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Status of Implementation of Life Skills Education in Public Secondary Schools in Kenya: A Case of Nyeri and Nairobi Counties

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Key Words

Instructional methods, instructional materials, teachers, life skills education, secondary schools, Kenya

Abstract

Educational systems are being reviewed to include life skills education (LSE) in their curriculum so as to enable learners take charge of their own lives and navigate successfully through the challenges of everyday living. However, the teaching methodologies in LSE are essentially participatory in nature and differ from the methods traditionally employed in normal classroom instruction. Students ought to be exposed to a variety of learning experiences for objectives of teaching LSE to be realized. In addition, like in any other subject, availability of instructional resources is essential to support the implementation of LSE. The purpose of this study is to assess the status of implementation of life skills education in public secondary schools in Nyeri and Nairobi Counties in Kenya. The descriptive survey research design was adopted for the study. The target population consisted of 300 principals and 300 heads of LSE subject in 86 and 214 public secondary schools in Nyeri and Nairobi Counties respectively. Stratified random sampling and purposive sampling techniques was used to select 30 (10%) schools from the two counties. Purposive sampling technique was used to select 30 principals and 30 LSE teachers from the sampled schools. Data collection instruments were an interview schedule for the teachers and the principals' and an observation guide. A pilot study was conducted in two schools that were not part of the final study. Cronbach's alpha coefficient was computed whereby a coefficient of 0.851 was obtained the threshold of acceptance was $0.7 \leq \alpha$. Data was analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) version 20.0 and the finding presented in for of narration, tables and figures. The findings of the study revealed that LSE was programmed in majority of schools time tables, and taught the lesson as scheduled, however, majority of schools failed to offer LSE in all classes. The schools had a shortage teachers, time constraints and pressure from stakeholders thus allocated more time to examinable subjects. Other challenges to implementation of LSE were; poor allocation of resources, lack of support from the school administration, student apathy and negative student attitudes. The study established that teachers did not employ appropriate approaches of instruction in LSE, rather the teachers adopted methods used in traditional classroom delivery to teach LSE. The rating of on selection of instructional materials by LSE teachers both counties was rated as poor. From the findings of the study, it was recommended that there was need to implementation of life skills education through observance of the Ministry of education guidelines the LSE policy with a view to oblige school administrations to realize the teaching of LSE as stipulated.

1.0 Introduction

A worldwide assessment on status of implementation of life skills education (LSE) in schools revealed that 56 countries had supported LSE activities, 145 had integrated LSE into the curriculum at primary and secondary level and 70 other countries had made LSE a compulsory subject (UNICEF, 2012). LSE is a fairly new dimension in the formal education context. A UNICEF (2012) point out that it is not only the content of LSE that is new to education, but also the teaching methodologies which are participatory in nature and therefore differ from the methods traditionally employed in normal classroom instruction. Consequently, students need to be exposed to a variety of novel, interesting and creative teaching-learning approaches to enable them to acquire the competencies envisaged in this “new” subject. Ofodu (2012) concurs with this view and points out that to ensure acquisition of psychosocial competencies the following methods of instruction should be encouraged: case studies, brainstorming, field visits, storytelling, songs and jingles, discussion, debating, panel discussion, resource persons, posters, poetry recital, role plays, games, projects, research, drama and future’s goals (UNICEF, 2012). However, Okech and Asiachi (1992) maintain that like other subjects that are taught in high schools, LSE should be supported by appropriate instructional materials such as, texts books, teachers’ guides and reference materials. The teachers are also expected to be guided by the syllabus in content delivery and to evaluate the learning of their students. Supporting this view, Adhiambo (2013) observes that selection of appropriate instructional resources have a direct bearing on the quality of an educational programme as it determines how effectively the curriculum is implemented. KIE (2008) highlights the importance of instructional materials as essential because they make teaching more

