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RESEARCH ARTICLE

LIFE SKILLS EDUCATION AS USED BY HEAD TEACHERS IN MANAGING STUDENTS DISCIPLINE IN KENYA: A CASE OF PUBLIC SECONDARY SCHOOL IN MACHAKOS SUB-COUNTY.

*Esther Kaluku, Dr. Selpher K. Cheloti and Dr. Redempta Maithya

South Eastern Kenya University, Kenya

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ABSTRACT

The purpose of this study was to analyze life skills education as used by head teachers in managing students discipline in Kenya; specifically, within public secondary schools in Machakos Sub-County. The objective of this study was; To determine the use of Life Skills Education on management of discipline in public secondary schools in Kenya. The study was guided by situational theory of leadership which is characterized leadership in terms of task behavior and relationship behavior. The study adopted a descriptive survey design. The target population comprised of head teachers, teachers and students. The study sample was 421. Data was collected using 3 sets of questionnaires. Quantitative data was analyzed using Statistical Package of Social Sciences software programme version 22. Inferential analysis was done using chi square statistics at the .05 level of significance. The study established that head teachers need to use a variety of administrative practices to manage students' discipline. The study found that the use of life skills education influenced the management of school discipline significantly ($\chi^2(df(3)) = 28.846; p < .05$). The study recommends that the Kenya National Examination Council (KNEC) should start examining LSE since it is an important subject in managing discipline and molding social emotional skills of learners. These study findings are beneficial to head teachers and other stakeholders in education regarding how they manage discipline related issues in schools.

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INTRODUCTION

Worldwide, school discipline continues to be an issue of concern among school administrators. However, in maintaining discipline in schools' educators have to devise and implement disciplinary practices that are non-coercive, yet assertive. Omemu (2017) points out that principals irrespective of gender must understand the complexity of human beings and prepare measures of tackling anticipated disciplinary problems in their schools. This implies that management of discipline must be on the principals' agenda at all times. He further defines school disciplinary problems as unacceptable attitudes or behaviours that run contrary to the laid down rules and regulations of the school which may be satisfying to the students at that point in time. A number of schools worldwide have reported cases of student indiscipline as highlighted by David; Lauren; Elaine and Rachael (2015) especially among adolescents ranging from improper dressing, drug abuse, use of weapons, physical fights and physical altercation.

Indiscipline related behaviors affect the smooth teaching and learning activities negatively while school administrators are left in a state of hopelessness and confusion. It is however noted that head teachers of smooth running schools with fewer disruptions are usually visible to both teachers, community and students. Tucker and Singer (2013) points out that these head teachers usually engage in what educators describe as management by walking around. Otara & Uwanyirigira (2018) points out that these head teachers embrace various administrative practices to promote positive relations with students and establish predictable procedures and routines. Some of the administrative practices commonly used worldwide to address students discipline include: school rules, punishment, guidance and counseling, life skills, use of parents, students' council, suspension, expulsion and constant policing of students. At global level Cassidy, Yvonne and Meo (2018) points out that head teachers in USA utilize numerous life skills programs for the prevention of substance abuse and violence. Cassidy et al points out that the role of the head teachers is critical to promoting life skills that prepare students for adult hood.

*Corresponding author: Esther Kaluku,
South Eastern Kenya University, Kenya.

They point out that the success of LSE will need to be supplemented by or integrated with the kinds of support and other interventions carried out by schools. However, Cassidy et al points out that despite the awareness of this practice many head teachers were unable to adequately plan and prepare to ensure success on management of students' discipline. This implies that LSE as an administrative practice is not adequate in promoting discipline in schools and when taught, the lesson should be presented in a clear and systematic manner with a view to promoting discipline. This further implies that the solution to indiscipline problems in schools regardless of its gravity require a sound combination of various administrative practices to minimize the vice. Kitimo (2014) points out that LSE was introduced in Lesotho to address problems such as alcohol and drug abuse. In secondary schools in Lesotho head teachers use LSE to promote acceptable attitude and behaviors among learners. The author points out that the introduction of Life Skills Education (LSE) in schools is a worthwhile investment considering that the potential gains are far reaching. Apart from helping to mould an individual child, there are benefits for the school as an institution because LSE improves teacher-learner relationship, classroom behaviour and academic performance. School attendance is also improved and fewer cases of student unrest are reported in schools where LSE is properly taught. Further Life Skills Education, according to Wanjiku (2017) plays a major role in enabling individuals to translate knowledge, attitudes and values into actual abilities in reference to what to do and how to do it.

