

**INSTITUTIONAL FACTORS INFLUENCING THE IMPLEMENTATION OF
LIFE SKILLS CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN
MATINYANI SUB-COUNTY, KITUI COUNTY**

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**A Research Project Report submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Curriculum Studies of South Eastern Kenya University**

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DECLARATION

This research project report is my original work and has never been submitted in any other university for an award. I realize that plagiarism is an offence and I therefore declare that this work is original.

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DEDICATION

To my wife Gladys and my three children, Fortune, Fortunatus and Victoria, who accorded me maximum support and peace during my studies.

TABLE OF CONTENTS

Declaration	ii
Acknowledgement	iii
Dedication	iv
Table of Contents	v
List of Tables	ix
List of Figures	xi
List of Appendices	xii
Abbreviations and Acronyms	xiii
Definition of Significant terms	xiv
Abstract	xv

CHAPTER ONE

1.0Introduction	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	8
1.3 Objectives of the Study.....	9
1.3.1 General Objective of the Study.....	9
1.3.2 Specific Objectives of the Study.....	9
1.4 Research Questions.....	10
1.5 Significance of the Study.....	10
1.6 Limitations of the Study.....	11
1.7 Delimitations of the Study.....	11
1.8 Assumptions of the Study.....	11
1.9Organization of the Study.....	12

CHAPTER TWO

2.0Literature Review	13
2.1 Introduction.....	13
2.2 Teaching of Life Skills as a Non-Examinable Subject and Implementation of LifeSkills Curriculum	13
2.3 Level of Training of Teachers in Life Skills Education and Implementation of Life Skills Curriculum	15

2.4 Perception of Teachers towards Life Skills Education and the Implementation of Life Skills Curriculum	17
2.5 Principals Supervision of the Teaching and Learning of Life Skills Education and Implementation of Life Skills Curriculum.....	20
2.6 Summary of Literature Review.....	22
2.7 Theoretical Framework.....	22
2.8 Conceptual Framework.....	24

CHAPTER THREE

3.0 Research Methodology	26
3.1 Introduction.....	26
3.2 Research Design.....	26
3.3 Target Population.....	26
3.4 Sampling Techniques and Sample Size	26
3.5 Research Instruments	27
3.6 Validity of Research Instruments.....	28
3.7 Reliability of Research Instruments.....	28
3.8 Data Collection Procedures.....	29
3.9 Data Analysis Techniques.....	30
3.10 Ethical Considerations	30

CHAPTER FOUR

4.0 Research Results	31
4.1 Introduction.....	31
4.2 Instruments' Return Rate	31
4.2 Demographic Data of the Respondents.....	32
4.2.1 Gender of the Respondents	32
4.2.2 Professional Qualification of the Respondents	33
4.2.3 Length of Service of the Respondents in their Schools	33
4.3.1 Influence of Life skills as a Non-Examinable Subject on Implementation of Life Skills Education	35
4.3.2 Challenges Encountered by Public Secondary Schools in the Teaching of LSE as a Non-Examinable Subject	37

4.3.2.1 Nature of Challenges Encountered by Public Secondary Schools in the Teaching of LS as a Non-Examinable Subject	38
4.3.2.2 Suggestion on How to Address the Challenges Encountered by Schools in the Teaching of Life Skills as a Non-Examinable Subject	39
4.4 Influence of Training of Teachers in Life Skills Education and Implementation of LSE.....	39
4.4.1 Challenges Encountered by Schools in Training of Teachers on Implementation of LSE.....	43
4.4.2 Challenges Encountered by Schools in the Training of Teachers in LS Subject.....	43
4.4.3 Suggestions on How to Address LS Training Challenges from the Respondents.....	44
4.5 Influence of Perception of Teachers towards Life Skills Subject and the Implementation of Life Skills Education.....	44
4.4.1 Suggestions from Respondents on How to Improve the Teaching of LS Subject.....	47
4.6 Principals Supervision of Life Skills in Teaching and Learning and Implementation of LSE.....	48
4.6.1 Responses on Challenges Encountered by Schools in Supervision of LSE	50
4.6.2 Suggestions from Respondents on How to Address the Challenges of Supervision of LS Subject	51
4.6.3 Suggestions on How Challenges of Supervision of LS Subject Could be Addressed.....	51
CHAPTER FIVE	
5.0 Discussion and Interpretation of Research Findings.....	52
5.2 Introduction.....	52
5.2.1 Teaching of Life skills as a Non-Examinable Subject and Implementation of LSE	52
5.2.2 Level of Training of Teachers in Life Skills Education and Implementation of LSE	55

5.2.3 Perception of Respondents towards Life Skills Subject and Implementation of LSE	58
5.2.4 Principals Supervision of Life Skills Teaching and Learning and Implementation of LSE.....	60

CHAPTER SIX

6.0 Conclusions, Recommendations and Suggestions for Further Research	63
6.1 Introduction.....	63
6.2 Conclusions of the Study	63
6.2.1 Life skills as a Non-Examinable Subject and Implementation of LSE	63
6.2.2 Level of Training of Teachers in Life Skills Education and Implementation of LSE	64
6.2.3 Perception of Respondents towards Life Skills Education and Implementation of LSE	64
6.2.4 Principals Supervision of Life Skills Teaching and Learning and Implementation of LSE.....	64
6.3 Recommendations of the Study	64
6.4 Suggestions for Further Research	66
References	66

LIST OF TABLES

Table 3.1:	Samples size.....	27
Table 4.1:	Questionnaire Return rates.....	31
Table4.2:	Age of the respondents.....	32
Table4.3:	Gender of the respondents.....	32
Table 4.4:	Professional qualification of the respondents	33
Table4.5:	Response of both principals and teachers on Length of service of respondents in their schools	34
Table 4.6:	Principals response on the influence of life skills as a non-examinable subject in life skills education.....	35
Table 4.7:	Response of life skills subject teachers on the influence of life Skills as a non-examinable subject in life skills education.....	36
Table 4.8:	Responses from both had teachers and LS subject teachers on Whether their schools encountered any challenges in the teaching of LSE.....	37
Table4.9:	Response from the principals on level of Training of teachers in life skills Education.....	40
Table4.10:	Response from life skills subject teachers on the level of training of teachers.....	41
Table 4.11:	Responses from head teachers on the attendance on life skills Training by life skills subject teachers for the last five years.....	42
Table 4.12:	Responses from principals and Life skills subject teachers on whether their schools encountered challenges in training of teacher on implementation	43
Table 4.13:	Response from principals on their Perception towards LSE.....	44
Table 4.14:	Response from LS subject teachers on their perception towards LSE.....	45
Table 4.15:	Response from head teachers and LS subject teachers on whether the teaching of LSE is interesting.....	46
Table 4.16:	Response from principals on supervision of LS teaching and learning and implementation of LSE.....	48

Table 4.17:	Response from Life skills subject teachers' response on principals' supervision of life skills teaching and learning.....	49
Table 4.18:	Responses from principals and LS subject teachers on whether their schools had allocated life skills lessons on the time table.....	50

LIST OF FIGURES

Figure 2.1:	Conceptual framework of life skills implementation.....	24
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LIST OF APPENDICES

Appendix i: Introduction Letter to the respondents 71
Appendix ii: Questionnaires for the principals 72
Appendix iii: Questionnaires for life skills subject teachers 77
Appendix iv: Interview schedule for the sub county director of education 81
Appendix v: Research Budget. 83
Appendix vi: Work Plan 84
Appendix vii: Research Permit 84

ABBREVIATIONS AND ACRONYMS

AIDS	:	Acquired Immuno-Deficiency Syndrome
CBSE	:	Central Board of Secondary Education
CCE	:	Continuous and Comprehensive Evaluation
EFA	:	Education For All
FPE	:	Free Primary Education
HIV	:	Human Immuno-Deficiency Virus
HOD	:	Head of Department
KCSE	:	Kenya Certificate of Secondary Education
KIE	:	Kenya Institute of Education
LSC	:	Life Skills Curricula
MoE	:	Ministry of Education;
LSE	:	Life Skill Education
PE	:	Physical Education
RoK	:	Republic of Kenya
SA	:	South Africa
SPSS	:	Statistical Package for Social Science
SDGS	:	Sustainable Development Goals
TSC	:	Teachers Service Commission
SCT	:	Social Cognitive Theories
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations Children’s Emergency Funds
WHO	:	World Health Organization

DEFINITION OF SIGNIFICANT TERMS

Life skills education:	Refers to taking the overall personality of a child into consideration while educating them for it gives strength to handle any kind of situation and gives courage.
Life skills curriculum:	Refers to a course of study that gives young people the emotional, social, and intellectual capabilities they need to succeed in life at the individual, interpersonal, community, and workplace levels.
Teachers' perception:	Refers to the condition of a teacher's preparation, organized by their experience and having a direct or dynamic impact on how they respond to the issue of teaching life skills.
Supervision of teaching and learning:	Refers to monitoring the teaching and learning process for the subject of life skills.
Implementation of life skills curriculum:	Essentially implies that students are exposed to activities that promote acquisition and practice of skills that enable them to handle problems in daily life.
Non examinable subject:	Means that the issue of life skills is not one that can be studied or evaluated.

ABSTRACT

The General purpose of this study was to investigate Institutional factors influencing the Implementation of life skills curriculum in public secondary schools in Matinyani Sub-county, Kitui County, Kenya. The specific study objectives sought to; determine the extent to which the teaching of Life Skills as a non-examinable subject, level of training of Teachers in life skills Education, the perception of teachers towards life skills subject and Principals supervision of the teaching and learning of life skills education influences the implementation of life skills curriculum in public Secondary Schools in Matinyani sub-, County. The study was anchored on the Social Cognitive Theories. The study used Descriptive survey research design. The target population for the study consisted of all the 26 public secondary school principals and all the Life skills subject teachers and one Sub County Director of Education in Matinyani Sub County who were selected using census technique. Data was collected by use of interview guides and questionnaires which generated both qualitative and quantitative data. Descriptive statistics was used to analyse both qualitative and quantitative data through the use of Statistical package for Social Sciences Version 26. Quantitative data was analysed quantitatively and presented through the use of frequency distribution tables. Content analysis was used to analyse qualitative data gathered from the open ended items. Thus, data was organized into themes based on the study objectives and presented in a narrative form. From the findings, findings majority of the principals of the 91.3 % who were also supported by majority of LS subject teachers whose percentage translated to 91.3 % disagreed respectively with the statement that Life skills subject is not examined at all in their schools. The study also found from majority of 95.7% and 4.3 % of the principals who disagreed and strongly disagreed respectively with the statement that their school had teachers who had been trained to teach LSE. The results in this study found from majority of the principals 82.6% who agreed with the statement that teachers of LSE feel overloaded by having an additional subject. The study found that majority of the principals 100% disagreed with the statement that there is regular supervision of the teaching and learning of LSE in their schools. The study recommended that the government should enhance the teaching of LSE in schools by allocating more resources to schools, capacity building of teachers through workshops and seminars, pre-serve and in-service training in teaching LSE, providing learning resources like text books, allocation of time for teaching LS, making LS examinable and stepping up the supervision of the teaching of LSE. The study may add to the body of knowledge on institutional determinants of implementation of life skills education and raise awareness among teachers and students of the value of life skill curricular.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Institutional factors refers to circumstances within educational institutions or schools which may affect the implementation of life skills education either positively or negatively. On the other hand, life skills implementation refers to the actual teaching and learning process of Life skills subject in a given educational cycle. In other words, curriculum implementation entails putting new concepts into practice. Implementation is also a methodical procedure that ensures that the planned curriculum is able to impact the learners. This includes convincing policymakers, teachers, and parents to embrace the new curriculum, giving in-service and pre-service training to instructors, and offering the materials and administrative resources to ensure the process feasible (Ornstein and Hunkins, 2009). The term curriculum refers to the academic content and lessons offered in a school or in a specific course or program. Curriculum represents a course of subjects covered by students in their race towards the finishing line (Shiundu & Omulando, 1992).

Vij (2016) opines that life skills are behaviors that help people adjust and interact well with the demands and obstacles of life, and there are several life skills. However, there are 10 core life skills laid down by World Health Organization (WHO). Although there are many life skills, for purposes of education, WHO (1999) has provided the ten most important life skills which are applicable across societies. They include: decision-making, problem-solving, creative thinking, communication, interpersonal skills, critical thinking, and self-awareness, empathy, coping with emotions and coping with stress. Delors (2013) observed that the ten core life skills cut across the four key pillars which underlie education and life. They include: “learning to know, learning to do, learning to live together and learning to be”. Various scholars have expounded on these four pillars in that, ‘learning to know’ includes more than the basic learning skills of literacy and numeracy but also foundational skills that are important for learning such as, analytical skills, critical thinking and problem-solving. ‘Learning to know’ has a strong relation to skills supporting academic outcomes. ‘Learning to do’ emphasizes the acquisition of skills necessary to practice a profession and thus can be said to refer to but not confined

to the attainment of skills for employability. Such skills include teamwork, resilience, communication, negotiation skills, and creativity. The third pillar, which includes 'learning to live together' refers to the need to develop an understanding of others, respect for human dignity and diversity and also a responsible and active citizen. This social dimension requires tolerance, responsibility, participation, acceptance and integrity. The last pillar being, 'learning to be' is an individual dimension related to all round development of each individual and it focuses on the development of human potential (Amman, 2015) and (Tawil & Cougoureux, 2013).

Conversely, Life skills education is a body of knowledge which consists of three categories of skills. They include the capacity for self-awareness and interpersonal harmony as well as the capacity for making wise decisions (Global Evaluation, 2012). Life skills is an educational program that emphasizes on needs- and outcome-based participatory learning (United Nations Children's Emergency Funds (UNICEF), 2015). Prajapati, et al., (2017) noted that life skills education is very important since it links between the basic functioning and abilities. It expands an individual's capacity to fulfill the needs and expectations of today's society and assists in coping with life challenges in a way that makes desired behavior possible. As a result, imparting life skill training by instilling life skill education has the ability to assist youngsters in overcoming life's challenges.

According to Global Evaluation (2012) teachers believe that implementing life skills provides benefits including health, education, social, and cultural benefits. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2017) has in addition stressed the necessity of LSE in the school curriculum so as to achieve the Sustainable Development Goals (SDGS).

Worldwide, approximately 164 nations have incorporated life skills implementation in their curriculum as fundamental learning for their kids so as to equip them with information for dealing with difficult life challenges (United Nations Children's Fund, 2017). World Health Organization (1997) opines that life skills curriculum

implementation necessitates participation from the school, education authorities, teacher training, and the production of teaching and learning resources. One goal of implementing life skills education is to incorporate a significant component of conflict resolution.

According to the Global Evaluation (2012) most countries' school principals have not received training or direction for internal monitoring in schools wherein life skills curriculum is already being implemented. It is noted that internal monitoring of curriculum implementation is very important in that it enhances the quality of implementation through provision of feedback. Therefore, internal monitoring of implementation of life skills implementation is an institutional determinant that can influence its implementation either positively or negatively.

Teachers, according to Ornstein and Hunkins (2009) must have a thorough comprehension of the curriculum since they are the ones who apply it. Globally, life skills is implemented. For instance, in the United States of America (USA), instructors are offered in-service training prior to the adoption of life skills curriculum, including two-day workshops. This is because training would help teachers to effectively implement the life skills curriculum. When one is not trained, he/she is not supposed to teach life skills in United States of America. This implies that for effective implementation of life skills curriculum to be realized, trained teachers on the subject can effectively do the job.

