

2015-09

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**AN INVESTIGATION OF SECONDARY SCHOOLS' READINESS
TOWARDS THE IMPLEMENTATION OF LIFE SKILLS EDUCATION: A
STUDY OF TRANS-NZOIA COUNTY, KENYA.**

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**RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE
AWARD OF THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL LEADERSHIP AND MANAGEMENT OF
MOUNT KENYA UNIVERSITY**

SEPTEMBER 2015

ABSTRACT

Life skills education was introduced by the Kenya government to replace the HIV and AIDS education which was not positively perceived by its implementers. The purpose of this study was to investigate Secondary schools' readiness towards the implementation of life skills education in Trans-Nzoia County. The main objectives were to determine teachers' training on life skills education implementation in Trans-Nzoia County, to assess the availability of teaching and learning materials and infrastructure for the implementation of life skills education in Trans-Nzoia County, to evaluate teachers' attitude towards the implementation of life skills education in secondary schools of Trans-Nzoia County, and to establish school management attitude towards the implementation of life skills education in secondary schools of Trans-Nzoia County. The study was guided by Work readiness theory by Catherine, Walker, Mathew and Cathy. This study employed concurrent triangulation study design with mixed methodology, where a target population of 2,234 teachers was studied. The study used concurrent sampling technique. Probability sampling with a simple random sample was used to sample thirty percent of schools. It further purposively sampled out thirty percent of secondary schools principals, deputy principals, guidance and counselling heads of department and teachers assigned to teach life skills who participated in the study. Instruments of data collection included interview schedule, observation guide and document analysis guide. A pilot study was carried out to establish the reliability of research instruments. Data was analysed descriptively and thematically. The study was significant in contribution to the formulation of policies for life skills education in secondary schools, recognition of life skills education in the development of the nation by the stake holders, consideration of school management and teacher factors that are related to the teaching of life skills education by curriculum developers and also serve as a reference material to potential researchers in the related field of study. The findings of the study indicated inadequate training of teachers in life skills education, inadequate use of teaching learning materials, some element of unwillingness by teachers in the implementation of life skills education in secondary schools of Trans-Nzoia County. There was also inadequate supervision and support towards teachers by administrators towards the implementation of life skills education in Secondary schools of Trans-Nzoia County. The recommendations were that the government should put a policy in place as an affirmative action to train teachers in the implementation of life skills education. Kenya Institute of Curriculum Development should review the implementation programme in terms of time and curricular and nationally evaluate the subject.