In 2006 teaching of Life Skills Education in Kenya as a discipline in secondary schools was strongly recommended by the government. It was noted that educational systems tend to prioritize the imparting of academic knowledge without acquisition of psychosocial skills. In Kenya, Life Skills Education (LSE) was introduced in the curriculum in 2008 and was supposed to be taught one lesson per week as standalone subject which was a non-examinable in all secondary schools. According to the Ministry of Education (2008) LSE provides information to the development of the whole person. The head teachers have a crucial role to play such as provision of teaching and learning materials, facilitation of teacher's growth in the aspect of pedagogy and provision of adequate teaching staff. KICD (2008) pointed out that by introducing Life Skills to schools the government was as well responding to the challenges that the country had faced namely the post-election violence that rocked the country at the end of 2007 and part of 2008. However, according to Wanjiku (2017) students are still involved in peer related behavior including drug abuse, examination malpractices, bullying, violence and strikes despite the efforts to impart life skills to students in school.

Statement of the problem: Increased cases of indiscipline behavior among students in secondary schools in Kenya has become a source of concern to educational stakeholders. The situation is not different in Machakos Sub County. A report by the Machakos Sub County education office (2018), shows that eleven schools experienced riots and destruction of school property in the year 2018. Fifteen schools were closed and others sent on early midterm break in the year 2017 because of different types of indiscipline ranging from destruction of school properties, boycotting of examinations and drugs and substance abuse; while in 2016 eight students were found with petrol and match boxes ready to burn their school.

Similarly, in 2015, ten schools were closed due to arson activities, riots, and violence. the government of Kenya has introduced various measures to address the vice among them; Life Skills Education, Guidance and Counselling programs, mentorship programs, peace clubs and students' council. In 2018, the government introduced and assigned a National Education Management Information System (NEMIS) number to every student. The government further issued directives that students implicated in indiscipline should be electronically profiled and a record stored in their NEMIS number portal (DCI, 2018). Despite these key policies and measures that the government has put in place to minimize cases of indiscipline, the problem has persisted. The current study explored how head teachers' administrative practices have influenced management of students' discipline in public secondary schools in Machakos Sub County.

Significance of the study: This study might be of great value to school principals, because it may help them to identify management practices that influence school discipline. The school managers can utilize the findings in coming up with strategies to enhance a more effective parent-school partnership in order to promote a pleasant working environment. Also the findings of the study may possibly be used by the Ministry of Education to design programmes and action plan aimed at building capacity of head teachers and education officers to support management of secondary schools in Kenya. Policy makers may perhaps have the opportunity to base their future policies on head teachers' management practices from the results of this study. The study might add to existing pool of professional knowledge on effectiveness of various administration practices in secondary schools in relation to student discipline. Moreover, the study might provide opportunity to school administrators to see the need to review the various school and home based factors which persistently affect student's discipline and are likely to be destructors in their learning. Additionally, the findings may well act as spring board for future researchers who might wish to explore the field of management practices in education further and in-cooperate other factors not included in the study.

Study objectives: The objective of this study was: To determine the use of Life Skills Education on management of discipline in public secondary schools in Machakos Sub County

Study hypothesis

Ho1: There is no statistically significant difference between head teachers' use of Life Skills Education and management of discipline in the public secondary schools in Machakos Sub County

LITERATURE REVIEW

Life Skills Education, according to UNICEF (2012) refer to a large group of psychosocial and interpersonal skills that can help people make informed decision, communicate effectively, translating knowledge, skills, attitudes and values into action and develop coping and self-management skills that may help them lead a healthy and productive life. A study done by Okech & Role (2015), shows that Life Skills Education was first mooted in Armenia in the mid 1990's after the collapse of children and the Soviet Union which led to an overall decline in the quality of education, accessibility and demand

throughout the education system. According to Okech & Role (2015) Life skills have already been taught in many schools around the world with some students acquiring the habits of good character directly from teachers who embody the ideals of character to which they expect their children to aspire. According to UNICEF (2012) Life Skills Education was introduced in Barbados to promote regional development, identity and cooperation and prepare young people to become responsible citizens.

