriculum implementation. Additional research by Kitivui (2016) found that the majority of primary school teachers in the central sub-county of Kitui did not receive in-service training on how to administer the life skills curriculum, and that the majority of schools did not teach LSE. Consequently, this has impacted on how the LSE curriculum is being taught in their schools. This study investigated the effects of life skills teacher training in public secondary schools in Mwala sub-county, Machakos County.

### Study Theory

Here, the researchers used Neal Gross's (1971) Leadership Obstacle Course Model (LOC). Gross aimed to ascertain whether or not organizations and projects launched within them were successful. Problems are likely to arise during the implementation phase of a new educational program, according to the LOC Model. In order to get beyond these challenges, Neal says that everyone in the company needs to know exactly what the innovation is. Organizational members should be equipped with the knowledge and talents needed to implement the innovation (Gross et al 1971). This theory is applicable to the research at hand since it emphasizes the need of providing Life Skills Education instructors with thorough training on the new curriculum in order to ensure its successful implementation. Included in this will be the new program's rationale, reasoning, and target learners.

### RESEARCH METHODOLOGY

A descriptive survey was used by the researcher. According to Orodho (2009), the design is appropriate since it details the current situations and specifies the criteria that can be used to evaluate them. Using a descriptive survey design, the researcher was able to provide information on the following: the methods of teaching and how they impact the incorporation of life skills; the role of the principal in overseeing the incorporation of life skills; the impact of teachers' training on their pedagogy; and the resources utilized in a natural manner.

### FINDINGS

#### Effects of Teacher Training on Implementation of Life Skills Education

Finding out how teacher training affected the introduction of Life Skills Education into public secondary schools in Mwala Sub-County, Machakos County, was the objective of this research. The study examined the existence, organization, duration, and sufficiency of life skills training under this section. You can see the results in Table 1.

**Table 1: Principals Responses on Teachers Training on Life Skills Education**

Attended training	Frequency	Percent
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Yes	7	35.0
No	13	65.0
<b>Total</b>	<b>20</b>	<b>100.0</b>
<b>Training organizers</b>		
KICD	2	10.0
MoE	18	90.0
<b>Total</b>	<b>20</b>	<b>100.0</b>
<b>Duration of training</b>		
Less than one month	17	85
More than one month	3	15
<b>Total</b>	<b>20</b>	<b>100.0</b>
<b>Training adequacy</b>		
Yes	7	35.0
No	13	65.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Table 1 shows that the majority (65%) of principals indicated that their teachers had not attended any life skills training. For those who attended it was established that most (90%) of the trainings were organized by MoE with most of the training taking less than one month (85%). It was however indicated that the trainings attended were inadequate (65%).

Principals were asked to answer the extent they agreed with information on Table 2 on a scale of 1 -5 with 1 - Strongly disagree, 2 – Agree, 3- Neutral, 4- agree and 5 – strongly agreed.

. The responses were presented in Table 2.

**Table 2: Principals Responses on Life Skills Education Training**

Statements	1		2		3		4		5		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1 Teachers are adequately trained to teach LSE.	10	50.0	4	20.0	2	10.0	1	5.0	3	15.0	20	100.0
2 Teachers have never had any special training in teaching LSE.	1	5.0	2	10.0	5	25.0	4	20.0	8	40.0	20	100.0

<b>3</b>	In-service training of teachers (INSETs) is important in order to teach LSE.	1	5.0	1	5.0	2	10.0	4	20.0	12	60.0	<b>20</b>	<b>100.0</b>
<b>4</b>	Colleges need to offer LSE as a learning area	2	10.0	2	10.0	1	5.0	5	25.0	10	50.0	<b>20</b>	<b>100.0</b>
<b>5</b>	The success of teaching LSE is dependent on trained teachers	2	10.0	2	10.0	1	5.0	3	15.0	12	60.0	<b>20</b>	<b>100.0</b>
<b>6.</b>	Teachers attend workshops on teaching LSE	8	40.0	4	20.0	3	15.0	3	15.0	2	10.0	<b>20</b>	<b>100.0</b>

The assertion that teachers are appropriately trained to teach LSE was met with disagreement by the majority of respondents (50%) and agreement by 20% (Table 4.8), suggesting that 70% of respondents disagreed with this statement. In contrast, 10% of respondents were unsure, 5% were in agreement, and 15% were very much in agreement that teachers have sufficient training to teach LSE; hence, 20% of respondents agreed with this assertion.

As for the claim that teachers had never received specialized training in teaching LSE, it was found that 5% of respondents strongly disagreed and 10% disagreed, for a total of 15% who held this view. 25% of respondents were neutral about the assertion that teachers have never had specialized training in the teaching of LSE. Meanwhile, 40% of respondents strongly agreed that teachers had never had any specific training in teaching LSE, and 20% agreed that this is true. This leaves 60% of respondents disagreeing with the statement.

In terms of whether or not in-service teacher education (INSETs) is crucial for the teaching of LSE, the survey found that 10% of respondents disagreed, with 5% strongly disagreeing and 5% disagreeing. Ten percent of people who took the survey had no strong opinion either way on the statement. Comparatively, 20% of respondents felt that in-service training for teachers (INSETs) is crucial for LSE instruction, 60% felt the same way, and 80% were in disagreement.

In addition, 10% of respondents strongly disagreed and 10% disagreed with the statement that colleges should provide LSE as a learning area; 20% of respondents were in disagreement, according to the research. A small percentage of respondents (5% to be exact) were ambivalent regarding the statement. Conversely, 25% of respondents said that colleges should provide LSE as a course of study, 50% thought that it was a good idea, and 60% were in disagreement.