However, although initiatives have been made on life skills implementation in United States (US) Cassidy et al. (2018) discovered that teachers in the United States were frustrated when it came to teaching life skills. Various trainers stated that they had a long list of topics they desired their students to understand but again there was inadequate time to teach them. Teachers were indeed disappointed that a lot of the skills were not previously incorporated into the curriculum. This implies that if those in charge of curriculum implementation do not incorporate life skills subject in the school curriculum, this may frustrate the efforts of implementers of the curriculum.

Singh and Sharma (2016) found that Life skill in India was recognized as among of the six goals of Education for all (EFA).As a result, for classes 6 to 10, life skills education is an intrinsic element of the curriculum via Continuous and Comprehensive Evaluation (CCE). Life skills guides for teachers teaching classes 6, 7, and 8 have been developed to offer instructors with broad principles for each of the 10 key life skills outlined by the World Health Organization (WHO). Secondary students in India are heavily influenced by life skills education, with adolescence being a critical time of growth and development marked by fast psychological changes, psychological maturation, abstract thinking, risk-taking mindset, and sexual behaviors. It is envisaged that instructors would play an important part in developing students' personalities in the appropriate direction by offering required advice and counseling and suggesting that they adopt certain basic life skills. Thus, it is observed from the aforementioned that Life skills implementation in India was successful because of the support it was accorded and as a result of its recognition among the six goals of EFA,

Life skills Curriculum is also implemented regionally. Chiara (2009) observed that Teachers in South Africa (SA) and Malawi are trained using the cascade paradigm. In Eastern and Southern Africa, life skills curriculum has been utilized to pass on information, skills, and attitudes about HIV (Human Immunodeficiency Virus) and AIDS, peace education, smoking, and gender issues (Chemtai, 2011). Nonetheless, as per Prinsloo (2007) many South African instructors are unable to deal with HIV/AIDS concerns. They avoid engaging students in the issue because they are uncomfortable teaching what affects them and their students. This implies that the implementation of life skills in South Africa may be affected by teachers' perception.

According to Chemtai (2011) Life skills education in Malawi is practical, and it frequently focuses with HIV and AIDS education and drugs. However, Chirwa and Naidoo (2014) noted that a number of social and structural contextual factors, including the unfavorable working conditions for teachers, the emphasis placed on subjects like Math and Languages, the sequence framework of teacher training and the brief period of

training, the difficult to access language in teachers' manuals, the hunger and poverty of students, and the inadequate community support for sex, limit the teaching of life skills in Malawi. Thus, it is noted that the implementation of Life skills education is affected by many cross cutting issues in Malawi.

According to Article 29 of the Convention on the Rights of the Child, HIV and AIDS are on the agendas of multilateral organizations like the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF) (UNICEF, 2018). Goal three (3) of Education for All (EFA) emphasizes the importance of ensuring that all young people and adults' learning needs are satisfied via equal access to suitable learning and life skills (Republic of Kenya,2012).The Jomtien Declaration on Education for All (EFA) of 1990 expanded on this concept by incorporating life skills as critical learnings tools for survival, learning tools for survival, capacity development, and quality of life (UNESCO, 2005). At this conference, officials from several nations, including Kenya, expressed fears regarding the significance of education, stressing the importance of focusing on relevant life skills for all learners from all over the world. The Dakar World Education Conference in 2000 also said that all young people and adults had the human right to "an education that encompasses learning to know, do, live together, and be," and included life skills in objectives 3 and 6 of the six Educations for All (EFA) goals (UNESCO, 2005).

UNESCO (2017) In order to achieve the Sustainable Development Goals, has also stressed the importance of LSE in the school curriculum. Life skills curricular was introduced in Kenya in LSE was integrated and mainstreamed into the primary school curriculum in Kenya in 2003 (KIE, 2002). According to Narayana (2006) Life skills was first introduced in Kenya as an intervention program to break a behavioral habit including alcoholism or drug addiction, stop unfavorable behavior from happening again, and allow learning to learn and build new skills, knowledge, and attitudes needed to deal with day-to-day psycho-social issues.

The importance of Life skills education according to KIE (2008) especially where life skills education is well developed and practiced, it enhances the wellbeing of a society

and promotes positive outlook and healthy behaviour. In particular it enables an individual to translate knowledge, attitude, skills and values into action; behave responsibly and this leads to healthy living; develop positive attitude towards themselves and others; develop full potential; promote the state of mental wellbeing as this motivates them and others; promote risk free behaviour; communicate effectively; develop negotiation skills; improve self-perception by: building self-confidence; building self-esteem and building self-worth. Additionally, Life Skills Education has long term benefits to the society which include educational, social, health, cultural and economic benefits.

However, the implementation of life skills curriculum was not prioritized in the Kenyan curriculum until 2008, when the Kenya Institute of Education created a curriculum for the new topic that was to be taught in both primary and secondary schools in one session per week and as a non-examinable subject (KIE, 2008). However, investigations by Mwangangi (2018) revealed that 57% of secondary schools did not have any teaching resources for life skills education and that life skills subject was not taught. Where life skills subject was timetabled, it was only taught by willing teachers. It was concluded that Life Skill Education is not being taught as envisaged by Ministry of Education. Hence learners would end up missing the benefits of life skills education. These findings are consistent with KIE (2011) in that Teachers do not take LSE seriously because it is not a topic that can be examined. As a result, the results of teaching life skills education fall short of what the curriculum designers had hoped for (KIE, 2011).

Therefore, investigations in this study included; life skills subject as a non-examinable subject, level of training of Teachers in LSE to teach life skills subject, perception of teachers towards LSE and principals supervision of the teaching and learning of life skills education which was used as independent variables and whose influence was established on implementation of LSE in secondary schools in Matinyani sub county. According to Chenge and Syomwene (2016) internal curriculum supervisors failed to offer guidance to teachers on methods of evaluation of Life skills curriculum. This is evident from 48.6% of the teachers who stated that they have never received guidance on the procedure of

assessing LSE curriculum. This is consistent with Monyangi (2010) who found that found that LSE is taught during P.E. (Physical Education) Since LSE is not an examinable topic because teachers focus on examinable areas, it is not treated with the same gravity as other disciplines. Mwangi (2015) observed that owing to the fact that life skills education is not an examinable topic, the majority of Principals do not pay much attention to it.

Given that teachers are professionals capable of rational decision-making, teacher training is a crucial component for the successful teaching of curriculum and for the effective implementation of curriculum (Chege, 2013). A teacher has to be able to make wise career decisions in order to be effective (Shor, 2012). Amman (2015) asserts that a professionally trained and driven teaching community—which receives strong support from LSE—is essential to delivering high-quality education. In terms of pre-service training, in-service training, and professional documentation, a teacher must be well prepared. Although education is seen as a crucial tool for development, Kafu (2006) found that efficient performance of this function needed a cadre of qualified instructors. Thus, such competency especially in the teaching of life skills subject could be acquired through training in readiness to teach Life Skills subject. A teacher must be thoroughly prepared in terms of pre-service training, in-service training, and professional documentation.

Furthermore, the perception of the teacher might influence the implementation of life skills. According to Pratt (1980) the successful implementation of a curriculum is dependent on the attitude of the teacher toward labor. The capacity of a teacher to execute a curricular policy is influenced by his or her perception towards work. According to Kadzamira (2006) low wages along with other bad working conditions in Malawi are a key source of widespread dissatisfaction. Such dissatisfaction may have an impact on the execution of curricula such as life skills education. Teacher perception can be determined by the teacher's understanding of the material. Abobo and Orodho (2014) discovered that, whereas teachers had a negative opinion with LSE teaching, students had a good attitude

toward LSE learning. As a result, if teachers are unfamiliar with the aims, content, and essential elements of the curriculum to be applied, LSE implementation may be difficult.

According to Prinsloo (2007) the principal's instructional leadership is critical for the successful implementation of LSE. Some school principals' lack of commitment to making life skills education a success in their schools hampered the program's effective implementation in South Africa. Chikumbu and Makamure (2000) indicates that the school Head Teacher undertakes the supervisory job by positioning employees, assigning time, providing teaching and learning materials, and creating an environment favorable to teaching and learning. As a result, the school principal is expected to direct and supervise curriculum implementation. Thus, regular supervision of life skills curriculum implementation should be carried out regularly in schools. The principal in a school is the curriculum implementation supervisor. Curriculum implementation, as per Ornstein and Hunkins (2009) must be overseen and monitored in order to be successful. Thus, principals should ensure the development of high-quality professional documents for instance schemes of work, records of work completed, lesson plans, lesson notes, regular and punctual class attendance, delivery of lesson effectively, assessing students regularly, and effective use of instructional time. Thus, if principals opt not to monitor the teaching of Life skills subjects, this immediately correlates to poor LSE curriculum implementation. In order to bridge a knowledge vacuum, this study was conducted to explore institutional influence on implementation of life skills curriculum in public secondary schools in Matinyani Sub-county, Kitui County.

1.2 Statement of the problem

Numerous pupils and students throughout the world have continued to face several problems in their everyday lives. Schools in Kenya have in the recent past experienced riots, general indiscipline, dropout instances, drug and substance addiction, and early pregnancy cases. Matinyani Sub County has not been spared either. Matinyani Sub-County Education Office (2022) reported that there is a high proportion of pupil drop-out owing to drug and substance misuse, pregnancy, peer pressure, and increasing general indiscipline. In the year 2021, a total of 86 girls and 21 boys did not report back to school

due to pregnancy related cases as well as drug and substance abuse respectively. Matinyani Sub-County Education office (2022) attributed this dropout rate to wanting implementation of life skills. Such issues might be ascribed to a lack of life skills expertise. Thus, as a results of dropping out of school, learners do not get an opportunity to access education. Therefore, despite efforts and dedication by the Kenyan government to achieve vision 2030 and to provide excellent education to all school-age going children through Free Primary Education (FPE) and Free Day Secondary Education (FDSE) programs which were launched in 2003, institutional issues influencing implementation of LSE still persist. In order to close the gap between knowledge and behavior, a life skills curriculum was introduced in Kenya in 2009. Studies done elsewhere have all left out a gap on Institutional influence on implementation of life skills curriculum in public secondary schools in Matinyani Sub-County, Kitui County. This justifies the selection of Matinyani Sub-County for this study in order to fill a research gap.

1.3 Objectives of the study

1.3.1 General Objective of the study

The general objective of this study sought to investigate Institutional determinants of implementation of life skills curriculum in public secondary schools in MatinyaniSub-county, Kitui County.

1.3.2 Specific Objectives of the study

The specific objectives of this study included the following;

- i. To determine the extent to which the teaching of Life Skills subject as a non-examinable subject influences the implementation of life skills curriculum in public secondary schools in Matinyani sub-county.
- ii. To establish the influence level of training of Teachers in life skills Education on the implementation of life skills curriculum in public secondary schools in Matinyani sub-county
- iii. To examine the influence of perception of teachers towards life skills subject on the implementation of life skills curriculum in public secondary schools in Matinyani sub-county.

- iv. To determine the extent to which principals supervision of the teaching and learning of life skills education influences the implementation of life skills curriculum in public secondary schools in Matinyani sub-, County.

1.4 Research Questions

This study was guided by the following research questions;

- i. To what extent does the teaching of Life Skills as a non-examinable subject influences the implementation of life skills curriculum in public secondary schools in Matinyani sub-county.
- ii. What influence does level of training of Teachers in life skills Education have on implementation of life skills curriculum in public secondary schools in Matinyani sub-county
- iii. What is the influence of teachers' perception towards life skills education on implementation of life skills curriculum in public secondary schools in Matinyani sub-county.
- iv. What influence does principals supervision of the teaching and learning of life skills education have on implementation of life skills curriculum in public secondary schools in Matinyani sub-, County

1.5 Significance of the study

The study's findings are intended to enlarge the body of knowledge on life skills and increase teachers' and students' understanding of the value of life skills curricula (LSC). The findings would also give policy makers and curriculum designers a foundation for how to enhance and change LSC. The conclusions would assist the decision-makers in every LSC with assessment and evaluation. The results would also offer guidance on how to appropriately manage difficulties in LSC implementation for instructors. According to academia, the study's material will be examined by other researchers at academic institutions and used as the foundation for further research.

1.6 Limitations of the study

Orodho (2008) defined a limitation as a feature of the study over which the researcher has no direct control but is aware that it may have a negative effect on the study's findings or ability to be generalized. The research has the drawback that some principals could have been reluctant to share their degree of curriculum implementation for fear of being victimized. But the researcher gave them assurances about their privacy. It's possible that some responders won't provide the data needed for the study, which might be a drawback. To persuade people to engage in the study, the researcher guaranteed confidentiality of the respondents and educated the value of the study and their contributions. The study's investigators gave the respondents the assurance that the data they provided would be utilized only for that reason.

1.7 Delimitations of the Study

Although there are numerous elements that influence curriculum instruction in secondary schools, the institutional influences on the implementation of the life skills curriculum in the public secondary schools in the Matinyani Sub-county were the focus of this study. Only public secondary schools in the Matinyani sub-county were included in the research. The research comprised the principals and LS subject instructors.

1.8 Assumptions of the study

This study made the supposition that the respondents would cooperate and provide the required answers to all questions. It was also expected that teachers of LSE had the ability to make judgments since they would have had some training through workshops, seminars, conferences and training.

The second assumption is that the teachers and students who made up the sample for this study are typical of the general public. The third assumption underlying this investigation is that the respondents would voluntarily and frankly submit correct data from which the results, conclusions, and recommendations of the study will be deduced. Last but not least, this study makes the assumption that the life skills curriculum is being used in all schools in the Matinyani sub-County.

1.9 Organization of the study

This study is structured in six chapters. Chapter one involves the study background, define the problem statement, the research objectives and questions. It also looks into the significance, limitation, delimitations and assumptions of the study and ends with the section defining significant terms used and study organization. In the second chapter, the literature is reviewed where both theoretical and empirical work is reviewed, it also gives a summary of the review and a conceptual framework. In Chapter three the particular topics covered include the study design, the target population, sampling methods and sizes, research instruments, their reliability and validity, methods for gathering data, and ethical considerations. The study's findings are presented in chapter four and are divided into subtopics in accordance with the study's objectives. While chapter six offers conclusions founded on the findings of the study, recommendations, and ideas for more research, chapter five discusses and interprets research findings in light of the research objectives.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

In this chapter the literature relating to this research study is reviewed in line with the research objectives. The theories pertinent are also reviewed and to wind up a summary of literature review and a conceptual framework is given.

2.2 Teaching of Life skills as a non-examinable subject and implementation of life skills curriculum

Grover (2018) conducted a study on challenges in the Implementation of LSE in Ajitgarh district of Punjab state. This study embraced a descriptive research design where a total number of ten schools were randomly selected from the Central Board of Secondary Education (CBSE) affiliated secondary schools situated in Ajitgarh district of Punjab state. The sample size consisted of 10 principals and 43 teachers. For the purpose of gathering data on LSE implementation in schools and LSE implementation issues, the study used two semi-structured interview schedules. According to the report, students were just participating acquiescently in LS events because they are not scored and had no bearing on their final test marks. The majority of the currently used techniques for measuring or evaluating life skills or competences were quite complicated, took a long time, and required expert insight. However, instructors were not given any training on how to evaluate LSE assignments. The reviewed study differs from the current study in terms of sample size target population and study title as well as location of the study hence the need to carry out the current study.