Head teachers use school based life skills education to engage youth in a range of activities and a number of extra curriculum clubs such as scouts, guides and cadets are popular and contribute to Life skills development and overall development of discipline and provides young people with options for positive behavior, as well as encouraging the development of self-esteem, confidence and skills to make their own choices. In Britain, Carl & Montacute (2017) points out that the head teachers use LSE to manage discipline and help students to develop skills such as confidence, resilience and abilities to work with others. According to Carl & Montacute (2017) these values should be embedded in the school ethos, assemblies, school clubs and societies and in staff-student and staff-parent relationships. According to Tan (2018) head teachers in Nigeria cooperate life skills education into formal curriculum and as such, life skills are incorporated into school subjects such as social studies, agriculture and physical education and these activities are targeted at specific skills ranging from personal life skills and interpersonal life skills which are critical for character development hence discipline. In Malawi according to USAID (2012) the Ministry of Education has demonstrated political will to push the LSE agenda in formal and non-formal education despite some reluctance from religious groups to address sexuality issues in schools. The aim of LSE in Malawi is to educate responsible young citizens to be able to participate in the social, economic and political spheres of the country. At school level head teachers use LSE to strengthen their management capacity and mobilise students to be responsible citizens with good morals.

According to KICD (2008) Life skills content in Kenya in KIE syllabus is infused in a variety of subjects in the national curriculum. The main goals of the Life Skills approach is to enhance young people's ability to take responsibility for making choices, resisting negative pressure and avoiding risky behavior hence promoting good discipline. KICD (2008) observes that head teachers use Life Skills Education in their schools to promote discipline and it was noted that communication skills and peaceful conflict resolution among the teachers and students had improved. Through Life Skills Education, learners acquire and develop skills such as critical thinking, problem solving, decision-making, interpersonal relationships, stress and anxiety management, effective communication, self-esteem and assertiveness. According to KICD (2008) teaching methods are learner centered, youth-friendly, gender sensitive, interactive and participatory. Kitimo (2014) carried out a study to determine factors influencing implementation of LSE in secondary schools in Kinango district, Kwale County and established that the role of the head teacher was to ensure that time allocated for LSE is not used for syllabus coverage and that LSE teachers have adequate teaching materials and relevant training in this field. The study utilised descriptive research design with a sample size of 150 respondents. The present study will investigate the influence of head teachers' use of Life Skills Education as a practice for

managing discipline in secondary schools in Machakos Sub County. Further this study will include a large sample in all sampled schools in Machakos Sub County to find out if the study findings agree. LSE (2014) on a study on school based factors influencing implementation of LSE in public secondary schools in Kuria East District established that the success or failure of this programme depended on a greater extent on head teachers' management practices. The study used descriptive survey design with a sample size of 446 respondents. The current study sought to establish if the same scenario applied in Machakos Sub County.

Study theory: This study was guided by situational theory of leadership by Paul Hersey and Ken Blanchard developed in 1969. Situational theory of leadership is characterized leadership in terms of task behavior and relationship behavior. Task behavior is described as the extent to which the leader spells out duties and responsibilities of an individual or group that includes giving directions and setting goals. On the other hand, relationship behavior is the extent to which the leader engages in a two way or multi way communication which includes such activities as listening, providing encouragement and coaching. The situational theory of leadership suggest that no single leadership is best instead it all depends on the situation at hand and which type of leadership and strategies are best suited to the task. According to this theory, the most effective leaders are those that are able to adapt their style to the situation and look at cues such as the type of the task, the nature of the group and other factors that might contribute to getting the job done. This theory argues that for a management to be effective the organizational design, policies and practices must be appropriate for specific situation that must be taken into consideration