For the statement that teachers attend seminars on teaching LSE, the study found that 40% of respondents strongly disagreed and 20% disagreed, for a total of 60% of respondents who disagreed. Additionally, 15% of people who took the survey had no strong opinion either way on the remark. Comparatively, 15% of respondents agreed that teachers participate in LSE teaching workshops, 10% were very much in agreement, and 25% were in disagreement.

The efficacy of life skills training was another target of the researchers. Table 3 displays the outcomes.

**Table 3: Principals Response on Effectiveness of Life Skill Education Training**

Responses	Frequency	Percent
Effective	2	10.0
Less Effective	10	50.0
Not effective	8	40.0
Total	20	100.0

According to Table 4.9, the training of life skills was less effective (50%). It was also noted 40% of the respondents indicated that training was not effective at all.

**Table 4: Correlation between Teacher Training and Implementation of Life Skills Education in Public Secondary Schools**

		Teacher Training	Implementation of life skills
Teacher training	Pearson Correlation	1	.779 (**)
	Sig. (2-tailed)		.000
	N	20	20
Implementation of life skills	Pearson Correlation	.779(**)	1
	Sig. (2-tailed)	.000	
	N	20	20

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

A robust positive correlation ( $r(20) = 0.779, p < 0.05$ ) between teacher training and the incorporation of Life Skills Education in public secondary schools is shown by the study's findings in Table 4.



## DISCUSSION AND INTERPRETATION

Finding out how teacher training affected the introduction of Life Skills Education into public secondary schools in Mwala Sub-County, Machakos County, was the main objective of this research. Table 1 shows that most principals, (65%) did not think their teachers had received any kind of life skills training while on the job. There was a lack of life skills training among teachers, which is in line with the findings of the qualitative report from the DoS.

The statement that teachers are adequately trained to teach LSE was met with strong disagreement by the majority of respondents (50%) and disagreement by 20% (Table 4.8), suggesting that 70% of respondents disagreed with this statement. Additionally, it was found that 20% of respondents agreed and 40% strongly agreed that teachers have never had special training in teaching LSE. This means that 60% of respondents disagree with the statement. The study also found that 20% of the participants agreed that in-service teacher education is crucial for teaching LSE, with 60% of those participants strongly agreeing and 80% of those participants agreeing that INSETs are important. This suggests that teachers have not received training to enhance their capacity to teach life skills, which may hinder implementation of the LSE curriculum.

According to the study, 25% of the respondents were of the idea that Colleges need to offer LSE as a learning area while 50% strongly agreed with the statement, those who do not agree with the statement total to 75% he statement. The study also revealed that 40% and 20% of the respondents strongly disagreed and disagreed respectively with the statement that Teachers attend workshops on teaching LSE making a total of 60% of those who disagreed with the statement. These results agree with qualitative data from the DoS who said that, they did not think the teachers had been in-serviced on life skills curriculum and that many schools did not have life skills lessons in their timetables.

In public secondary schools, there is a strong positive correlation between teacher training and the implementation of Life Skills Education ( $r(20) = 0.779, p < 0.05$ ), as indicated by the hypothesis results. This means that in order to implement the LSE curriculum, teacher training and in-service are absolutely necessary. Most teachers lack the necessary training to teach LSE, according to the results. Similarly majority of teachers have not been in-serviced to gain capacity to teach LSE. Yet from the results of the hypothesis, training and in servicing is important in effective teaching. This therefore implies that the LSE curriculum was not being implemented effectively in Mwala sub county of Machakos county Kenya. Life skills education (LSE) was not taught in most schools, and most teachers did not receive in-service training on how to implement LSE curricula (Kitivui, 2016). These results supported his assertions. Because of this, the way the LSE curriculum has been implemented in their schools has been impacted. Consistent with Nevenglosky (2018), who maintained that instructors need sufficient training on the new curriculum in order for LSE to be successfully implemented, this was also the case. For those who attended it was established that most of the trainings were organized by MoE with most of the training taking less than one month. It was however indicated that the trainings attended were inadequate.

These results agree with Ibrahim (2009) IN a study done in Abuja Nigeria argued that any new curriculum is determined by the competencies of the teachers, for only competent teachers would be effective. This implies that for learners to become better learners, teachers must continue learning throughout their career life or else they cease being relevant. According to Odongo and Chemutai (2015) in a study done in Eldoret East Sub County established that in- service of teachers help them to acquire the latest innovations.

## CONCLUSIONS

Based on the inferential data, the study indicated that public secondary schools that offer Life Skills Education to their students' instructors also have a higher rate of teacher training, suggesting that this is an effect of teacher training on the implementation of Life Skills Education in public secondary schools. Still, not a single educator had gotten formal training to instruct LSE, and the vast majority of educators had not even received life skills training from their employers, according to the poll. According to the report, most life skills training was given by classroom professors and guest lecturers. Findings from the survey indicate that a lack of competent instructors is preventing the majority of public secondary schools in Mwala sub county, Machakos County, from adopting the LSE curriculum.

## RECOMMENDATIONS

The following adjustments have been proposed by the researchers in light of the study's findings. The education ministry should provide ongoing professional development for teachers in the area of life skills. The Universities and colleges should include life skills as a subject combination in their teacher training curriculum to produce teachers qualified in teaching LSE.

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