Ongorok (2010) did a study to investigate the role of non-examinable subjects in the acquisition of productive skills amongst primary school pupils in Soroti district, Uganda. A random selection of 10 primary school was done where the respondents to the questionnaires were subject teachers, Heads of Departments (HODs) and upper primary pupils. Also observation method of collection was done to collect data on facilities and resources and also documents were used a source of data. Data analysis was done quantitative in relation to the study themes. The research revealed that non-examinable

subjects helped students in primary school acquire productive abilities. The limitations highlighted were a shortage of instructional materials, insufficient funding and trained teaching people, limited contact hours, and a absence of storage and maintenance facilities for non-examinable courses, among others. It was decided that non-examinable topic skills aided in the learning of life skills. Scarce facilities and resources hampered the learning of life skills, functioning as roadblocks to the acquisition of productive abilities. As a result, it was suggested that non-examinable subject instructors attend in-service/refresher courses. The current study differs from the previous study in terms of target population, study location, and study title; so, the current study is necessary to fill a research gap.

A study by Mwangangi, et al. (2018) sought to investigate the Status of Life Skills Education Teaching and Learning in Secondary Schools in Kibwezi Sub-County of Makueni County, Kenya. A descriptive research design was employed. The target population consisted of 66 schools in Kibwezi Sub-County from which a sample of 7 schools were systematically sampled for the study. This equated to 10% of the entire population. To verify reliability, the test-retest approach was utilized. Descriptive statistics were applied in analyzing data. The study revealed that 10% of the schools had not timetabled life skills education, and where it was timetabled life skills education, had one lesson per week. In some classes it was not taught at all and where it was taught, this was done by willing teachers and not as a requirement. It is therefore noted that life skills subject was not give a lot of weight owing to the fact that it is not an examinable subject. The study recommended that life skills should be made necessary and examinable at Kenya Certificate of Secondary Education (KCSE). This would assist students in adjusting to life as students and becoming better citizens. The reviewed study has a larger target population compared to the current one and a smaller sample size, the sampling techniques is also dissimilar from that of the current study therefore the necessity for the current study so as to fill a gap.

2.3 Level of training of Teachers in life skills Education and implementation of life skills curriculum

Teacher training in LSE can influence the implementation of life skill curriculum. Life skills programs are best administered by teachers or life skills educators who have participated in LSE training sessions, according to the program on mental health (1997) in Geneva. Simona (2014) did a research at Politehnica University of Buchares on teacher training for infusing life skills into vocational instruction. The study comprised 96 instructors and trainers from the following partner countries: The United Kingdom (47,92%), Denmark (14,58%), Spain (13,54%), Romania (13,54%), and Portugal (10,42%). The study used a questionnaire, focus group discussions, and Desk research. The study highlighted the significance of teacher training in integrating life skills into specialty topic instruction. Although certain life skills are taught by specialist instructors, particularly in VET (vocational Education Training) programs, others ought to be covered in existing specialized topic teaching. Teachers might benefit greatly from relevant methodological ideas for learning assignments or student evaluation so as to enhance learning to learn and interpersonal skills. However, the reviewed study is different from the current study for it left out a gap on data collection tools and target population and the study was done in a unlike location in comparison to the current study hence the need to carry out the current study.

A study by Arasomwan and Mashiya (2021) sought to explore the experiences of pre-service Foundation Phase Learning Skills teachers during their teaching practice in South Africa. A qualitative case study was carried out at a South African university's Foundation Phase department of a teacher-training institution. Twenty final-year pre-service teachers were purposefully chosen to engage in semi-structured interviews and reflective writing tasks. The data was analyzed using thematic analysis, and the classification of the emerging themes was inspired by Vygotsky's sociocultural theory. The results indicated a lack of understanding of the significance of Learning Skills as a discipline. The study concluded that a review and revision of the LS teacher-training curriculum are required to enhance the methodology of future LS teachers. This curriculum should include more intensive micro-teaching that enhances teachers' general fluency in their learners' native

languages and provides them with appropriate teaching practices. The implementation of the LS curriculum must be examined on a regular basis to ensure that these abilities are transferred to young learners for their individual and societal benefit. However, a research gap has been left in the reviewed study in that the reviewed study was qualitative in nature, as opposed to the current study which is both qualitative and quantitative, the study was done in a university setting yet the current study was done in public secondary schools in Matinyani Sub- County.

Mutanu (2021) conducted a study which sought to investigate the influence of teachers' preparedness on implementation of life skills education in public secondary schools in kiambu county, Kenya. The study was anchored on Bandura's social learning theory (1977) which states that behaviour is a product of learning from one's environment. Descriptive survey design was used in the study. The study used Purposive sampling to select 255 respondents who included 170 teachers and 85 principals. The study used a questionnaire and an interview schedule to collect data. The study found that teachers lacked training for implementation of Life Skills Education which led the teachers to have negative attitude towards LSE. It was also established that 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 reviewed study differs from the current study in that it was conducted in a different set up as opposed to the current study. The two studies also differ in terms of the number of respondents used and the sampling technique is also different for the two studies hence the need for the current study.

Odhiambo (2013) conducted a study on implementation of LSE in secondary school in Uriri and Awendo districts, Migori County Kenya. A descriptive research design was adopted. The target population was 357 public secondary schools and 37 public secondary schools in Uriri and Awendo districts respectively as they had undergone LSE syllabus implementation. In selecting a sample size, stratified random sampling method was applied while data was gathered using interview guides and questionnaires. From the findings it was revealed that lack of qualified teacher affected the implementation of LSE

curriculum. As indicated by the findings, the majority (66.7%) of LSE teachers in secondary schools were only trained for 1-2 weeks. Nevertheless, just 33.3% of teachers had more than one month of training. However, the reviewed study is different from the current study in that it was carried out at Migori County as opposed to the current study which has been conducted within Kitui county, the sample size and sampling techniques are also different hence the need for the current study.

2.4 Perception of teachers towards life skills Education and the implementation of life skills curriculum

Oloyede and Sihlongonyane (2017) sought to investigate the perceptions of teachers on psycho - social life skills in the secondary school siSwati curriculum in Swaziland. The study main aim was establishing the perception of the teachers on life skills. The study adopted a mixture of approaches where it used both qualitative and quantitative data which were gathered using interview guides and questionnaire. The researcher employed a simple random method to obtain a sample of 20 siSwati teachers from 4 schools in Shiselweni region in Swaziland were the respondents. The analysis found that while most teachers were conscious of the life skills featured in the siSwati curriculum, their perception was poor. According to the study results, siSwati teachers were less active in the advancement of life skills, due to a lack of information of how to incorporate life skills into siSwati classes. According to the results, the problems that impede life skills teaching are a shortage of time, life skills resources, and teacher training on life skills teaching. In light of the findings, it was suggested that in-service seminars for siSwati teachers on the teaching of life skills be organized, that teaching resources, particularly a teacher's handbook, be supplied, and that time be set out on the school calendar for life skills. The reviewed study is dissimilar from the current study for it was undertaken in Swaziland yet the current study was done in a Sub-county in one of the counties in Kenya, the target population and the study titles are different from the current study hence the need for the study.

Jayaram (2019) conducted a study which sought to investigate teachers' perception towards development of Life skills at secondary level in Visakhapatnam, India. The study

used a sample of 156 teachers who were selected randomly from 8 different schools from Visakhapatnam district for the study. Descriptive and inferential statistical tools such as means, t-test and ANOVA were used to analyze data using the Statistical package for Social Scientists (SPSS). The results after the analysis proved that the locality of schools, community of the teachers and their qualification did not make a difference. All the teachers supported the need of inculcation of life skills in education at secondary level. The current study differs from the reviewed study in that it was done in a different country. Secondary, the target population for both studies is different. Thirdly although the studies used were on teachers perception, the variables which were being investigated were also different hence the need for the current study to fill a research gap.

Jawarneh (2013) conducted a study in Oman to investigate life skills teachers' readiness for their role: implications for higher education. The target population for the study consisted of all LS teachers teaching at the second cycle of the basic stage of schooling in Oman. A questionnaire was used to collect data. The results revealed that LS teachers viewed themselves as being able and competent with regard to the skills covered in the areas of planning, assessment, administrative duties and execution. On the other hand, LS teachers perceived themselves as less competent in the topical areas of vocational counseling and technical content. The results also revealed lack of skills among LS teacher on integrating information and communications technology skills in LS teaching. The reviewed study is different from the current study in that the reviewed study was done in higher education yet the current study was done in secondary schools. The other difference is that the study titles are not the same though related and the study areas are not the same hence the need for the current study.

Ntinda and Dlamini (2019) conducted a study to examine the teachers' perception on the implementation methods of life orientation skills education for senior high school students in Kwaluseni in South Africa. The respondents to the study were teachers of guidance and counselling who were a total of 15 in number and came from rural district of Eswatini (females = 7). The teachers provided responses to semi-structured questionnaires and focus group discussion interviews regarding the methods they used to

integrate life orientation skills. The results of the data's content analysis suggested that educators should prioritize the following factors for their LSE implementation practices: training in fundamental counseling techniques, knowledge and practices in guiding and counseling, and motivation to do so. The teachers believed that pedagogical expertise and subject-matter expertise were crucial for successfully educating students to make decisions and solve problems. They also believed that teaching LSE required basic counseling training in listening, accepting, and empathizing, as well as the encouragement of LSE through increased remuneration and a lighter teaching load. The educators believed that further training in fundamental counseling techniques and additional material resources were necessary to improve LSE implementation. These results indicate that teachers require ongoing professional development in order to be better prepared for long-term LSE implementation practices with high school pupils. However, the reviewed study is different from the current one in terms of location, target populations and in terms of data collection tools.

Monyangi (2010) conducted a study on teachers' perceptions towards the implementation of life skills curriculum in public primary schools in Nairobi west District, Kenya. The study was based on the Social Cognitive Theory. The target a population was 1199 teachers and 59 head teachers from the 59 primary schools in Nairobi West District. Simple random sampling technique was used to select 126 teachers and 12 headteachers and used questionnaires for data collection. The study found out that life skills were relevant especially in prevention of 11IV/A1DS. Teaching methodologies were learner friendly but the curriculum was haphazardly implemented. Teachers did not get in-service training for the course. The study further established that LSE was taught like a co-curricular activity alongside physical education. Teachers faced challenges in implementing LSE curriculum which included inadequacy of reference materials, diversity of cultural backgrounds of the pupils, inadequate time to deliver the content and inadequate LSE resource persons. However, this study is different from the current study in that although the reviewed study was done in Kenya, it was conducted in a different setting up from the current study which was done in kitui county Kenya. Secondly the

two studies have gaps in terms of target population and sampling techniques hence the need to carry out the current study in order to fill a knowledge gap.

Mutegi (2019) conducted a study to investigate the students and teachers perception of the effects of life skills training on the behavior of students in secondary schools in Maara sub county, Kenya. The target population was 19,857 students from the 54 public and private secondary schools, and 330 Form 3 students and 44 teachers from a sample of 22 schools were chosen using a stratified and purposeful selection strategy as well as a basic random sampling method. The tool used to acquire the data was a questionnaire. To analyze the data both inferential and descriptive statistics were applied. According to the study, students who receive life skill training are better equipped to make wise judgments, think things through more carefully before drawing conclusions, solve difficulties, and be more forceful. It was recommended that principals get pertinent teaching and learning resources to make the teaching of life skills simple. The reviewed study differs from the current study in terms of target population, title of study and study location for it was done in a different location hence the need for the current study.

2.5 Principals Supervision of the teaching and learning of life skills education and implementation of life skills curriculum

The supervision of LSE teaching and learning by principals can have an impact on the curriculum's implementation. According to the WHO (1997) it is critical to conduct regular supervision of life skills programs so as to stay in connected with evolving priorities and make necessary improvements. According to Griffin (2006) proper staff coordination and supervision should be carried out in which teachers formulate their schemes of work and maintain a good record of the work done.

Tan (2020) carried out research in Finland and Singapore on LSE: Teachers' Perceptions in Primary School Classrooms. The study included six teachers in total. Three were from Finland, while the remaining three were from Singapore. The investigation was qualitative in nature. Qualitative Data that was gathered via interviews was analyzed using content analysis. The findings were then laid out as per the research question. The research findings revealed that Teachers in Finland are given freedom and autonomy in

classrooms to plan for their lessons. On the other hand, Teachers in Singapore face a lot of pressure for academic results and the level of pressure depends on the tone set by the principal. Thus, a large responsibility in teaching of life skills is bestowed on the specific teachers in schools and the parents back home. The reviewed study is different from the current study because the reviewed study is purely qualitative as opposed to the current study. The target population is different as well as the title of the study hence the need to carry out the study so as to bridge a gap in research.

Chirwa and Naidoo (2014) undertook a study for investigating the factors that impact the Life skills education teaching where it studied four primary schools from Zomba district in Malawi. The data collection was done through interviewing the school principals and teachers and also observation during the teaching lessons. As per this findings of the study it was uncovered that principals supported the life skills teaching through ensuring the teachers conducting the study treat it as valuable subject just as other subject and they ensure three resources needed by the teachers are provided and the gave solution to problems faced while teaching life skills course. The majority of the teachers in the sample said that their principals try their best to make sure that materials for teaching life skills, like chart paper and textbooks, are available at their schools.

Chenge and Syomwene (2016) undertook a study on internal curriculum supervisions (ICSs) of life skills education in public secondary schools in Lugari sub-county, Kenya. The study used mixed method research technique and a descriptive survey research design, both of which were informed by the behavioural theory of leadership. The study's sample size consisted of 203 participants, including 165 LSE teachers, 19 Heads of Departments (HODs), and 19 Principals. Systematic random sampling method was applied in selecting teachers while the Principals and HODs were purposively selected. Data was collected using document analysis, interview guides and questionnaires. The study's findings revealed that professional documents for LSE were rarely accepted by ICSs. Additionally, ICSs hardly ever observed classes to see how teachers in the schools were using LSE. The implementation of LSE in Kenya's Lugari sub-County public secondary schools was hampered by a lack of consistent oversight. According to the

study, ICSs must encourage LSE teachers to create the necessary professional documentation. To improve LSE instruction, they must review and approve them as needed. For LSE lessons, ICSs must also regularly observe classroom activities to ensure that the curriculum is being taught effectively. However, there is a research gap that was left out by the reviewed study in terms of the target population, sample size, study location and research instruments for the current study employed a questionnaire and interview schedule yet the reviewed study has more tools.

2.6 Summary of literature review

The reviewed literature has established that a number of learning institutions had not timetabled life skills curriculum, and where it was time tabled the subject had one lesson per week, or not taught at all, and where it was taught it was done by willing teachers and not a requirement since it was not an examinable subject. According to Mathenge (2018) LSE was not implemented for lack of teachers trained in LSE. Hence, as noted by Odhiambo (2013) the implementation of LSE was affected by unavailability of qualified teachers. Most teachers were aware of the life skills featured in the siSwati curriculum, although Oloyede and Sihlongonyane (2017) found that the level of perception was poor. Because they did not know how to include life skills into siSwati lessons, siSwati teachers were not much engaged in the advancement of life skills. According to Mathenge's (2018) research, many schools do not have any oversight over LSE teaching and learning. Internal Curriculum Supervisors, according to Chenge and Syomwene (2016) infrequently approved professional documentation for LSE and infrequently observed classrooms to determine how LSE was being applied by teachers in the schools. However, the implementation of LSE in public secondary schools was hampered by a lack of consistent oversight.

2.7 Theoretical framework

This study is pegged on the Social Cognitive Theories (SCT) whose proponent is (Bandura, 1986). The theory advocated that, people generally have the power to influence the behavior and the environments they are in an objective and purposeful way. Nevertheless, SCT recognizes not only the importance of the environment in defining a

behavior, but in addition the way of developing a behavior via personal reflection, foresight and self-regulatory processes, all of which have a significant influence on their outcomes and the environment in general. According to SCT, human functioning is a collective product of the dynamic interaction of both personal behavioral and environmental factors. For example, how individuals perceive the outcomes of their individual behavior influences and changes their environments and personal traits, which then in adversely impacts subsequent behavior change.