RESEARCH METHODOLOGY

The study used descriptive survey design, the study population was all the 45 public secondary schools in Machakos Sub County and hence all the 45 head teachers, 45 teachers in charge of discipline, 45 Guidance and Counselling teachers, 45 Form 2 class teachers and 3330 Form two students. The study sample comprised of 16 head teachers, 16 teachers in charge of discipline, 16 class teachers, 16 Guidance and Counselling teachers and 357 students, giving a total of 421 respondents. The study used 3 sets of questionnaires for Head teachers, Teachers and students to collect data. Instrument validity was ascertained using expert judgment and piloting. Instrument reliability was ascertained using Test-re-test technique and values from the two testing periods were correlated using Pearson product moment correlation coefficient to determine the reliability of the instruments. Data was analysed by use of the Statistical Package of Social Sciences Software Programme (SPSS) version 22 and was done by using descriptive statistics and presented in form of tables showing frequencies and percentages. Hypothesis of the study was tested at the .05 level of significance using the chi square statistics.

RESEARCH RESULTS

Response Rate: A total of 421 questionnaires were distributed during the study. From the data collected, a total of 417 questionnaires were duly filled and returned thus representing an overall return rate of 99 percent.

Table 1: Respondents gender

	Head teacher	Teachers	Students
Male	12(80%)	22 (45.8%)	204 (57.6%)
Female	3(20%)	26(54.2%)	150(42.4%)

Table 2. Type of school

Type of school	Head Teachers	Teachers	Students
Extra County	2 (13.3%)	6 (12.5%)	52(14.7%)
County	3 (20%)	12 (25%)	77 (21.8%)
Sub County	10 (66.7%)	30 (62.5%)	225 (63.6%)
TOTALS	15 (100%)	48(100%)	354 (100%)

Table 3. Head teachers' responses on use of Life Skills Education on management of students' discipline

	SD	D	N	A	SA	Mean	Std. Deviation
I allocate one lesson once per week to each class	6.7	6.7	20.0	26.7	40.0	3.87	1.246
Peace clubs have been molded in schools	6.7	13.3	33.3	40.0	6.7	3.27	1.033
I encourage teachers to teach LSE as standalone subject	13.3		20.0	53.3	13.3	3.53	1.187
I avail books and other teaching materials on LSE	26.7		20.0	20.0	33.3	3.33	1.633
I highly encourage seminars and meetings on LSE	13.3		40.0	33.3	13.3	3.33	1.175
I encourage use of students personnel experiences	13.3		20.0	46.7	20.0	3.60	1.242
I encourage sensitization of students on moral issues	6.7	6.7		26.7	60.0	4.27	1.223
I encourage peaceful co-existence	20.0			13.3	66.7	4.07	1.624
Composite mean index						3.66	

Table 4. Teachers responses on use of Life Skills Education on management of students discipline

	SD	D	N	A	SA	Mean	Std. Deviation
One lesson is allocated once per week to each class		4.0	10.0	28.0	58.0	4.40	.833
Peace clubs have been molded in schools	10.2	20.4	26.5	30.6	12.2	3.14	1.190
Head teachers encourage teachers to teach LSE as standalone subject	6.0		26.0	48.0	20.0	3.76	.981
Books and other teaching materials on LSE are availed	10.0	4.0	26.0	32.0	28.0	3.64	1.225
Seminars and meetings on LSE are highly encouraged	18.0	14.0	34.0	22.0	12.0	2.96	1.261
Use of students personnel experiences is highly encouraged	6.0	6.0	34.0	46.0	8.0	3.44	.951
Head teacher encourage sensitization of students on moral issues		2.0	8.0	60.0	30.0	4.18	.661
The head teacher encourage peaceful co-existence		2.0	8.0	42.0	48.0	4.36	.722
Composite mean index						3.72	

Table 5. Students' responses on head teachers' use of Life Skills Education on management of students discipline