effective and meaningful, increases the learners’ motivation, concentration span and simplify skills being taught. Lack of appropriate instructional materials could negatively affect the learning process. Despite the considerable importance of instructional resources, Ofodu (2012) rightly observed that availability of instructional materials does not in itself guarantee acquisition of the desired competencies among learners; rather the resources must be properly utilized at the right time and with proper guidance. This is a concern that this study intends to address because, there are limited studies have been carried out to investigate the support resources in LSE. In agreement with this view, UNICEF (2012) underscores the importance of instructional facilities and adds that they stimulate both the teacher and student during the teaching-learning process and further argues that instructional resources are important catalysts for stimulating the students’ interest. Practical activities if used properly in teaching/learning process can help learners to become active participants rather than passive listeners in classroom. However, a worldwide study conducted by the World Bank (1997) on availability of LSE facilities revealed that basic textbooks were not available and schools in poor locations often lacked support instructional facilities. Despite the majority of schools experiencing challenges related to learners’ inability to handle contextual problems there exists limited literature of on the status of implementation of LSE in schools. This is the objectives of this study, which sought to find out the status of LSE in secondary schools in Kenya.

2.0 Statement of the Problem

Life skills education was introduced in the Kenyan secondary school curriculum in 2008 with the intention of equipping learners with competencies that would enable them handle contextual challenges in their daily living.

However, despite this noble move, there are disquiets pertaining to the implementation of LSE since, incidents of student unrest, bullying, arson, truancy, dropout, teenage pregnancies, drug and substance abuse, HIV, AIDs, STIs, among others continue to be evident among secondary school students. This a real challenge because the envisioned outcomes associated with effective implementation of LSE continue to be elusive, in particular, learners seem not to be acquiring competencies essential to deal effectively with stresses and encounters of daily living. This study therefore, sought to assess the status of implementation of LSE in public secondary schools in Nyeri and Nairobi Counties, Kenya. This is because there is limited literature on status of implementation of LSE, especially on a comparative study between an urban, cosmopolitan population and rural contexts among secondary schools in Kenya.

3.0 Research Objectives

The study was guided by the following objectives, which were to;

- i. To find out the coverage of life skills education syllabus in public secondary schools in Nairobi and Nyeri Counties.
- ii. To find out the instructional methods used in life skills education in public secondary schools in Nairobi and Nyeri Counties.
- iii. To assess the selection of instructional materials used to teach in life skills education in public secondary schools in Nairobi and Nyeri Counties.

4.0 Theoretical Framework

This study was guided by the Social Cognitive Theory (SCT) postulated by Albert Bandura (1986). This theory explains that children learn to behave through both formal instruction well as observation, as they see other people behaving. The children's

behaviour is strengthened or adjusted by consequences of their actions and responses of others. Similarly, students are taught skills through the process of instruction, role play, drama, rehearsal, and feedback rather than just instruction. In a school situation, social cognitive theory contends that LSE teachers need to employ methodologies that replicate the natural process by which students learn positive behavior through participatory methods such as; role modeling, drama, storytelling, role-modeling, observation and social interaction. Teachers need to use teaching and learning materials which can effectively support the implementation of LSE and use participatory methods in which students identify their own problems, discuss solutions, plan and carry out effective action.

5.0 Methodology

This study adopted a descriptive survey research design. The study covered public secondary schools in Nyeri and Nairobi Counties, in Kenya. Nyeri County has 214 secondary schools and is located approximately 200 kilometres from Nairobi on the southern slopes of Mt. Kenya. Nairobi County is the capital and largest city in Kenya and occupies approximately 150 square kilometers. It has an estimated cosmopolitan urban population of between 3 to 4 million. In total, there were 86 public secondary schools. Nairobi was selected because as the capital city of Kenya it has a high number of young people in schools facing the challenges under investigation; it is highly cosmopolitan and thus home to persons from diverse ethnic, racial, religious, social-economic and cultural backgrounds.

6.0 Target Population

The target population comprised of 300 teachers and 300 principals in public secondary schools in Nairobi and Nyeri Counties. There are 86 public secondary

schools in Nairobi with a student population of 10,796 (MOE, 2013). Nyeri has 214 public secondary schools with an enrollment of 58,424 students (Nyeri County office, 2013).