SCT is distinguished by its focus on social influence, along with external and internal social reinforcement. SCT considers the unique approach by which people gain and uphold behavior, as well as the social environment in which people perform the behavior. One of social learning theory's primary strengths is its adaptability in explaining differences in a person's behavior or learning. It allows you to relate to real-life examples. It can be quickly and easily put to use. Limitations of the idea include the presumption that alterations in the environment will inevitably lead in alterations in the person, even if this may not always be the case. The idea is founded solely on the dynamic interaction amongst person, behavior, and environment, and is only loosely organized. According to social cognitive theory, educators in a classroom setting face the difficulty of enhancing the academic learning and self-confidence of the students they are in charge of. Utilizing SCT as a framework, teachers have the opportunity to enhance their students' emotional health and resilience to overcome their false self-beliefs, personal habits that improve their academic skills, and self-imposed practices (behavior), as well as change the school classroom environments that may be detrimental to students' success.

SCT is relevant in this study because teachers see Life Skills Education as influential in how they teach LSE. If teachers have a negative perception towards teaching Life Skills and believe it is not their responsibility, they may refuse to provide relevant and appropriate learning materials for LSE because it would be inconvenient for them. In this regard, students will gain self-awareness, self-esteem, personal leadership, assertiveness, interpersonal and communication skills. The consequence of gaining these skills might inform the change of behavior and decrease the teenage pregnancies, HIV/AIDS infection

rates, abortions, poor performance, school truancy, abuse of drugs in schools that are unable to be achieved without LSE.

2.8 Conceptual framework

As shown in figure 2.1 below, the conceptual framework for the study serves as the foundation for the research and offers conceptual tools for critically examining and promoting better view of the study variables.

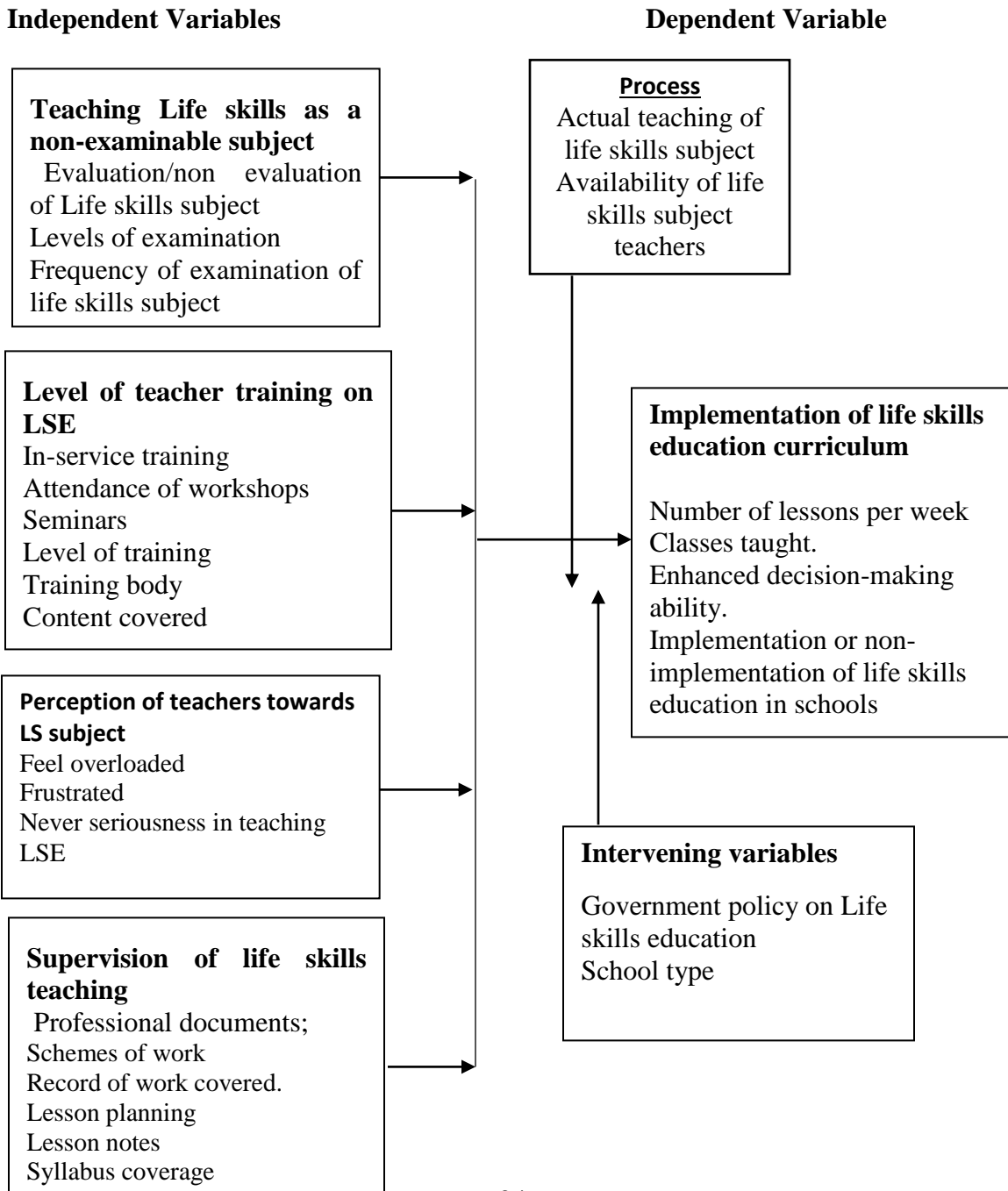


Figure 2.1: Conceptual framework on implementation of life skills Education

The independent variables in the conceptual framework include life skills as a non-examinable subject, level of teachers' training on LSE, perception of teachers towards LSE and principals supervision of life skills teaching and learning. The dependent variables include Implementation of LSE. Whereas the moderating variables or process is represented by Actual teaching of life skills subject as a result of availability or non-availability of life skills subject teachers. The intervening variables represent Government policy on Life skills education and School types. These variables interact to determine implementation or non-implementation of life skills education in schools.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapters shows the research methodology that will be applied. The chapter consist of several subsection including research design, target population, samples size and technique for sampling, research instruments, reliability and validity of instruments, methods of data collection procedures, data analysis and ethical considerations.

3.2 Research Design

A research design is the structure of the research (Kombo and Tromp, 2013). This study employed descriptive survey research design. A descriptive survey research design enables a researcher to collect data and report without manipulating any variables (Mugenda & Mugenda, 2003). Descriptive survey research design was applied to enhance the collection of in depth information of both quantitative and qualitative data in this study in order to establish Institutional influence on implementation of life skills curriculum in public secondary schools.

3.3 Target Population

Target population entails the total set of people, items or events with similar observable traits (Mugenda & Mugenda, 2003). Matinyani Sub County consists of 26 public secondary schools, which are headed by 26 principals and 26 of life skills in the Humanities Departments (Matinyani Sub County Education office, 2021). The study target population therefore consisted of all the 26 public secondary school principals in Matinyani Sub County and all the 26 Life skills subject teachers in the Humanities Departments and one Sub County Director of Education.

3.4 Sampling techniques and Sample Size

A sample is a small group derived from a larger population (Mugenda and Mugenda, 2003). This study applied census sampling in selecting the principals and Guidance and Counselling teachers and one sub county director of education. However, according to Mugenda and Mugenda (2019) when the population is small, selecting a sample would

be meaningless. Thus, census was done to select the headteachers because the population was small. Mugenda and Mugenda (2003) observed that populations which are less than 30 are considered small. Thus, census was done since the cases are less than 30. However, 3 schools were excluded from the main study due to their participation in a pilot study. The total respondents in the study were 23 principals, 23 subject teachers of life skills education and one sub county director of education who was also interviewed.

Table 3.1: sample size

Sample Size	Population		Sample %	Pilot sample	study
	Sample	Population			
Principals	26	23	2.6 ~	3	
Teachers	26	23	2.6 ~	3	
Sub-county director of education	1	1			
Total	53	47		6	

3.5 Research Instruments

Interview guides and questionnaires were employed as the data collection tools. A questionnaire, according to Acharya (2010) is a document that consists of questions intended to elicit information relevant to analysis. The study used questionnaire for principals and for teachers of life skills education. The questionnaires were broken-down into sections. Section A sought information of demographic data; Section B sought information on Life skills as a non-examinable subject; section C sought seek information on level Training of Teachers in life skills Education; section D sought information on perception of teachers towards life skills Education and section E sought information on Principals Supervision of the teaching and learning of life skills.

Mugenda and Mugenda (2003) posits that an interview schedule is a number of questions which are asked during an interview. An interview is a data collection method that involves the presentation of oral-verbal stimuli and responses in the form of oral-verbal responses (Kothari, 2011). This study used an interview schedule for the Sub

County Director of Education, Matinyani Sub County. The items contained in the interview schedule contains items on factors influencing implementation of LS Education in order to augment information in the questionnaires.

3.6 Validity of research instruments

Validity is the extent that the findings gotten and data analyzed signify the situation being investigated (Orodho, 2009). This study utilized content and face validity to validate the research instruments. Content validity is a non-statistical method applied in validating the content used in questionnaire (Orodho, 2008). Expert judgment can improve content validity (Best & Kahn, 2011). The research instruments were developed in collaboration with the research supervisors to make sure that the instruments covered the specific areas or objectives. The researcher used expert judgment to identify areas of instrument weakness, which after particular criterion were integrated into the instruments. Pre-testing of tools for data collection throughout a pilot study developed instrument validity. Mugenda and Mugenda (2003) stated that the pretest sample ought to be between 1% and 10% depending on the sample size. Since the total respondents for this study is 26 subjects, 2% of the total subjects were used to calculate the pretest sample size. $2/100 \times 26 = 2.6 \sim 3$ subjects. Therefore, the instruments were administered to two types of respondents from three public secondary schools. However, they were excluded from the main study. The respondents included three principals and three subject teachers of life skills subject. The interview was validated by taking it to the respondents, it was transcribed and taken back to them to confirm if what they said is captured after which a revision was done accordingly on the interview schedule.

3.7 Reliability of research instruments

A research instrument's internal consistency or stability throughout time is referred to as reliability. A measuring instrument is considered reliable if it consistently produces accurate findings (Kothari, 2011). A Test- re test technique was applied to establish the reliability of research instruments. The tools were issued to the same group of respondents and repeated after a time lapse of two weeks between the first and the second

tests. The results from the pre-test and post- test results were correlated using Pearson's Product Moment's Correlation formula shown below:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

Where N represents the total number of scores

X represents the scores in even number items

Y represents the scores in the odd-numbered items.

The value of (r) determined the direction and strength of linear association between the variables under investigation. According to Mugenda (2003) a reliability index of 0.8 or higher indicates a high degree of correlation. The instruments were considered reliable for they achieved a reliability of 0.82. Additionally, reliability of the interview schedule was established by administering the tool twice on the same group of respondents to establish if there is consistency in responding to the interview schedule after which appropriate adjustments were incorporated on the eight item by inserting he word examinable subject.

3.8 Data Collection Procedures

Data collection procedures was ensured by acquiring an introductory letter from Board of Post-Graduate Studies (BPS) in South Eastern Kenya University after which a research permit was obtained from the NACOSTI. Authority to collect data from Matinyani Sub County was sought from the Deputy County Commissioner and Sub County Director of Education respectively. The introduction letter to the respondents was presented to the school principals after which a rapport was established. The questionnaires were personally administered by the research and he gave the respondents sufficient time of filling the questionnaires. The researcher made prior preparations with the Sub-County Director of Education of visiting them at their various workplaces and conducted an in-depth interview schedule one in one at their convenience.

3.9 Data Analysis Techniques

Orodho (2008) stated that data analysis encompasses grouping data collected and categorizing the data in like terms and calculating the percentages of each division. After collecting the data in the field, this was organized to find errors made by the respondents including spelling and non-response to items. Descriptive statistics was used to analyse both quantitative and qualitative data with the aid of Statistical SPSS version 26. Once quantitative data was analysed, it was presented using frequency distribution tables. Content analysis technique was used to analyze Qualitative data tallied based on common responses and presented in frequency distribution tables. It was also organized and into themes based on the study objectives and presented in a narrative form.

3.10 Ethical considerations

As per Bell (2005) ethics are the standards of behavior that differentiate between acceptable and unacceptable behavior. Ethical considerations were observed by ensuring honesty is observed by ensuring no falsification in data collections, analysis, results and procedures nor fabrication of data. Bias was avoided by observing objectivity in data analysis, interpretation, and reporting. Confidentiality was enhanced by assuring respondents of confidentiality throughout the study.

CHAPTER FOUR

4.0 RESEARCH RESULTS

4.1. Introduction

This chapter involves data analysis and presentation of research outcomes. The chapter contains data on instruments return rate, demographic information and the findings based on each study objective.

4.2 Instruments' Return Rate

This is the rate at which the research instruments have been returned from the respondents to the researcher for onward analysis. As indicated by Mugenda and Mugenda (2003) the rate at which the questionnaire are given back by the respondents out of the total number of the respondents is the response rate. The respondents who had been targeted for this study included 23 principals and 23 life skills subject teachers and one sub county Director of Education in Matinyani Sub County. The questionnaire return rate is as indicated in table 4.1.

Table 4.1 Questionnaire Return rates

Respondent	No. of No. of	No. of	Returning Rate
	questionnaire administered	questionnaire Returned	
Principals	23	23	100%
life skills subject teachers	23	23	100%
Total			

The findings in table 4.1 that the questionnaire return rate was 100% for the principals and 100% return rate for the life skills subject teachers respectively. Mugenda and Mugenda (2003) stated that a response rate of 50 percent is adequate for analysis and reporting, a 60 percent rate is good and a response rate of 70 percent and above is excellent for performing analysis of data. The response rate for this study was over 70 %. This was considered very good for data analysis.

4.2 Demographic data of the respondents

Table 4.2 Age of the respondents

	Principals		Life skills subject teachers	
	Frequency	Percent	Frequency	percent
Below years	40	1		4.4
40-50 years			23	100.0
50-60 years	22			95.7

4.2.1 Gender of the respondents

This study aimed on knowing the respondents gender. The findings on gender for the principals and gender for the Life skills subject teachers are as shown in table 4.3.

Table 4.3 Gender of the respondents

	Principals		Life skills subject teachers	
	Frequency	Percent	Frequency	percent
Male	11	47.8	15	65.2
Female	12	52.2	8	34.8
Total	23	100.0	23	100.0

The findings in table 4.3 indicate that 47 % of the principals were male while majority 52.2% were female principals. The study also found that 65.2% were male life skills teachers while 34.8 % of the life skills subject teachers were female.

4.2.2 Professional qualification of the respondents

This study aimed on establishing the highest professional qualifications for the respondents. The respondents were implored to show their highest professional qualifications. The outcomes are as exhibited in table 4.4

Table 4.4 professional qualification of the respondents

	Principals		Life skills subject teachers	
	Frequency	Percent	Frequency	percent
Diploma in Education			3	13.0
M.Ed Degree	5	21.7		
B.Ed Degree	18	78.3	19	82.6
Post Graduate Diploma in Education			1	4.3
Total	23	100.0	23	100.0

The findings from the principals in table 4.4 indicate that majority of the principals 78.3% were holders of a Bachelor of Education(B.Ed) degree while minority 21.7% of the principals were holders of Master of Education (M.Ed) Degree. The study in table 4.4 has established that 13% of the LS subject teachers are diploma holders, majority of the LS subject teachers 82.6 % were holders of a Bachelor of education degree while 4.3 % of the LS subject teachers were holders of Post graduate Diploma in Education. Thus, it is noted that all the respondents were well qualified to teach LSE at secondary school level. Moreover, it is also observed that majority of the principals and teachers respectively were holders of a B.Ed Degree.

