

Abstract

The purpose of this study was to investigate the influence of training of Teachers in life skills Education on 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 the level of training of Life skills subject teachers' in life skills education on implementation of life skills curriculum in Matinyani Sub County. The study was based on the Social Cognitive Theories. Descriptive survey research design was used in the study. 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 all selected using census. Data was collected by use of an interview guide and questionnaires. Qualitative and quantitative data was generated from the study was analyzed using descriptive statistics. Quantitative data was analysed quantitatively and presented using frequency distribution tables. Qualitative data gathered from the open-ended items was organized into themes based on the study objectives and presented in a narrative form. The study 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 Life Skills Education. The study recommended that the government should enhance the teaching of LSE in schools, capacity building of teachers through workshops and seminars, pre-serve and in-service training in teaching Life Skills Education.