7.0 Sample Size and Sampling Techniques

The study used stratified random sampling and purposive sampling techniques to collect data. The schools were first stratified into single gender (boys and girls) and co-educational institutions. A representative sample of schools from the two counties was selected using Kothari (2004) 10-30% which

gave 30 (10%) from each school category in each county. The schools sampled were as follows; 2 boys' schools from each county and 3 and 2 girls' schools from Nyeri and Nairobi Counties respectively. Four (4) and 17 co-educational schools in Nairobi and Nyeri Counties respectively sampled, which constituted 10% in accordance with Kothari formulae (see Table 1). In addition all the principals and LSE head of subject teachers from the sampled schools were purposively selected and included in the study. Overall, 30 principals and 30 heads of LSE were selected for the study.

Table 1: Sample Size

County	Total No. of Schools			No. of Schools Sampled			Principals sampled	Teachers sampled
	Boys	Girls	Mixed	Boys	Girls	Mixed		
Nairobi	20	24	42	2	2	4	8	8
Nyeri	19	25	170	2	3	17	22	22
Total	39	49	212	4	5	21	30	30

8.0 Data Collection Instruments

Data for the study was collected using interview schedules administered to the principals and teachers and a classroom observation check list that had items as per the stated objectives.

The results and discussion are presented in accordance with the stated objectives that guided the study. These were;

(a) The first research objective sought to find out the coverage of life skills education lessons in public secondary schools in Nairobi and Nyeri Counties. The findings are presented in Figure 1.

9.0 Results and Discussion

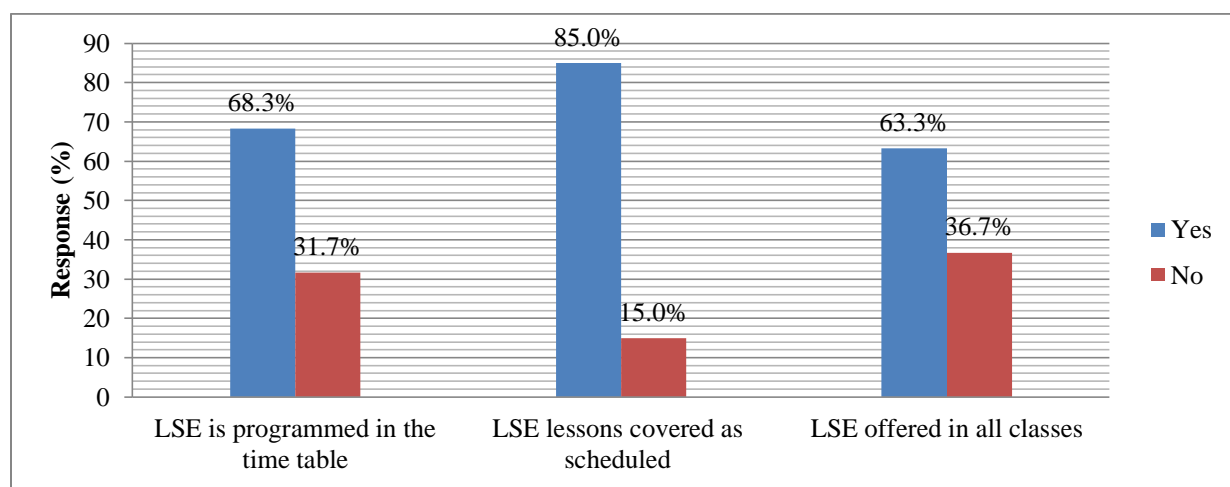


Figure 1. Coverage of Life Skills Education Lessons

The results presented in Figure 1 revealed that 41 (68.3%) of the respondents indicated that LSE was programmed in the class time table and 19(31.7%) said LSE was not scheduled. On whether LSE lessons are taught as scheduled 51 (85.0%) agreed and 9 (15.0%) disagreed that LSE was not taught as scheduled. Majority 38(63.3%) of the respondents indicated that LSE lessons were offered in all classes while 22(36.7%) were of the contrary opinion. Among the reasons advanced by the respondents for failure to offer LSE in all classes were; shortage of teachers and time constraints. In particular the teachers noted that pressure from stakeholders for high academic results makes LSE less important in terms of career development and thus more time is allocated to other subjects in the curriculum. In addition it also emerged that the non-examinable nature of LSE had negative implications on syllabus coverage. All (100%) of the respondents were of the opinion that the non-examinable nature of LSE was a major impediment to coverage of LSE syllabus, 12(20.0%) of the teachers indicated that due to this, the subject suffered from poor allocation of resources, lack of support from the school administration 16(26.7%), student apathy 22(36.7%) and negative students attitudes 14(23.3%). Indeed, only 12(20.0%) of the teachers indicated that they completed the syllabus, 42(70.0%) indicated they never covered the stipulated syllabus by the end of the academic year, 14(23.3%) indicated they sometimes finished and 4(6.7%) said they were not sure. Responses from 18(30.0%) of the principals indicated that schools were having teacher deficiencies in “core subject areas” and this makes it prudent to negate allocation of teachers to LSE in favour of other areas of the curriculum. Majority of teachers and principals felt justified using the time allocated to LSE to teach another subject that had constraints in completion of its syllabus. Half (50%) of the principals acknowledged