4.2.3 Length of service of the respondents in their schools

This study aimed on establishing the length of service for the principals and for the LS subject teachers as TSC employees in their respective schools. The outcomes of qualitative data were tallied and tabulated as indicated in table 4.5 below;

Table 4.5 Responses from both principals and teachers on the Length of service in their schools respectively

LS Subject Teachers			Principals	
Length of service in a school	Frequency	Percentage	Frequency	Percentage
0-5	15	65.22%	10	43.48
6-10	5	21.74%	12	52.17
11-15	2	8.69%	1	4.35
16-20	1	4.35%	0	0%
Total	23	100%	23	100%

The outcomes in table 4.5 showed that 43.48 % of the principals had stayed in their current schools for a period ranging from 0-5 years, majority 52.17 of the principals had served in their schools for a period ranging from 6-10 years while only 4.35% of the principals had served for a period ranging from 11-15 years.

The findings in table 4.5 indicated that majority 65.22% of the LS subject teachers had stayed in their current schools as TSC teachers for a period ranging between 0-5 years. The study also found that 21.74% of the LS subject teachers had stayed in their current schools for a period ranging between 6-10 years, 8.69% of the LS subject teachers had stayed in their current schools for a period ranging between 11-15 years while minority 4.35% of the LS subject teachers had stayed in their schools for a period ranging between 16-20 years.

4.3.1 Influence of Life skills as a non-examinable subject on implementation of life skills Education

The first study objective aimed on establishing the influence of life skills as a non-examinable subject on the implementation of LSE. The findings of the principals and that of life skills subject teachers are as indicated in tables 4.6 and table 4.7 respectively.

This study aimed on establishing the influence of life skills as a non-examinable subject in life skills education from the principals. Table 4.6 shows the responses.

Table 4.6 Principals response on the influence of life skills as a non-examinable subject in life skills education

Statement	S D		D		N			A		SA	
	F	%	F	%	F	F	%	F	%	F	%
LS subject is examined regularly in my school	12	52.2	10	43.5	0	0	0	0	1	4.3	
LS subject is not examined at all in my school	10	43.5	11	47.8		0	1	4.3	1	4.3	
LS scores do not have an effect on students final examination results	1	4.3	1	4.3				19	82.6	2	8.7

The findings in table 4.6 indicate that 52.2% and 43.5% of the principals strongly disagree and disagreed respectively with the statement that LS subject is examined regularly in their schools. However, only 4.3% of the principals strongly agreed with the statement that LS subject is examined regularly in their school. The study also established that 43.5 % and 47.8 % of the principals strongly disagreed and disagreed respectively with the statement that LS subject is not examined at all in their schools. However, 4.3 % and 4.3 % of the principals agreed and strongly agreed respectively with the statement. The study also found that majority 82.6% and 8.7 % of the principals who agreed and

strongly agreed that LS scores do not have an effect on students' final examination results. However, only 4.3 % and 4.3% of the principals strongly disagreed and disagreed respectively with the statement that LS scores do not have an effect on students' final examination results.

Life skills subject teachers' response on the influence of life skills as a non-examinable subject in life skills education

This study sought to establish the influence of life skills as a non-examinable subject in life skills education from the life skills subject of LS. Table 4.7 indicates the responses.

Table 4.7 Response of life skills subject teachers on the influence of life skills as a non-examinable subject in life skills education

	S D		D		N		A		SA		No response	
	F	%	F	%	F	%	F	%	F	%	F	%
LS subject is examined regularly in my school	0	0	0	0	1	4.3	0	0	3	13.0	19	82.6
LS subject is not examined at all in my school	8	34.8	13	56.5	1	4.3	1	4.3	0	0	0	0
LS scores do not have an effect on students final examination results	4	17.4	2	8.7	1	4.3	10	43.5	6	26.1	0	0

The findings in table 4.7 found that 4.3 % of the teachers were neutral about the statement that life skills subject is examined regularly in their schools while 13.0% of the teachers strongly agreed with the statement that life skills subject is examined regularly in their schools. However, majority of 82.6% of the teachers gave no response about the

statement. The study has also established that 34.8% and 56.5 % of the teachers strongly disagreed and disagreed respectively with the statement that Life skills subject is not examined at all in their school. This translates to 91.3% of the teachers who disagreed with the statement. However, 4.3% of the teachers were neutral while only 4.3% agreed with the statement that Life skills subject is not examined at all in their school. The study also found that 17.4% of the teachers strongly disagreed that Life skills scores did not have an effect on students final examination results while 8.7% of the teachers disagreed that Life skills scores did not have an effect on students’ final examination results. However, 4.3 % of the teachers were neutral. On the other hand, 43.5% and 26.1% of the teachers agreed and strongly agreed respectively with the statement that Life skills scores did not have an effect on students’ final examination results.. When the sub county Director of Education was asked to give a response on how they ensure that LSE is implemented in all schools in the sub county, he said that they didn’t because the Ministry of Education (MoE) does not emphasize on it and that no strategies have been done to ensure that LS becomes an examinable subject.

4.3.2. Challenges encountered by public secondary schools in the teaching of LSE as a non-examinable subject

This study aimed on establishing from the respondents whether their schools encountered any challenges in the teaching of LSE as a non-examinable subject.

The outcomes from the principals and the life skills subject teachers are as indicated in table 4.8.

Table 4.8 Responses from of both head teachers and Life Skills subject teachers respectively on whether their schools encountered any challenges in the teaching of LSE

	Principals		Life skills subject teachers	
	Frequency	Percent	Frequency	percent
Yes	23	100.0	16	69.6
No	0	0	5	21.7

No response	0	0	2	8.7
Total	23	100.0	23	100

The study in table 4.8 established that 100% of all the principals said that their schools encountered challenges in the teaching of LSE in their schools. These findings are also supported by the life skills subject teachers where the study found that majority of the teachers 69.6 % encounters challenges in the teaching of LSE. However, 21.7% of the teachers said that they did not encounter challenges in the teaching of LSE while 8.7% of the teachers gave no response.

4.3.2.1 Nature of challenges encountered by public secondary schools in the teaching of LS as a non-examinable subject

This study sought to establish the nature of challenges of LS as a non-examinable subject from the principals. From the open ended items, the principals said that; they don't bother about the challenges, teachers are not committed, they didn't think about the challenges of LS subject, the subject is not given a lot of attention, no available written exam for LS subject, some said that they used LS time for meetings, LS lesson was not attended, there was no time for it, they said that they supervise what is important in the curriculum, LS subject is not respected by teachers, there were no learning resources, they said that they commit no time for it, LS is not given weight, the lesson is not programmed for. They also said that they taught other subjects, they use its time to teach science, they concentrate on compulsory subjects, not valued by teachers, not attended to, they use it to teach examinable subjects.

The study sought to determine from LS subject teachers the nature of challenges encountered in a school in teaching LSE as a non-examinable subject. The results of open ended items indicated that the kind of challenges encountered in school included; lack of text books; there were no trained teachers for the subject; lack of enough personnel to teach the subject; the subject is not examined, not taught because teachers workload could allow LS subject; lack of content and features; no trained teachers; the subject is not taken seriously; there were no teaching and learning materials and that the staff for

teaching LS subject was inadequate. The sub county director of Education also reported that the challenge with implementation of teaching of LSE in the sub county is that the subject is not examined and so there is no emphasis on its implementation.

4.3.2.2 Suggestion on how to address the challenges encountered by schools in the teaching of life skills as a non-examinable subject

This study sought to establish ways of addressing challenges associated with teaching LSE as a non-examinable subject from the respondents. From the results of open ended items, the principals said that LS should be made examinable, it should be included in the core subjects, it should be given weight like other subjects, given weight by the government, TSC to employ LS teachers and teachers to be trained fully for the same, make the LS subject compulsory, make it examinable, put in the category of compulsory subjects and the government should take it as an important subject.

The findings on suggestions of LS subject teachers from the open ended items were to train teachers on the subject area; employ teachers; make LS subject examinable; train teachers specifically for teaching LS Subject; providing the required materials; regular checkups of LS if they were taught; employ more teachers; the school should avail resources like books and LS Subject to be included in the school curriculum.

4.4 Influence of Training of teachers in life skills education and implementation of LSE

The second objective for this study sought to establish the level of training of teachers in LSE. The results from the respondents are as indicated in table 4.9 and table 4.10 respectively

Table 4.9 Response from the principals on level of Training of teachers in life skills education

statement	S D		D		N		A		S A	
	F	%	F	%	F	%	F	%	F	%
Life skills Education is best implemented by trained teachers	0	0	1	4.3	1	4.3	9	39.1	12	52.2
Teachers in my school understand the content and features of implementation of LSE	0	0	19	82.6	4	17.4	0	0	0	0
The school has teachers who have been trained to teach LSE	1	4.3	22	95.7	0	0	0	0	0	0

The results in table 4.9 show that majority of the principals 39.1% and 52.2% agreed and strongly agreed with the statement that LSE is best implemented by trained teachers. However, minority, 4.3 % of the principals disagreed with the statement that LSE is best implemented by trained teachers. The study also established that majority 82.6% of the principals disagreed with the statement that teachers in their school understand the content and features of implementation of LSE. However, 17.4 % of the principals were neutral. The study also found that majority 95.7% and 4.3 % of the principals disagreed and strongly disagreed with the statement that the school had teachers that had been mandated to teach LSE.

Table 4.10 Response from life skills subject teachers on training of teachers in LSE

Statement	S D		D		N		A		S A		No Res	
	F	%	F	%	F	%	F	%	F	%	F	%
Life skills Education is best implemented by trained teachers	5	21.7	5	21.7	2	8.7	4	17.4	6	26.1	1	4.3
Teachers in my school understand the content and features of implementation of LSE	4	17.4	8	34.8	4	17.4	7	30.4	0	0	0	0
The school has teachers who have been trained to teach LSE	6	26.1	10	43.5	3	13.0	4	17.4	0	0	0	0
Life skills education is taught by professionally trained teachers in LSE	4	17.4	5	21.7	3	13.0	4	17.4	6	26.1	1	4.3

The study in table 4.10 has found out that 21.7% and 21.7% of the Life skills Subject teachers strongly disagreed and disagreed respectively with the statement that Life skills Education is best implemented by trained teachers. However, 8.7% of the LS Subject teachers were neutral. The study also found out that 17.4 % and 26.1 % of the LS Subject teachers strongly agreed and agreed respectively with the statement that Life skills Education is best implemented by trained teachers yet 4.3% of the LS Subject teachers gave no response. The study also established that 17.4% and 34.8% of the teachers disagreed respectively with the statement that Teachers in their school understand the content and features of implementation of LSE. However, 17.4 percent of the teachers

were neutral while 30.4 % of the teachers agreed with the statement that Teachers in my school understand the content and features of implementation of LSE.

The findings also indicated that 26.1 % and 43.5 % of the LS subject teachers strongly disagreed and disagreed respectively with the statement that the school had teachers who had been trained to teach LSE. 13.0% of the LS subject teachers were neutral while only 17.4 % of the teachers agreed with the statement that the school had teachers who have been trained to teach LSE. The findings also established from 17.4% and 21.7% of the LS subject teachers strongly disagreed and disagreed respectively with the statement that Life skills education is taught by professionally trained teachers in LSE. However, 13.0 % of the teachers were neutral. 17.4% and 26.1% of the teachers agreed and strongly agreed respectively with the statement that Life skills education is taught by professionally trained teachers in LSE.

Table 4.11 Head teachers’ response on the attendance of life skills training by life skills subject teachers for the last five years

	Principals		Life skills subject teachers	
	Frequency	Percent	Frequency	percent
Yes	2	8.7	16	69.6
No	21	91.3	5	21.7
No response	0	0	2	8.7
Total	23	100.0	23	100.0

The study in table 4.11 has established from LS subject teachers that majority 69.6% of the teachers attended LS training for the last five years whereas 21.7 % of the teachers said that they attended no training and 8.7 % of the teachers gave no response. The sub county director of Education also said that in-service training is never organized in their sub county on training of Life Skills subject teachers and that the teachers don’t often attend in-service training on LSE. The respondents were further asked about who had organized for the training. All the principals gave no response. The teachers of LS subject said that it was organized by the school, other said that it was organized by

sponsor and Strathmore University and the type of training was a workshop which lasted for a week and that the training was relevant for implementation of LSE.

4.4.1 Challenges encountered by schools in training of teachers on implementation of LSE

This study sought to establish whether schools encountered any challenges in training teachers on implementation of LSE. The findings are as shown in table 4.12

Table 4.12 Responses from principals and Life skills subject teachers on whether their schools encountered challenges in training of teachers on implementation of LSE

	Principals		Life skills subject teachers	
	Frequency	Percent	Frequency	Percent
Yes	22	95.7	16	69.6
No	1	4.3	5	21.7
No response	0	0	2	8.7
Total	23	100.0	23	100.00

This study has established from table 4.12 that 95.7% of the principals said that they encountered challenges in training of teachers on implementation of LSE. However, 4.3 % of the principals said that they didn't encounter any challenges in training of teachers on implementation of LSE. The study also found that 69.6 percent of the teachers said that the school encountered challenges on implementation of LSE. The study also found from minority 21.7% of LS subject teachers that their schools did not encounter any challenges in training of Teachers on implementation of LSE.

4.4.2 Challenges encountered by schools in the training of teachers in LS subject

When asked about the type of challenges encountered in training teachers in LSE the principals in the open ended responses said that they had no money, trainings were not funded, no time allocated for teaching LS subject. From the open ended items, the types of challenges in training teachers on implementation of LSE as reported by LS subject

teachers were said to be financial challenges, teachers lacked confidence, no funds to attend workshops, time constraint and inadequate personnel.

4.4.3 Suggestions on how to address LS training challenges from the respondents

When the principals were asked to give suggestions on how to address the challenges associated with training of LS subject teachers, the principals suggested that the government ought to give allocation of more funds to schools to enhance the teaching of LS subject, those teaching LS subject to be paid more money, schools to plan and allocate more resources towards the teaching of LS subject, LS to be included in the school time table. To address such challenges, the LS subject teachers suggested that they could be addressed; by government sponsorship of training of LS teachers, by the government ensuring that funds are allocated for the teaching of LS subject, organization of workshops on LS subject, more funds to be allocated to schools to facilitate the teaching of LS subject and the TSC to employ more teachers in order to cater for the gap.

4.5 Influence of perception of teachers towards life skills subject and the implementation of life skills Education

The third objective in this study aimed on determining from principals and LS subject teachers the perception they had towards LSE. The findings are as indicated in table 4.13 and table 4.13 respectively.