	SD	D	N	A	SA	Mean	Std. Deviation
One lesson is allocated once per week to each class	34.5	8.8	14.1	13.3	29.4	2.94	1.667
Peace clubs have been molded in schools	20.3	8.8	16.7	22.6	31.6	3.36	1.505
Teachers are encouraged to teach LSE as standalone subject	28.8	9.6	22.0	17.8	21.8	2.94	1.516
Books and other teaching materials on LSE are availed	29.9	12.7	16.1	22.0	19.2	2.88	1.518
Seminars and meetings on LSE are highly encouraged	29.4	13.3	20.3	18.4	18.6	2.84	1.489
Use of students personnel experiences is highly encouraged	14.4	8.5	20.9	20.3	35.9	3.55	1.416
Sensitisation of students on moral issues	9.0	6.8	18.1	26.0	40.1	3.81	1.279
Encouraging peaceful co-existence	8.2	3.7	8.5	19.5	60.2	4.20	1.239
Composite mean index						3.31	

Table 6. Cross tabulation between head teachers use of life skills education and management of students discipline

			lse ord				Total
			agree	Disagree	neutral	strongly agree	
Discipline mangt	High	Count	4	0	0	12	16
		Expected Count	8.0	1.7	2.0	4.3	16.0
	Low	Count	20	5	6	1	32
		Expected Count	16.0	3.3	4.0	8.7	32.0
Total		Count	24	5	6	13	48
		Expected Count	24.0	5.0	6.0	13.0	48.0

Table 7: Chi-Square Tests on LSE and management of students discipline

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.846 ^a	3	.000
Likelihood Ratio	32.427	3	.000
N of Valid Cases	48		

Respondents gender: Respondents' gender was captured in terms of dichotomous responses as either male or female as shown in Table 1. From Table 1, it can be noted that the percentage of male head teachers was more than that of female head teachers. Specifically, the male head teachers constituted about 80 percent of the total sample while that of female teachers constituted about 20 percent of the total. This in essence means that the two-thirds gender rule has been violated in the appointment of head teachers within the county (Constitution of Kenya, 2010). This means that the Teachers Service Commission needs to encourage and promote more females to head public schools in Machakos County. Further, the representation of teachers in the county shows that there was near gender parity in their distribution. In particular, male teachers constituted about 46 percent while the female teachers constituted about 54 percent of the sample. This means that there were more female teachers than male even though the female teachers constituted the minority in headship positions. This again does not depict equity in the distribution of positions of responsibility among the teaching workforce in Machakos Sub County. As for the students, the distribution by gender depicts that there were more males than females. Specifically, the male sample of students constituted about 58 percent while the female sample of students constituted about 42 percent. It is important to note that Kenya census results of 2019 shows that Machakos as a county has more females constituting slightly over 50 percent of the total population in the county than the number of males (KNBS, 2020). Going by this scenario, it would be prudent to assume that a similar pattern in terms of ratio of representation would be depicted in school enrollment across all the Sub Counties in Machakos. This therefore calls for concerted efforts by the County government to initiate strategies geared to having more females enrolled in schools within the County in order to reverse this trend.

Respondents Type of school: The study sought to determine the type of school where the students, teachers and head teachers hailed from. The variable for type of school was measured based on the values depicting whether the school was national, extra County, County or Sub County. The analysis of this parameter is as shown in Table 2. Table 2 shows that more concentration of the respondents was in the Sub County schools followed by the County schools and the extra County schools in that order. Majority (about 67%) of the head teachers were in Sub County schools followed by about 20 percent who were in County schools while about 13 percent were serving in extra County schools. As for teachers, about 63 percent were serving in sub county schools while about 25 percent of them were serving in county schools and about 12 percent were serving in extra County schools. Majority (about 64 %) of the Form two students were enrolled in sub county schools while about 22 percent of them were enrolled in county schools and about 15 percent were enrolled in the extra county schools.