that LSE provided them with difficulties in attempts to support the full implementation of the subject. As a result, in some schools LSE is not covered as programmed in the timetable. One principal pointed concerns that, *“majority of education stakeholders and my employer (TSC) want to see students to acquire quality grades in KCSE but LSE is not evaluated. These demands are made against a background of competing factors; the funds allocated to schools are sometimes inadequate or delayed and LSE is not part of the evaluation and appraisal process that the ministry of education employs; as a result the subject is in ardently relegated to a subsidiary status”*. The principals particularly impressed that to expect the LSE education teachers to facilitate participatory methods of teaching such as use of resource persons or role playing required more than the 40 minutes lesson allocated to LSE per week. A principal involved in the study observed that time allocation was challenge to effective coverage of LSE syllabus. He argued that, *“to reach 40 or more learners at the same time in a 40 minutes lesson, that requires use of participatory methods is a challenging task; even in sciences we have double lessons for practical. Teachers are not able to create an atmosphere of personal trust between themselves and all the learners in their class in the single 40 minutes lesson per week allocated to LSE. Perhaps we require more extended lessons or split the classes into smaller groups”*.

The inability or unwillingness by schools to cover LSE syllabus as stipulated is likely to weaken acquisition of psychosocial competence among the learners. This is perturbing considering the negative implications of lack of these skills in the lives of the learners. This proportion of learners denied LSE is aggravated with the fact that even those schools that offered the subject some failed to cover the subject as scheduled

in the time table. A study by Ndirangu and Wamue (2013) revealed that teachers were uncomfortable teaching sensitive topics to students of the opposite sex and thus in such instances, the syllabus was not adequately covered. This suggests that gender specific barriers in the teaching of LSE in secondary schools. The study recommends gender-responsive teaching of LSE. According to KIE (2008) guidelines, LSE is a compulsory subject that should be offered in all secondary schools and in all classes; it is not an elective subject. The reasons given by the teachers for not offering the LSE in all classes were; non-examinable nature of the subject, inadequate number of teachers, lack of resources and time. This concurs with the a study conducted by Ndirangu et al (2013) which established that LSE was allocated less time on the time table. Similarly, Kawira (2012) argues that the inadequate time allocated to the teaching of LSE has compromised content coverage since little time is allocated for programme implementation. In addition, Sinliar (2004) observed that successful inculcation of lifeskills requires extended learning sessions.

The findings of this study also concur with Chamba (2005) who established that inadequate number of teachers and non-examinable nature of the LSE subject were hindering the coverage of the LSE programme. Assessment in the form of examinations influences curriculum implementation because of the great value given to performance in examinations in communities, schools and teachers. As a result tend to concentrate on subjects that are examinable which are thought to reflect academic excellence (Whitaker, 1993). A similar view has been show by Rooth (2005) study in South Africa established that LSE was not being taken seriously because it is not an examinable subject. The author explains that in some case LSE was not being taught at all despite the fact that it is included on the

timetable, while in other schools; it is not even scheduled on the timetable. The non-examinable status of LSE in South Africa was thus identified as undermining its implementation. It is highly plausible that the non-examinable nature of LSE in Kenya is affecting syllabus coverage. Consequently, coverage of the syllabus could be a major challenge in implementation of LSE in secondary schools in the study area. This may perhaps result in inadequate equipping of learners with psychosocial competencies.