Table 4.13 Responses from principals on their perception towards LSE

statement	S D		D		N		A		S A	
	F	%	F	%	F	%	F	%	F	%
As a teacher of LSE I feel overloaded by having an additional subject	0	0	0	0	4	17.4	10	43.5	9	39.1
LSE as a subject does not receive the attention it deserves because there are no exams	1	4.3	3	13.0	3	13.0	7	30.4	9	39.1

As a Teacher of LSE I feel 1 4.3 8 34.8 1 4.3 12 52.2 1 4.3
frustrated for of lack of
content and features of LSE

The outcomes in table 4.13 shows that most of the principals 43.5% and 39.1 % agreed and strongly agreed respectively with the statement that as a teacher of LSE I feel overloaded by having an additional subject. However, 17.4 % of the principals were neutral. The study also found that 4.3% and 13.0% of the principals strongly disagreed and disagreed respectively with the statement that LSE is not given the seriousness it deserve since it is not an examinable subject. 13.0 % of the principals were neutral. However, majority 30.4% and 39.1 % of the principals agreed and strongly agreed with the statement that LSE is not given the seriousness it deserve since it is not an examinable subject.

Table 4.14 Responses of LS subject teachers on their perception towards LSE

statement	S D		D		N		A		S A		No Res	
	F	%	F	%	F	%	F	%	F	%	F	%
As a teacher of LSE I feel overloaded by having an additional subject	1	4.3	5	21.7	2	8.7	11	47.8	4	17.4	0	0
LSE as a subject does not receive the attention it deserves because there are no exams	1	4.3	1	4.3	1	4.3	10	43.5	10	43.5	0	0
As a Teacher of LSE I feel frustrated for of lack of content and features of LSE	5	21.7	3	13.0	4	17.4	7	30.4	3	13.0	1	4.3

The study found in table 4.14 from 4.3% and 21.7 % of the teachers strongly disagreed and disagreed respectively with the statement that as a teacher of LSE I feel overloaded by having an additional subject. 8.7% of the teachers were neutral. However, the study

established from majority 47.8% of the teachers and 17.4% of the teachers who agreed and strongly agreed with the statement that as a teacher of LSE I feel overloaded by having an additional subject. The study also found out that 4.3% of the teachers and from 4.3% of the teachers strongly disagreed and disagreed respectively with the statement that LSE is not taken seriously because it is not an examinable subject. Additionally 4.3% of the teachers were neutral. However, majority 43.5% of the teachers and 43.5% of the teachers agreed and strongly agreed with the statement that LSE is not given the seriousness it deserve since it is not an examinable subject. The findings also indicated that 21.7% and 13.3% of the teachers strongly disagreed and disagreed respectively with the statement that As a Teacher of LSE I feel frustrated for of lack of content and features of LSE; 17.4% of the teachers were neutral while 30.4% and 13.3% of the teachers agreed and strongly agreed with the statement.

This study sought to establish from principals and LS subject teachers whether the teaching of life skills education was interesting. The findings are as indicated in table 4.15.

Table 4.15 Headteachers and LS subject teachers' responses on whether the teaching of LSE is interesting

	Principals		Life skills subject teachers	
	Frequency	Percent	Frequency	Percent
Yes	1	4.3	15	65.2
No	22	95.7	6	26.1
No response	0	0	2	8.7
Total	23	100.0	23	100.0

This study in table 4.15 found that 4.3 % of principals said that the teaching of LSE was interesting. However, 95.7% said that the teaching of LSE was not interesting. The study in the same table found from 65% of the teachers said that the teaching of LSE was interesting. However, 26.1% of the teachers said that the teaching of life skills was not interesting while 8.7% of the teachers gave no response.

From the open ended responses, those principals who said that the teaching of LS subject is interesting supported their answer by saying that the learners get to know themselves better through life skills. Explanations in support of skills as an interesting subject by the LS subject teachers was that teaching life experiences is interesting, it teaches learners morality, it gives learners an opportunity to explore their talents, helps in imparting knowledge and skills for survival, it deals with contemporary issues affecting their learners, LS is therapeutic, students love the lesson, LS prepares students for their live after school, it equips learners with knowledge and skills to solve life issues, LS equips learners with knowledge and skills on how to tackle life issues and challenges, it gives learners practical life experiences on what they face in daily life living, LS is interactive and trains learners what they experience in daily life.

Those principals who said that the teaching of LS subject is not interesting gave reasons of having not time tabled LS subject, teachers have a lot of work, they said that they have no resources, teachers were overloaded, they were pushed by other subjects to overlook LS, there was a lot of work, they were not guided on the subject, teachers are overloaded, the subject is not on the time table and that there was no time allocated for LS. Teachers of LS subject who said that teaching LS is not interesting said that they had no training, lack of content, they had no syllabus, and they were overloaded, they were not trained and that they lacked adequate teaching resources.

4.4.1 Suggestions from respondents on how to improve the teaching of LS subject

From the open ended items, suggestions by LS principals on how to improve the teaching of LS subject included; talking to teachers, availing resources, guiding teachers, employment of more teachers, buying books, paying teachers more, train teachers on how to teach LS subject, examine the subject and motivate teachers to teach the subject. They also said that there was need to explain the importance of LS to teachers and train more teachers, LS to be made compulsory, include LS subject on the time tables and absorb it in the curriculum like other subjects.

The LS subject teachers suggestions included; provision of learning resources like text books, allocation of more teaching time for LS subject, organization of staff training, making LS subject examinable, there is need to come up with a good training programme, employment of more teachers for LS, having trained teachers and scheduling the subject in the school curriculum, make LS a compulsory subject, capacity building of teachers, allocate time and resources for LS like other subjects

4.6 Principals supervision of life skills in teaching and learning and implementation of LSE

The fourth study objective sought to establish from the respondents the influence of principals' supervision of LS teaching and learning. The findings are as indicated from the principals and from LS subject teachers in tables 4.16 and 4.17 respectively.

Table 4.16 Response from principals on supervision of LS teaching and learning and implementation of LSE.

Statement	S	D	D	N	A			S A		
	F		F	F	%	F	%	F		
	%		%					%		
There is regular supervision of the teaching and learning of LSE in my school	13	56.5	10	43.5	0	0	0	0	0	0
Preparation of all professional documents for teaching of LSE is effectively done by teachers of LSE	12	52.2	10	43.5	0	0	0	0	1	4.3
LSE is not supervised in my school at all	0	0	1	4.3			12	52.2	10	43.5

The findings in table 4.16 indicate that majority of the principals 56.5% and 43.5% strongly disagreed and disagreed respectively with the statement that there is regular supervision of the teaching and learning of LSE in my school. The study also found that majority of the principal 52.2% and 43.5% of the principals strongly disagreed and disagreed with the statement that preparation of all professional documents for teaching

of LSE is effectively done by teachers of LSE. However, 4.3% of the respondents disagreed with the statement. The responses from life skills subject teachers on principals' supervision of life skills teaching and learning are as indicated in table 4.17.

Table 4.17 Response from Life skills subject teachers' response on principals' supervision of life skills teaching and learning

Statement	S	D	N	A	S	A				
There is regular supervision of the teaching and learning of LSE in my school	12	52.2	4	17.4	3	13.0	4	17.4		
Preparation of all professional documents for teaching of LSE is effectively done by teachers of LSE	10	43.5	7	30.4	5	21.7	1	4.3		
LSE is not supervised in my school at all	2	8.7	3	13.0	5	21.7	9	39.1	4	17.4
Professional documents for LSE are regularly checked and approved for enhancement of instruction in LSE	8	34.8	9	39.1	2	8.7	2	8.7	2	8.7

The findings in table 4.17 have found that 52.2% and 17.4% of the teachers strongly disagreed and disagreed respectively with the statement that there is regular supervision of the teaching and learning of LSE in my school. 13 percent of the teachers were neutral while 17.4% of the teacher agreed with the statement. The study also found out that majority 43.5% and 30.4% of the LS subject teachers who strongly disagreed and disagreed respectively that preparation of all professional documents for teaching of LSE is effectively done by teachers of LSE. 21.7% of the teachers were neutral while only 4.3% of the teachers agreed with the statement. The study also noted that 8.7% and 13% of the teachers respectively strongly disagreed and disagreed that LSE is not supervised in their schools at all. However, 21.7% of the teachers were neutral while majority 39.1%

and 17.4% agreed and strongly agreed with the statement that LSE is not supervised in my school at all. The study also observed that 34.8% and 39.1% of the teachers strongly disagreed and disagreed that Professional documents for LSE are regularly checked and approved for enhancement of instruction in LSE. However, 8.7% of the teachers were neutral whereas 8.7% and 8.7 % of the teachers agreed and strongly agreed respectively with the statement.

This study sought to establish whether schools had allocated life skills lessons on the time table. The study aimed on establishing from the respondents who included principals and teachers of life skills subject whether life skills lessons had been allocated on the time table. The findings are as shown in table 4.18.

Table 4.18 Responses from principals and LS subject teachers on whether their schools had allocated life skills lessons on the time table.

	Principals		Life skills subject teachers	
	Frequency	Percent	Frequency	percent
Yes	23	100.0	22	95.7
No	0	0	1	4.3
No response	0	0	0	0
Total	23	100.0	23	100.0

The study in table 4.18 observed that 100% of the principals said that their schools had allocated life skills lessons on the timetable. This was supported by 95.5% of the teachers of life skills subject who said that their schools had allocated life skills lessons on the time table. However, 4.3% of the lie skills subject teachers said that they had not allocated life skills lessons on the time table.

4.6.1 Responses on challenges encountered by schools in supervision of LSE

This study sought to establish the challenges encountered by schools in supervision of LSE. The LS subject teachers said from their responses on open ended items that LS is only allocated one lesson per week and there is no syllabus, the subject is not examinable,

resources are inadequate, inadequate teachers/staff, there was lack of trained teachers to teach LSE, overloading on work done by a single teacher per day, LS was not examined and was not given attention, there was lack of adequate time to teach the subject. Others said that no effort was made to check on the work covered, the subject is not taught because it is not examinable, lack of enough text books for LS, they had a strained school programme, lessons allocated for LSE were not sufficient.

The principals said that there was no time for LS, LS was not given weight, they concentrate on what was examined, there were no resources, LS is not seen as important, the allocated teachers take the lesson as an extra lesson, LS was not examined, they didn't supervise because it is not examined, weight was given to examinable subjects, it was not a challenging because it is not supervised, LS was not planned for, they supervised and concentrated on examinable subjects.

4.6.2 Suggestions from respondents on how to address the challenges of supervision of LS subject

This study sought to get suggestions from the respondents on how to address the challenges of supervision of LS subject. The principals suggestions included; planning more, making LS compulsory, buying books, LS to be compulsory and examinable, LS to be made compulsory, workload should count LS like that of any other lesson, pre service training of teachers, make teachers teach LS, train teachers to teach LS.

4.6.3 Suggestions on how challenges of supervision of LS subject could be addressed

The LS subject teachers were asked to give suggestions on how the challenges of supervision of LSE could be addressed. They said that they can be addressed by putting LSE in the school programme like other subjects and have text books like for other subjects, train teachers and provide resource material like text books, the government should ensure all schools have sufficient resources for teaching LSE, Employing trained teachers to teach LSE, Expose students to exams, Create enough time on the time table for LS subject, Make LS examinable, LSE to be made a core subject, LS should be supervised

CHAPTER FIVE

5.0 DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.2 Introduction

This chapter entails discussing and interpreting the study findings based on the study objectives. This study sought to investigate institutional factors influencing the implementation of life skills curriculum in public secondary schools in Matinyani sub-county, Kitui County, Kenya. The study objectives sought to establish the influence of; teaching Life skills as a non-examinable subject; Training of teachers in life skills education; the perception of teachers towards life skills education and Principals supervision of life skills teaching and learning and implementation of LSE.

5.2.1 Teaching of Life skills as a non-examinable subject and implementation of LSE

The first study objective sought to establish the influence of teaching life skills as a non-examinable subject on the implementation of LSE. The findings from the principals in table 4.6 revealed from majority of the principals that LS subject is not examined regularly in their schools. Majority 91.3% of the principals disagreed with the statement that LS subject was not examined at all in their school. Meaning that the subject was examined. However, only minority 8.6 % of the principals agreed with the statement that LS subject was not examined at all in their schools. However, majority of the principals agreeing that LS scores do not have an effect on students' final examination results.

The findings in table 4.7 established from minority 13.0% of the LS subject teachers who agreed with the statement that life skills subject was examined regularly in their school. This implies that the findings of LS subject teachers did not concur with those of majority of the principals. However, majority of the LS subject teachers translating to 69.6% were in agreement with findings of the principals that Life skills scores did not have an effect on students' final examination results. However, minority of the teachers translating to 26.1% disagreed with the statement. When the sub county Director of

Education was asked to give a response on how they ensure that LSE is implemented in all schools in the sub county, he said that they didn't because the Ministry of Education (MoE) does not emphasize on it and that no strategies have been done to ensure that LS becomes an examinable subject.

It observed that, the evaluation of LS subject was not given a lot of weight, owing to the fact that it was not an examinable subject in the Kenya national examination system. This was likely to have contributed to the issue of lack of regular examination of the subject since the scores in LS subject did not have any significant impact of learners' final scores. The findings by principals and those of LS subject teachers are consistent with those of Mwangangi, et al. (2018) who observed that life skills subject was not given a lot of weight owing to the fact that it was not an examinable subject. The findings consistent with the findings of Mutanu (2021) who found that teachers focused more on examinable subjects at the expense of LSE.

This study also sought to determine from the respondents whether their schools encountered any challenges in the teaching of LS as a non-examinable subject. The findings in table 4.8 established from majority of the principals 100% that their schools encountered challenges in the teaching of LSE in their schools. These findings were also supported by the findings of the life skills subject teachers for in table 4.8, majority of the LS subject teachers 69.6% said that their schools encounters challenges in the teaching of LSE. However in table 4.8, minority 21.7% of the teachers had a different opinion for they said that they did not encounter challenges in the teaching of LSE.

When the sub county Director of Education was asked to give a response on how they ensured that LSE was implemented in all schools in the sub county, he said that they didn't because the Ministry of Education (MoE) does not emphasize on it and that no strategies had been put in place for ensuring that LS becomes an examinable subject. These findings were consisted with those of Grover (2018) whose study sought to investigate encounters in the Implementation of Life Skills Education in Ajitgarh district of Punjab state and found that LSE activities were not graded and students' scores did not

have any effect on students' grades in the final exams and that the students were participating passively in LSE activities.

This study sought to establish the nature of challenges of teaching LS subject as a non-examinable subject from the principals. The results of open ended questions from the principals revealed that they didn't bother about the challenges, the principals also said that teachers were not committed in the teaching of LS subject, they didn't think about the challenges of LS subject, the subject was not given a lot of attention, there was no available written exam for LS subject, some said that they used LS time for meetings, LS lesson was not attended to, there was no time for it. The principals also said that they supervise what was important in the curriculum, the teaching of LS subject was not valued by teachers, there were no learning resources, they said that they commit no time to LS subject, LS was not given weight, the lesson was not programmed for. They also said that they taught other subjects, they use time allocated for LS teaching to teach science subjects, they concentrate on compulsory subjects, not attended to, they use its time to teach examinable subjects.

The findings from LS subject teachers on the nature of challenges encountered in a school in teaching LSE as a non-examinable subject were slightly different from those of the principals. The results of open ended items from the LS subject teachers revealed; lack of text books; there were no trained teachers for the subject; lack of enough personnel to teach the subject; the subject was not examined, not taught because teachers workload could not allow LS subject; lack of content and features; no trained teachers; the subject was not taken seriously; there were no teaching and learning materials and that the staff for teaching LS subject was inadequate. Grover (2018) claims that most existing systems for measuring or evaluating life skills or competencies are highly complex, time consuming, and require skilled insight. Teachers, on the other hand, were not trained to evaluate the LSE assignments.