Life Skills Education in management of students' discipline
The study sought to determine the influence of head teachers use of Life Skills Education on management of discipline in public secondary schools in Machakos Sub-County. Responses to address the main items formulated for this objective were drawn from all the respondents and analysis of these responses are as discussed as follows;

Head teachers' responses on use of Life Skills Education on management of student's discipline: Analysis of Head teachers' responses with regard to their rating on various items on use of life skills education in managing students discipline is presented in Table 3. Data presented in Table 3 shows that most head teachers (67%) agreed that they do allocate a lesson on LSE once per week in each class (mean = 3.87). It was also established that about 47 percent of the head teachers had established peace clubs in their schools even though nearly one third of these head teachers remained neutral. About 67 percent of the head teachers agreed that they encourage teachers to teach LSE as a stand-alone subject (mean = 3.53). It was also noted from the analysis that most teachers (53%) availed books and other teaching materials on LSE even though about 27 percent others objected to this statement (mean = 3.33). Similarly, the study also notes that most head teachers (43%) encourage seminars and meetings on LSE however about 40 percent others remained neutral to the statement (mean = 3.33). About 67 percent of the head teachers also agreed that they encourage the use of students personal experiences in management of discipline (mean = 3.60). In addition, majority of the head teachers (about 87%) agreed that they encourage sensitization of students moral issues (mean = 4.27). Finally, most head teachers (80%) agreed that they encourage peaceful co-existence although about 20 percent of them disagreed with the statement. In general, the head teachers agreed that they use life skills education in managing students discipline in schools (mean = 3.66).

Teachers responses on use of Life Skills Education on management of student's discipline: The teachers' ratings on the level of agreement to items posed with regard to head teachers' use of life skills education in the management of their schools is analyzed in Table 4. Data presented in Table 4 shows that most teachers (78%) were in strong agreement that one lesson on LSE education is allocated once per week to each class (mean = 4.40). Majority (42%) of the teachers also agreed to the statement that peace clubs are molded in schools even though about 30 percent of them disagreed with the statement (mean = 3.14). About 68 percent of the teachers also agreed that head teachers encourage them to teach LSE as a standalone subject (mean = 3.76). There was also a general level of agreement among most teachers (60%) that books and other learning materials on Life skills education are availed for use (mean 3.64). Teachers were however apprehensive on the statement that seminars and meetings on LSE are highly encouraged with nearly one third agreeing to it and another third disagreeing with the statement while the other third remained neutral (mean = 2.96). About 54 percent of the teachers agreed that the use of students' personal experiences is highly encouraged while about one third of them remained neutral (mean = 3.44). Nearly 90 percent of the teachers agreed that head teachers encourage sensitization of students on moral issues (mean = 4.18). Finally, most teachers (90%) agreed to the statement that head teachers encourage peaceful co-existence (mean = 4.36). In general, the teachers agreed to the view that head teachers use LSE in the management of students' discipline in their schools (mean = 3.72).

Students' Responses on use of Life Skills Education on management of students' discipline: The level of agreement by students on a number of items regarding this parameter were discussed and analyzed as shown in Table 5

Data analysis in Table 5 shows that about 44 percent of the students agreed with the statement that one lesson is allocated once per week to each class while another about 42 percent others disagreed with the statement (mean = 2.94). In addition, about 54 percent of the students agreed that peace clubs have been molded in schools while about 28 percent of other students disagreed (mean = 3.36). Similarly, about 39 percent of the students agreed that teachers are encouraged to teach LSE as standalone subject while another one third objected to the statement (mean = 2.94). It is also important to note that nearly one third of the students objected to the statement that books and other teaching materials on LSE are availed while about 42 percent of the students agreed to the statement (mean = 2.88). On the same note also about 42 percent of the students objected to the statement that seminars and meetings on LSE are highly encouraged while only 37 percent of the students seemed to agree with the statement (mean = 2.84). About 56 percent of the students agreed that use of students' personnel experiences is highly encouraged while about 23 percent of them disagreed to the statement (mean = 3.55). About 66 percent of the students agreed that head teachers sensitize students on moral issues while about 15 percent of them disagreed (mean = 3.810). Finally, most students (80%) agreed to the statement that head teachers encourage peaceful coexistence in schools (mean = 4.20). Overall, the students expressed neutrality on head teachers use of life skills education in the management of students' discipline in schools (mean = 3.31).