(b) The second research objective sought to establish the teaching methodologies used in LSE lessons in Nyeri and Nairobi Counties. The methodologies used in LSE were assessed using a five point likert scale ranging from none (0), very little (1), adequate (2), good (3), very good (4) and excellent (5). The findings (see Table 2) indicate that; in Nyeri County achievement of objectives in LSE lessons was rated very little ($\bar{x} = 1.09$) and in Nairobi as adequate ($\bar{x} = 2.00$). Outline of skills to be acquired; Nyeri was rated adequate ($\bar{x} = 2.27$) and Nairobi as good ($\bar{x} = 2.75$). On learner centered approach to teaching of LSE both Nyeri and Nairobi rated very little with means of 0.95 and 1.88 respectively. In both Nyeri and Nairobi problem solving activities were rated very little with means of 1.18 and 1.25 respectively. On use of real live examples in LSE lessons Nyeri was rated very little ($\bar{x} = 1.09$) and Nairobi as adequate ($\bar{x} = 2.00$). On whether there was effective motivation of students in LSE lessons Nyeri was rated poor (1.60) and Nairobi good (2.25) respectively. Sensitivity to culture was rated adequate for Nyeri ($\bar{x} = 2.86$) and good for Nairobi ($\bar{x} = 3.25$). On use of participatory methods of teaching Nyeri was rated good ($\bar{x} = 3.27$) and Nairobi as adequate ($\bar{x} = 2.00$). The overall rating of methodology used in LSE lessons was computed as Nyeri (1.70) and Nairobi at (2.08). The aggregate

score of 1.80 was obtained on a general rating of content delivered in LSE lessons which falls under 'poor' on the scale used. Methodology used in LSE Lessons is crucial for effective implementation of the programme. These findings show that teachers in the study areas did not always employ appropriate approaches of instruction in LSE. The teachers adopted methods used in traditional classroom delivery to teach LSE. Teaching LSE in the same manner as other subject may compromise the attainment of the stated objectives of the subject and consequently undermine the overall goals of the programme. This results in failure of LSE lessons to influence achievement of psychosocial competencies among learners. These findings concur with a study by Sinclair (2004) which revealed that most teachers in developing countries lack the educational and professional training that would help them facilitate discussion in their classrooms or organize interactive and group activities. Similarly, Gachuhi (1999) observe that many teachers are not trained to use

participatory methodologies hence continue to lecture rather than allow students to discuss and practice skill-building. In addition, a study by Rooth (2005) in South Africa, established that the teaching of LSE was done poorly, teachers used traditional approaches of lecturing and writing notes. UNICEF (2012) points out that teaching methodology in LSE should be essentially participatory in nature. Furthermore the World Health Organization (2000) recommends that LSE should be taught using an interactive approach that arranges activities in a series of steps. First, the students identify the problem, and then they brainstorm all possible solutions. They then examine the advantages and disadvantages of each solution, and the best solution is agreed upon. Students then devise plans for carrying out selected solutions. This confirms that there is a problem regarding the teaching of LSE. Based on these fundamental findings, it is evident that the methodology used in LSE in the study locale falls short of the recommended approach.

Table 2. Rating of Methodology used in LSE Lessons

				Rating							
		N	County	0	1	2	3	4	5	Σ	\bar{x}
1.	Achievement of objectives	22	Nyeri	1	18	3	-	-	-	24	1.09
		8	Nairobi	-	3	2	3	-	-	16	2.00
2.	Outline of skills to be acquired	22	Nyeri	-	1	15	5	1	-	50	2.27
		8	Nairobi	-	3	1	4	1	-	22	2.75
3.	Learner centredness	22	Nyeri	3	19	1	-	-	-	21	0.95
		8	Nairobi	-	4	1	3	-	-	15	1.88
4.	Problem solving activities	22	Nyeri	1	18	1	2	-	-	26	1.18
		8	Nairobi	1	5	1	1	-	-	10	1.25
5	Real live examples	22	Nyeri	2	17	2	1	-	-	24	1.09
		8	Nairobi	1	0	5	2	-	-	16	2.00
6	Relation to students' experiences	22	Nyeri	1	16	4	1	-	-	27	1.23
		8	Nairobi	-	3	4	1	-	-	11	1.8
7	Effective motivation of students	22	Nyeri	-	15	4	1	1	-	30	1.6
		8	Nairobi	-	2	3	2	1	-	18	2.25
8	Sensitivity to culture	22	Nyeri	-	-	6	14	2	-	62	2.82
		8	Nairobi	-	-	-	6	2	-	26	3.25