The results of open ended items on ways of addressing challenges associated with teaching LSE as a non-examinable subject from the responses of the principals indicated that LS should be made examinable, it should be included in the core subjects, it should

be given weight like other subjects by the government, TSC to employ LS teachers and teachers to be trained fully for the same, make the LS subject compulsory, made it examinable, put in the category of compulsory subjects and the government should take it as an important subject. The responses from LS subject teachers on suggestions on how to address the challenges were that; the TSC to employ teachers; make LS subject examinable; train teachers specifically for teaching LS Subject ; providing the required materials; regular supervision in the teaching of LS ; the school should avail resources like books and LS Subject to be included in the school curriculum. The findings agree with Mwangangi, et al. (2018) who recommended that life skills should be made mandatory and examinable at Kenya Certificate of Secondary Education (KCSE). This will enable students to adapt to life and transform to be better citizens.

5.2.2 Level of Training of teachers in life skills education and implementation of LSE

The second objective for this study sought to assess the extent to which the level of training of teachers in LSE influenced the implementation of LSE in public secondary schools. According to Odhiambo (2013) the implementation of LSE was influenced by lack of qualified teachers. The study in table 4.9 found from majority of the principals translating to 85.3 % who agreed with the statement that LSE is best implemented by trained teachers. The study also established from majority 82.6% of the principals who disagreed with the statement that teachers in their school understand the content and features of implementation of LSE. The study also found from majority of the principals which translated to 100% of the principals who disagreed with the statement that their school had teachers who had been trained to teach LSE.

The study in table 4.10 found that a total of 43.4% of the Life skills Subject teachers although this was below average disagreed with the statement that LSE is best implemented by trained teachers. This implies that LS subject could be taught by any professional teacher regardless of their area of specialization. The study also found that minority of the teachers translating to 43.5% agreed with the statement that Life skills Education was best implemented by trained teachers. The study also established that a

total of 51.8 % of the teachers disagreed with the statement that Teachers in their school understood the content and features of implementation of LSE. Minority, 30.4 % of the teachers agreed with the statement that Teachers in their school understood the content and features of implementation of LSE. These findings agree with the programme on mental health (1997) in Geneva, which suggested that teachers or life skills educators who have participated in life skills education training sessions were best suited to implement life skills programs.

The findings in table 4.10 also indicated from a total of 69.6 % of the LS subject teachers who disagreed with the statement that their school had teachers who have been trained to teach LSE. However, the sub county director of Education confirmed that in-service training had never been organized in their sub county on training of Life skills subject teachers and that the teachers didn't often attend in-service training on LSE. Only 17.4 % of the teachers agreed with the statement that the school has teachers who had been trained to teach LSE. The findings also established from a total of 39.1% of the LS subject teachers who disagreed with the statement that Life skills education was taught by professionally trained teachers in LSE. However, only a total of 43.5% of the LS subject teachers were in agreement with the statement that Life skills education was taught by professionally trained teachers in LSE.

The study also established from LS subject teachers in table 4.10 that majority 69.6% of the teachers attended LSE training for the last five years whereas 21.7 % of the teachers said that they attended no training at all. The findings concur with the results of Mutanu (2021) who established that teachers lacked training for implementation of Life Skills Education which led the teachers to have negative attitude towards LSE. Those LS subject teachers who said that they had attended a LSE training reported that the training had been organized by the school. Others said that it was organized by the sponsor and for others it had been organized by Strathmore University. The type of training was a workshop which lasted for a week and that the training was relevant for implementation of LSE. The findings concur with Odhiambo (2013) who established that majority (66.7%) of teachers LSE in secondary schools in Uriri and Awendo Districts in Migori

County, Kenya were trained for 1-2 weeks. But even so, only 33.3% of teachers received more than one month of training.

This study also sought to establish if the schools encountered any challenges in training teachers on LSE. The study found from majority 95.7% of the principals as indicated in table 4.12 who said that they encountered challenges in training of teachers on implementation of LSE. However, from findings in table 4.12, atleast 4.3 % of the principals said that they didn't encounter any challenges in training of teachers on implementation of LSE. The findings of principals were supported by the findings of the LS subject teachers as shown in table 4.12 for majority 69.6 percent of the LS subject teachers said that the school encountered challenges on implementation of LSE. However, in table 4.12, minority 21.7% of LS subject teachers said that their schools did not encounter any challenges in training of Teachers on implementation of LSE.

When asked to give their responses on the type of challenges encountered in training teachers in LSE. The responses of the principals in the open ended items said that they had no money, trainings were not funded, no time had been allocated for teaching LS subject. The LS subject teachers mentioned by LS subject teacher in training teachers on implementation of LSE was said to be financial challenges, teachers lack of confidence, no funds to attend workshops, time constraint and inadequate personnel.

The study also sought to get responses from the principals on suggestions on how to address LS training challenges. The respondents recommended that the government ought to allocate more funds to schools, pay teachers more, the schools should plan and allocate more resources, LS to be allocated time in the time table. Such challenges were said by LS subject teachers to be addressed by training teachers for free, MoE to finance the training of teachers, the government to avail funds, organize for workshops, give more money to schools, and the TSC to employ more teachers to cater for the gap. Ntinda and Dlamini (2019) noted that incentivizing of LSE through extra-compensation and reduction of teaching load could enhance implementation of LSE.

5.2.3 Perception of respondents towards life skills subject and implementation of LSE

The third objective in this study sought to establish from principals and LS subject teachers the perception they had towards LSE. According to Oloyede and Sihlongonyane (2017) majority of teachers were aware of the life skills found in the SiSwati curriculum, but their perception was low. The results in table 4.13 indicated that majority of the principals which translates to 82.6% agreed with the statement that as teachers of LSE they felt overloaded by having an additional subject. The findings of the principals were supported by those of the LS subject teachers. In table 4.14, majority of LS teachers which translated to 65.2% agreed with the statement that as teachers of LSE, they felt overloaded by having an additional subject. This means that LS subject was the additional subject they were referring to. Thus, the teaching of LS subject was taken as an extra burden by the respondents, a perception which was likely to contribute to non-implementation of LSE in schools. This was consistent with the findings of Oloyede and Sihlongonyane (2017) who found that SiSwati teachers were involved less in the advancement of life skills, owing to a lack of knowledge about how to incorporate life skills into siSwati lessons and a negative attitude toward the subject.

However, in table 4.13 minority of the principals which translated to 17.3% disagreed with the statement that LSE was not given the seriousness it deserve due to the fact that there were no exams. The study also found from majority of the principals translating to 69.5 % of the principals agreed with the statement that LSE is not given the seriousness it deserves due to the fact that there are no exams.

However, majority 43.5% of the teachers and 43.5% of the teachers agreed and strongly agreed with the statement that LSE was not given the attention it deserve because it has no exams. The findings also indicated that 21.7% and 13.3% of the teachers strongly disagreed and disagreed respectively with the statement that as a Teacher of LSE I felt frustrated for lack of content and features of LSE; 17.4% of the teachers were neutral while 30.4% and 13.3% of the teachers agreed and strongly agreed with the statement.

This study in table 4.15 also found from minority of 4.3 % of the principals that the teaching of LSE is interesting. However, majority 95.7% of the principals said that the teaching of LSE was not interesting. The findings of the principals are inconsistent with those of majority of the LS subject teachers 65% who said that the teaching of LSE was interesting. However, only 26.1% of the LS subject teachers said that the teaching of life skills was not interesting while 8.7% of the teachers gave no response. From the open ended responses, those principals who said that the teaching of LS subject is interesting supported their answer by saying that the learners got to know themselves better through life skills. Explanations in support of Life skills as an interesting subject by the LS subject teachers was that teaching life experiences was interesting, it taught learners morality, it gave learners an opportunity to explore their talents, helps in imparting knowledge and skills for survival, it dealt with contemporary issues affecting our learners, LS was therapeutic, students love the lesson, LS prepared students for their life after school, it equipped learners with knowledge and skills to solve life issues, LS equipped learners with knowledge and skills on how to tackle life issues and challenges, it gave learners practical life experiences on what they face in daily life living, LS was interactive and trained learners what they experience in daily life.

Those principals who said that the teaching of LS subject was not interesting gave reasons of having not time tabled LS subject, teachers had a lot of work, they said that they had no resources, teachers were overloaded, they are pushed by other subjects to overlook LS, there was a lot of work, they were not guided on the subject, teachers are overloaded, the subject is not on the time table and that there was no time allocated for LS. The justification given by Teachers of LS subject who said that teaching LS was not interesting said that they had no training, lack of content, they had no syllabus, and they were overloaded, they were not trained and that they lacked adequate teaching resources.

From the open ended items, suggestions by principals on how to improve the teaching of LS subject included; talking to teachers, availing resources, guiding teachers, employment of more teachers, buying books, paying teachers more, train teachers on how to teach LS subject, examine the subject and motivate teachers to teach the subject. They

also said that there was need to explain the importance of LS to teachers and train more teachers, LS to be made compulsory, include LS subject on the time tables and absorb it in the curriculum like other subjects.

The LS subject teachers suggestions included; providing learning resources like text books, time, staff, training and availing teaching learning materials, LS subject to be made examinable, there was need to come up with a good training programme, avail a syllabus on the subject, employ more teachers for LS, having trained teachers and schedule the subject in the school curriculum, make LS a compulsory subject, capacity building of teachers, allocate time and resources for LS like other subjects. These findings support Mutegi's (2019) assertion that principals must gain necessary teaching and learning materials to facilitate life skills training. This was consistent with Ntinda and Dlamini's (2019) statement that teachers thought LSE implementation would benefit from increased training in fundamental counseling skills and extra material resources.

5.2.4 Principals supervision of life skills teaching and learning and implementation of LSE

The fourth study objective sought to determine from the respondents the influence of principals' supervision of teaching and learning of LS subject. WHO (1997) observed that it was important to conduct frequent supervisions life skills programs so as to be updated on the quickly changing priorities and improve where need be. Griffins (2006) avers that proper staff supervision and coordination ought to be done where teachers were required to prepare schemes of work and maintain proper records of work. As indicated in table 4.16, all the principals 100% disagreed with the statement that there was regular supervision of the teaching and learning of LS subject in their schools. The study also found that majority of the principals 95.7% disagreed with the statement that preparation of all professional documents for teaching of LSE was effectively done by teachers of LS subject.

The findings of principals were supported by majority of the LS subject teachers as indicated in table 4.17 for majority of the LS subject teachers which translates to 69.7% disagreed with the statement that there is regular supervision of the teaching and learning

of LSE in their schools while 17.4% of the LS subject teachers agreed with the statement. The study also found that majority of LS subject teacher which translates to 73.9 % of the LS subject teachers disagreed with the statement that preparation of all professional documents for teaching of LSE is effectively done by teachers of LS subject while only 4.3% of the teachers agreed with the statement that preparation of all professional documents for teaching of LSE is effectively done by LS subject teachers. The study also noted that 21.7% of the LS subject teachers disagreed with the statement that LSE is not supervised in their school at all whereas slightly above average of the LS subject teachers 56.5 % agreed with the statement that LS subject was not supervised in their schools at all. The study also observed that 73.9 % of the LS subject teachers disagreed that Professional documents for LS subject are regularly checked and approved for enhancement of instruction in LSE. The findings were consistent with Chenge and Syomwene (2016) observed that ICS in many cases did not approve professional documents for LSE. In addition, ICSs barely undertook classrooms observation to know the progress on implementation of LSE in schools by the teachers. As a result of the neglect in supervision, it had an adverse effect in LSE implementation in public secondary schools in Lugari Sub County in Kenya. The recommendation of the study was that ICS ought to give sensitization to teachers of LSE for preparation of the needed professional documents. They ought to verify and approve them as needed so as to improve teachings in LSE. Additionally, there ought to be more regular classroom observation for LSE lessons as this will guarantee effective implementation of the curriculum. The results are inconsistent with Chirwa and Naidoo (2014) who found that found that schools principals said that they did offer support to the life skills teaching through making sure that life skills subject is treated valuably just as other subject through availing the resources required and helping teachers in the areas they encounter challenges while teaching the course. Most teachers agreed with the assertion of the principals where they agreed that the principals work level best to make sure such chart papers and textbooks are availed in the school offering life skills teaching.

This study also sought to establish whether schools had allocated life skills lessons on the time table. The findings in table 4.18 indicated that 100% of the principals gave a yes answer meaning that their schools had allocated life skills lessons on the timetable. This

was supported by 95.5% of the LS subject teachers who also gave a yes answer meaning that their schools had allocated life skills lessons on the time table. However, minority 4.3% of the life skills subject teachers said that they had not allocated life skills lessons on the time table. This means that those schools which had fixed LS lessons on the timetable had a very good opportunity to fully implement LSE in their schools. However, schools which had not slotted LS lessons on the time table meant that there was no implementation of LSE in their schools at all. These findings are in tandem with Mwangangi, et al. (2018) who revealed that 10% of the schools had not timetabled life skills education, and where it was timetabled life skills education had one lesson per week. In some classes it was not taught at all and where it was taught, this was done by willing teachers and not as a requirement.

This study sought to find out the difficulties encountered by schools in supervision of LSE. The LS subject teachers said from their responses on open ended items that LS was only allocated one lesson per week and there was no syllabus and that the subject was not examinable, resources were inadequate, schools had inadequate teachers/staff, there was lack of trained teachers to teach LSE, overloading on work done by a single teacher per day, LS is not examined and was not given attention, there was lack of adequate time to teach the subject. Others said that no effort was made to check on the work covered, the subject was not taught because it was not examinable, there was lack of enough text books for LS, they had strained school programme, lessons allocated for LSE were not sufficient.

The respondents were asked to give suggestions on how to address the challenges of supervision of LS subject. The principals suggestions in the open ended responses include the following; more planning is required, buying books for LS subject, LS to be compulsory and examinable, workload in LS subject should be counted like of any other lesson, pre service training of teachers to be organized, make teachers teach LS subject, train teachers to teach LS subject.

The teachers of LS subject gave responses which were in support of sediments given by the principals for they suggested that the challenges of supervision of LSE could be

addressed by putting LSE in the school programme like other subjects and have text books like for other subject, train teachers and provide resource material like text books, the government should ensure all schools have sufficient resources for teaching LSE, employing trained teachers to teach LSE, expose students to exams, create enough time on the time table for LS subject, make LS examinable, LSE to be made a core subject, LS should be supervised.

CHAPTER SIX

6.0 CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1 Introduction

This chapters incorporates the conclusions, recommendations and the suggestions for further research.

6.2. Conclusions of the study

Based on the findings of the study and in line with the research objectives the study made the following conclusions;

6.2.1 Life skills as a non-examinable subject and implementation of LSE

This study has concluded that LS was overlooked owing to the fact that it was non-examinable subject in the national examination system and it was not examined regularly in public secondary schools. A lot of attention was given to the teaching of other examinable subjects. There was lack of teaching learning resources, failure to take the subject seriously and lack of trained personnel and any additional LS lesson would overstretch teachers' workload.

6.2.2 Level of Training of teachers in life skills education and implementation of LSE

The study concluded that LSE was best implemented by trained teachers. Teachers had not been well trained to handle the implementation of LSE. It was also concluded that there was lack of understanding on content and features of implementation of LSE. It was also concluded that teachers in many schools had not been trained to teach LSE.

6.2.3 Perception of respondents towards life skills education and implementation of LSE

The study also concluded the teaching of LSE was interesting. It taught learners morality, it gives learners an opportunity to explore their talents, helped in imparting knowledge and skills for survival, it deals with contemporary issues affecting our learners, LS has therapeutic and interactive, students love the lesson, LS prepares students for their live after school, it equips learners with knowledge and skills to solve life issues, it gave learners practical life experiences on what they face in daily life lives. However, it was also concluded that teachers of LSE feel overloaded once an additional subject was allocated to them, LSE was not given the seriousness it deserved since it was a subject without exams and that the teaching of LS subject was taken as an extra burden by the respondents.