Testing of Null Hypothesis: The null hypothesis for the study stated that "there was no statistically significant influence of head teachers' use of life skills Education on management of discipline in the public secondary schools within Machakos Sub County". To test this claim, a chi square test was run based on cross tabulation tables and the analyzed results are as shown in Tables 6 and 7. From Table 6, it can be observed that high levels of discipline were observed from 16 teacher respondents while low levels were observed from 32 teacher respondents. It can also be noted that of the 48 respondents, about 4 of them agreed that discipline management was high while 20 of them agreed that the level of discipline management was low. Twelve (12) of the teacher respondents strongly agreed that the level of discipline management was high while one (1) of the teacher respondents strongly agreed that the level of discipline management was low. The chi square results based on the cross tabulation table above are as shown in Table 7. Data presented in Table 7 shows the results of the chi square analysis at the .05 level of significance. It can be noted that the Pearson chi-square (χ^2) was significant at the p values of less than .05 ($\chi^2(df(3)) = 28.846; p < .05$). Therefore, the null hypothesis which stated that head teachers use of life skills education does not influence management of discipline in schools was rejected and conclusion made that the level of discipline management in public secondary schools was heavily influenced by head teachers use of life skills education

Discussion and interpretation of the research findings

Use of Life Skills Education on management of students discipline For the holistic development of a learner, life skills education has to be embedded into the curriculum to inculcate moral, ethical and spiritual values in the learners as they go through an education system. According to Okech and Role (2015), Life skills help students in acquiring good character

directly from teachers who embody the ideals of character to which they expect their children to aspire.

Findings in view of this construct revealed that: The head teachers agreed that they use Life Skills Education (LSE) in managing students discipline in schools by a mean of 3.66 in Table 3. Teachers also agreed to the view that head teachers use LSE in the management of students' discipline in their schools by a mean of 3.72 in Table 4. However, the students expressed neutrality on head teachers use of LSE in the management of students' discipline in schools by a mean of 3.31 in Table 5. In spite of the head teachers and the teachers expressing their levels of agreement to the use of life skills education in the management of students' discipline, these levels of agreement were generally low. This could be attributed to the fact that life skills education is not taught as an isolated subject but rather it is imputed and covertly incorporated in the school curriculum (KICD, 2008). In Nigeria, according to Tan (2018) head teachers in Nigeria incorporate LSE into formal curriculum and as such, life skills are incorporated into school subjects such as social studies, agriculture and physical education and these activities are targeted at specific skills ranging from personnel life skills and inter personnel life skills which are critical for character development hence student discipline.

In order to establish whether there was a significant influence of life skills education on management of discipline, the study revealed that the level of discipline management in public secondary schools was significantly influenced by head teachers' use of life skills education ($\chi^2(df(3)) = 28.846; p < .05$) as shown in Table 7 hence rejecting the hypothesis. This finding confirms the observation by KICD (2008) which avers that that head teachers mainly use Life Skills Education in their schools to promote discipline. According to the USAID (2012) report, LSE is used in Malawi to inculcate good morals and ensure students are made to be responsible citizens. Hence the role of LSE education is critical in the management of discipline in schools as supported by the findings of this study.

Conclusion

Life skills education is important in inculcating good morals and ethical values for the development of a better citizen. This study revealed that most schools had incorporated the use of life skills education in the management of discipline in schools. A null hypothesis that stated that life skills education had no significant influence on management of discipline in schools was tested and consequently rejected at the .05 level of significance. This led to the conclusion that life skills education is a critical factor in the management of students' discipline within the secondary schools of Machakos Sub County.

Recommendation

As a general recommendation, the Ministry of Education should establish a reward system to compensate disciplined schools; based on the findings and conclusions of the study, the current study makes the following recommendations:

Schools should encourage the formation of clubs and societies in schools for the purposes of strengthening LSE. The Ministry

of Education should organise seminars and mentorship programmes for teachers and students in order to minimise cases of indiscipline in schools. Head teachers should make use of resource people from industry and alumni association to inculcate LSE to the students. The Ministry of Education through KICD should Integrate LSE across all subjects taught in the syllabus. This therefore calls for a review of the curriculum in order to incorporate LSE in the main curriculum, training and retraining of teachers to be at par with emerging social challenges. Head teacher should encourage teachers to spare their time during the lesson for inculcation of LSE issues.

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