

**CHALLENGES FACED BY TEACHERS IN IMPLEMENTING LIFE SKILLS
EDUCATION PROGRAMME AMONG PUBLIC SECONDARY SCHOOLS IN
MURANG'A SOUTH SUB COUNTY, KENYA**

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ABSTRACT

Life skills are psychosocial competencies which enables an individual to develop adaptive and positive behaviour. They are psychological and interpersonal abilities that assist an individual to make informed decisions and develop coping and self management skills to lead a healthy and productive life. The purpose of this study was to investigate challenges faced by teachers in implementing life skills education (LSE) programme among public secondary schools in Murang'a South Sub County, Kenya. Four research objectives guided the study. They aimed at assessing the availability and adequacy of teaching and learning resources in LSE, establishing the appropriateness of curriculum used in the implementation of LSE, adequacy of training of teachers and the intervention measures to LSE implementation. The study adopted the descriptive survey design. The target population was 20 teachers and 120 students in form three and four in public secondary schools in Murang'a South Sub County. Simple random sampling technique was used to select the study participants. Data was collected by use of questionnaires for both teachers and the students. The data was analyzed by use of descriptive statistics. Research findings also showed that teaching methodologies influenced implementation of life skills education. Discussions and storytelling were preferred by the majority of the teachers. Based on the findings, it was concluded that time allocated to LSE affected LSE implementation. Based on the study, it was recommended that head teachers should ensure that time allocated to LSE in their schools is in accordance with the guidelines provided by KICD. The headteachers should supervise teachers to ensure that LSE is taught. This study further recommended the government through the Ministry of Education should enhance training for teachers in LSE. Based on the findings, it was suggested that LSE be made an examinable subject in order for teachers to treat it seriously. The study recommended that further study be undertaken in both public and private schools in other districts in the Republic of Kenya to establish implementation of LSE. The Ministry of Education should invest in providing teaching/learning resources for LSE