6.2.4 Principals supervision of life skills teaching and learning and implementation of LSE

The study concluded that there was no regular supervision of the teaching and learning of LSE in schools. Preparation of all professional documents for teaching of LSE was not effectively done by teachers of LSE. There was no supervision of the teaching of LSE in public secondary schools.

6.3 Recommendations of the study

The recommendations below were made in line with the study objectives;

The study recommendations emanating from the first objective are that; LS subject should be made an examinable subject. It was also recommended that LS subject should

be included in the list of core subjects. The study also recommended that the TSC should employ LS teachers and that teachers should be trained fully to teach LS subject. It was also recommended that LS subject should be made compulsory and that schools to avail required materials for the teaching of LS subject like text books. The study also recommended regular supervision of the teaching of LS subject; employment of more teachers; and LS Subject to be included in the school curriculum.

The study recommendations emanating from the second objective are that; the government should allocate more funds to schools, pay teachers more, schools to plan and allocate more resources, LS to be allocated time in the time table, the MoE to finance the training of teachers, the government to plan for pre-serve and in-service training of teachers in teaching LSE. The government should organize for workshops, give more money to schools and the TSC to employ more teachers to cater for the existing gap of understaffing in LS subject.

The study recommendations emanating from the third objective include that; the teaching learning resources should be provided like text books. It was also recommended that more time ought to be allocated for the teaching LS in the school time table. Staff training should be organized. There was need to come up with a good training programme for teachers on LS. The syllabus should be made available to teachers and that capacity building capacity building of teachers and allocation of teaching time and resources for LS like it was done on other subjects.

The study recommendations emanating from the fourth objective recommended that there should be regular supervision of the teaching of LS subject in public secondary schools and that principals ought to be trained and sensitized on the importance of LSE. The government should ensure that all schools had sufficient resources for teaching LSE and ensured that they exposed students to exams in LSE. The Creation of enough time on the time table for LS subject was recommended as essential. It was also recommended that LSE should be made a core subject.

6.4 Suggestions for further research

The following study areas were suggestions for further research;

- i. Effects of availability of teaching learning resources on teaching Life skills education
- ii. Effects of teachers preparation practices on teaching of LSE
- iii. Influence of principals Supervision practices in the teaching of LSE

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APPENDIX I

INTRODUCTION LETTER TO THE RESPONDENTS

Itute Ngimbwa

South Eastern Kenya University,

School of Education, Humanities and Social Sciences

P.O Box 57- Kitui.

26th March., 2021

Dear Respondent,

RE: LETTER OF INTRODUCTION TO RESPONDENTS

I am a student pursuing a Master of Education degree in Curriculum Studies of South Eastern Kenya University. As part of the requirement for the award of the degree, I intend to carry out a research on **Institutional factors influencing the implementation of life skills curriculum in public secondary schools in Matinyani Sub-County, Kitui County, Kenya.**

I therefore request for your consent to participate in the study by responding to the questionnaires or interview schedules as honestly as possible. All information provided will be treated as confidential.

Yours faithfully,
ITUTE NGIMBWA

APPENDIX II
QUESTIONNAIRES FOR THE PRINCIPALS
Section A; Demographic Data of the respondents

Please use a tick (✓) to indicate the relevant answer in the boxes provided.

1. Kindly indicate your age in years: Below 40 41-50 51-60
2. Please indicate your Gender: Male Female
3. Please indicate your highest professional qualification: Dip in Educ B.Ed M.Ed
others specify
4. How long have you served in the position of a principal?
5. How long have you served in this school?

Section B: life skills as a non-examinable subject in life skills education

In a scale of 1 to 5, indicate the influence of life skills as a non-examinable subject on implementation of life skills education by ticking an appropriate response. (1-Strongly Disagree, 2- Disagree, 3-Neutral, 4- Agree, 5-Strongly Agree).

6	life skills as a non-examinable subject in life skills education	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
7	Life skills subject is examined regularly in my school					
8	Life skills subject is not examined at all in my school					
9	Life skills scores do not have an effect on students final examination results					

10. Does your school encounter challenges in the teaching of life skill subject as a non examinable subject? Yes No

11. If your answer is yes ,Kindly state the challenges.....

12. Give suggestions on how such challenges can be addressed _____

Section C: Level of Training of Teachers in life skills Education

In a scale of 1 to 5, indicate whether teachers have been trained on implementation of life skills Education in your school by ticking an appropriate response.(1-Strongly Disagree, 2- Disagree, 3-Neutral, 4- Agree, 5-Strongly Agree).

	Teacher training in life skills education	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
13	Life skills Education is best implemented by trained teachers					
14	Teachers in my school understand the content and features of implementation of LSE					
15	The school has teachers who have been trained to teach LSE					

16. Have teachers in your school attended any form of training for the last five years on LSE? []Yes []No

17. If your answer is yes, Who organized for the training? _____

18. Write down at least three types of training received on LSE, time taken and if it was relevant for implementation of LSE in your school

Type of training	Duration	Organisers	Relevance
_____	_____	_____	_____

19.Does your school encounter challenges in training teachers on implementation of LSE? [yes[] No[]

20.If your answer is Yes Kindly state the challenges.....

21.Give suggestions on how the above challenges could be mitigated_____

SECTION D: Perception of teachers towards life skills Education

In a scale of 1 to 5, indicate the influence of perception of teachers on implementation life skills education in your school by ticking an appropriate response to. (1-Strongly Disagree, 2- Disagree, 3-Neutral, 4- Agree, 5-Strongly Agree).

	Teachers perception towards the teaching of LSE	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
22	Teachers of LSE feel overloaded by having an additional subject					
23	LSE not taken seriously because it is not examinable					
24	Teachers of LSE feel frustrated for of lack of content and features of LSE					

25. Do you find the teaching of life skills subject Interesting? Yes[] No[]

26. If your answer is Yes, Please give explanation in support of your answer.....

27. If your answer is no, explain why teaching LSE is not interesting.....

28. Give suggestions on how teaching LSE can be improved on.....

SECTION E: Principal’s supervision of life skill teaching and learning

In a scale of 1 to 5, indicate the influence of principals supervision of life skills teaching on implementation of life skills education in your school by ticking an appropriate response to .(1-Strongly Disagree, 2- Disagree, 3-Neutral, 4- Agree, 5-Strongly Agree).

	Principal's supervision of life skill teaching	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
29	There is regular supervision of the teaching and learning of LSE in my school					
30	preparation of all professional documents for teaching of LSE is effectively done by teachers of LSE					
31	LSE is not supervised in my school at all					

32.Has your school allocated life skills lessons in the school time table? Yes[] No[]

33.If your answer is No. Please give reasons to support your answer._____

34.If your answer is yes, what challenges does your school encounter in supervision of life skills Education?_____

35. Give suggestions on how the above challenges could be addressed_____

APPENDIX III

QUESTIONNAIRES FOR LIFE SKILLS SUBJECT TEACHERS

Section A: Level of adequacy of teaching/learning resources and implementation of life skills curriculum.

Section A; Demographic Data of the respondents

Please use a tick (✓) to indicate the relevant answer in the boxes provided.

1. Kindly indicate your age in years: Below 40 41-50 51-60
2. Please indicate your Gender: Male Female
3. Please indicate your highest professional qualification: Dip in Educ B.Ed M.Ed
others specify
4. How long have you served as a TSC teacher?
5. How long have you served in this school?

Section B: life skills as a non-examinable subject in life skills Education

In a scale of 1 to 5 indicate the influence of life skills as a non-examinable subject on implementation of life skills education by ticking an appropriate response. (1-Strongly Disagree, 2- Disagree, 3-Neutral, 4- Agree, 5-Strongly Agree).

6	life skills as a non-examinable subject in life skills education	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
7	Life skills subject is examined regularly in my school					
8	Life skills subject is not examined at all in my school					
9	Life skills scores do not have an effect on students final examination results					

10. Does your school encounter any challenges in the teaching of LSE as a non-examinable subject [] Yes [] No []

11. If your answer is yes, kindly state the challenges.....

12. Give suggestions on how such challenges can be addressed_____

Section C: Level of Training of Teachers in life skills Education

In a scale of 1 to 5 indicate the influence of training of teachers in life skills Education on implementation of life skills Education in your school by ticking an appropriate response. (1- Strongly Disagree, 2- Disagree, 3-Neutral, 4- Agree, 5-Strongly Agree).

	Teacher training in life skills education	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
13	Life skills Education is best implemented by trained teachers					
14	Teachers in my school understand the content and features of implementation of LSE					
15	The school has teachers who have been trained to teach LSE					
16	Life skills education is taught by professionally trained teachers in LSE					

17. As a teacher of Life skills subject, have you attended any form of training for the last five years on LSE? Yes [] No []

18. If your answer is yes, Who organized for the training? _____

19. Write down at least three types of training received on LSE, time taken and if it was relevant for implementation of LSE in your school

Type of training	Duration	organizers	Relevance
_____	_____	_____	_____

20. Does your school encounter any challenges in training teachers on implementation of LSE? [yes No

21. If your answer is Yes Kindly state the challenges.....

22. Give suggestions on how the above challenges could be mitigated_____

SECTION D: Perception of teachers towards life skills Education

In a scale of 1 to 5, indicate influence of attitude of teachers on implementation life skills education in your school by ticking an appropriate response (1-Strongly Disagree, 2- Disagree, 3-Neutral, 4- Agree, 5-Strongly Agree).

	Teachers perception towards the teaching of LSE	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
23	As a teacher of LSE I feel overloaded by having an additional subject					
24	LSE is not taken seriously because it is not an examinable subject					
25	As a Teacher of LSE I feel frustrated for of lack of content and features of LSE					

26. Do you find the teaching of life skills subject Interesting? Yes No

27.If your answer is Yes, Please give explanation in support of your answer.....

28.If your answer is no, explain why teaching LSE is not interesting.....

29.Give suggestions on how teaching LSE can be improved on.....

SECTION E: Principal’s supervision of life skill teaching and learning

In a scale of 1 to 5,indicate the influence of supervision of teaching and learning of life skills subject in your school on implementation of LSE by ticking an appropriate response to (1-Strongly Disagree, 2- Disagree, 3-Neutral, 4- Agree, 5-Strongly Agree).

	Principal’s supervision of life skill teaching	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
30	There is regular supervision of the teaching and learning of LSE in my school					
31	Preparation of all professional documents for teaching of LSE is effectively done by teachers of LSE					
32	LSE is not supervised in my school at all					
33	Professional documents for LSE are regularly checked and approved for enhancement of instruction in LSE					

34.Has your school allocated life skills lessons in the school time table? Yes[] No[]

35.If your answer is No. Please give reasons to support your answer._____

36.If your answer is yes, what challenges does your school encounter in supervision of life skills Education?_____

37. Give suggestions on how the above challenges could be addressed _____

APPENDIX IV

INTERVIEW SCHEDULE FOR THE SUB COUNTY DIRECTOR OF EDUCATION

1. How do you ensure that LSE is implemented in all schools in your sub county?
2. What strategies have been laid down to guarantee that life skills becomes an examinable subject in schools?
3. How do you ensure that LSE is implemented by professionally qualified teachers?
4. Do you organize in service training on life skills education for Teachers in your sub county
5. How often do the teachers attend the in-service training?
6. When was the last in-service training held?
7. What other types of courses are organized for the teaching of life skills Education in your sub county?
8. How do you ensure that LSE is fully implemented in all schools in your sub county?
9. What challenges do schools encounter in implementing of teaching life skills as a non-examinable subject in your sub county?
10. What strategies have you laid down to guarantee that the implementation of LSE is supervised by principals?

**APPENDIX V
RESEARCH BUDGET.**


ITEM DESCRIPTION	Expenditure/cost estimate(KSHS)	
Transport	100,000.00	
Internet services	30,000.00	
Photocopy and printing	60,000.00	
Binding	40,000.00	
Communication	25,000.00	
Research permit	10,000.00	
Miscellaneous Expenses	20,000.00	
Total estimated expenditure	285,000.00	


APPENDIX VI
WORK PLAN

Activity	Time frame
Development of research proposal	January-March 2022
Defense	April, 2022
Research Permit	May, 2022
Pilot Study	May, 2022
Data collection	June,2022
Data Analyzing research report writing	July, 2022
Publishing of articles and Submission of Report for examination	May, 2023
Defense for final research project report	June, 2023
Graduation	October, 2023

APPENDIX VII


RESEARCH PERMIT


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 402606 Date of Issue: 18/July/2022


RESEARCH LICENSE



This is to Certify that Mr. NGIMBWA NA ITUTE of South Eastern Kenya University, has been licensed to conduct research in Kitui on the topic: INSTITUTIONAL FACTORS INFLUENCING THE IMPLEMENTATION OF LIFE SKILLS CURRICULUM IN PUBLIC SECONDARY SCHOOLS , MATINYANI SUB-COUNTY, KITUI COUNTY for the period ending : 18/July/2023.

License No: NACOSTI/P/22/18795

402606
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

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Scan the QR Code using QR scanner application.

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

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

CONDITIONS

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

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Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

TELEGRAMS: *EDUCATION*KITUI

TELEPHONE: KITUI 22759

FAX: 04444-22103

Email: deo.matinyani@gmail.com



REPUBLIC OF KENYA

SUB COUNTY EDUCATION OFFICE

MATINYANI DISTRICT

P.O. BOX 1423-90200

KITUI

When replying please quote:

18th July 2022

RE: PERMISSION TO COLLECT DATA FROM MATINYANI SECONDARY SCHOOLS

Itute Ngimbwa, a student at **South Eastern Kenya University** has permission to undertake a research on the topic: INSTITUTIONAL FACTORS INFLUENCING THE IMPLEMENTATION OF LIFE SKILLS CURRICULUM IN PUBLIC SECONDARY SCHOOLS, MATINYANI SUB-COUNTY, KITUI COUNTY. I urge the principals to accord him the necessary assistance.

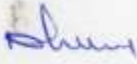
Upon the completion of your course kindly do provide us with a copy of your research project findings.

Wishing you all the best.

SUB COUNTY DIRECTOR OF
EDUCATION - MATINYANI

P. O. Box 1423 - 90200

KITUI


Simon Gichuru

SCDE

Matinyani



THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams: 'DC'MATINYANI

Telephone:

Fax: 044 23260

Email: dcmatinyani@yahoo.com

When replying please quote

DEPUTY COUNTY COMMISSIONER,

MATINYANI SUB COUNTY,

P.O. Box 758-90200,

KITUI

Ref No.MTN/3/8/VOL.11/108

Date: 18th July, 2022

ALL SECONDARY PUBLIC SCHOOL PRINCIPALS,
MATINYANI SUB COUNTY,

RE: PERMISSION OF COLLECT DATA FROM MATINYANI SECONDARY SCHOOLS -
ITUTE NGIMBWA

The above named is a student at South Eastern Kenya University. He is undertaking a research on INSTITUTIONAL FACTORS INFLUENCING THE IMPLEMENTATION OF LIFE SKILLS CURRICULUM IN PUBLIC SECONDARY SCHOOLS, MATINYANI SUB COUNTY, KITUI COUNTY.

Please accord him the necessary assistance.


DEPUTY COUNTY COMMISSIONER

SCHOLASTICA KOSGEINI
DEPUTY COUNTY COMMISSIONER,
MATINYANI SUB COUNTY,