9.	Participatory	22	Nyeri	3	5	11	3	-	-	72	3.27
		8	Nairobi	1	4	1	1	1	-	16	2.00
\bar{x} scores		Nyeri \bar{x} =1.70 Nairobi \bar{x} = 2.08 Aggregate \bar{x} =1.80									

The study further compared the rating of methodology of used in LSE lessons in Nyeri and Nairobi counties. The results (Figure 1) indicate that the overall methodology used in teaching of LSE was poor (\bar{x} =1.80); however schools in Nairobi County employed slightly better methodologies (\bar{x} =2.08) of teaching LSE compared to schools in Nyeri County (\bar{x} =1.80). On the basis of this it can be said that students in Nairobi County are likely to develop higher levels of psychosocial competence compare to their Nyeri counterparts. Odongo (2014) study revealed that teachers of LSE used teacher-centred instructional techniques that did not arouse students' interest in the subject. In the light of the above findings, it is recommended that teachers of LSE should emphasize on student-centred techniques of instruction which are more interactive and which arouse students' interest. WHO (1997) states that LSE aims at

preparing learners to life effectively in the contemporary society. Societies change over time and are not same at any point in time; consequently there are variations in rural communities and urban cosmopolitan districts. The traditional system of education has partly retained a foothold in the rural areas but is of little significance in the urban areas. Therefore there is need to provide methods that are relevant to different context in order to address the unique challenges encountered by the learner. LSE is suggested as a prevention and development approach to cope with challenges of living in different life contexts. One possible reason is that teachers teach using traditional methods which are discordant with the LSE approach. Since teachers are not well inducted with a participatory approach of instruction, they tend to overlie on traditional procedures of instruction.

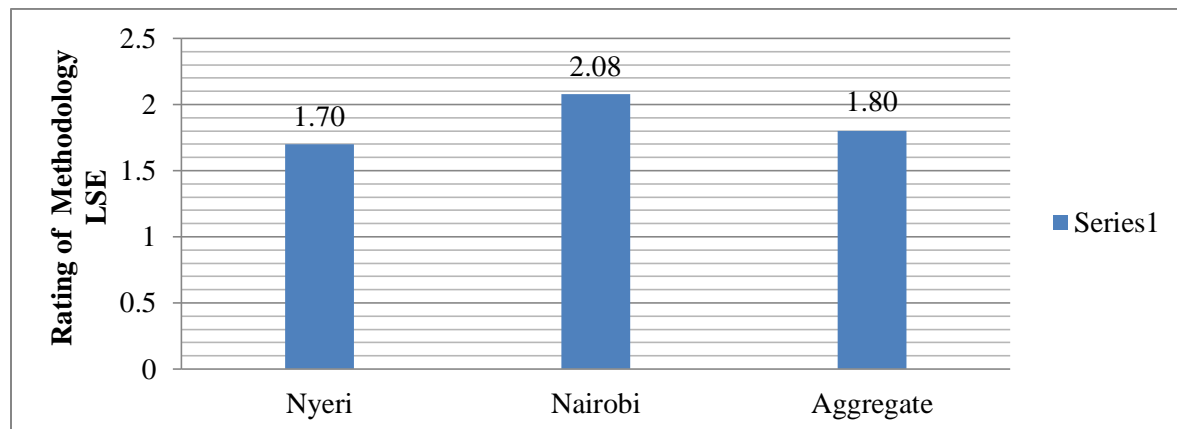


Figure 1 Rating of Methodology used in LSE Lessons

(c) The third research objective sought to assess the selection of instructional materials used to teach in LSE in public secondary schools in Nairobi and Nyeri Counties. The study rated the selection of teaching/learning materials in public secondary schools in Nyeri

and Nairobi Counties. Using a likert scale rating ranging from none (0), very little (1), adequate (2), good (3), very good (4) and excellent (5). The results (Table 2) indicate that both counties were rated as having very little in terms of on availability of

teaching/learning resources, Nyeri ($\bar{x}=1.05$) and Nairobi ($\bar{x} = 1.25$). On suitability of teaching/learning materials both counties were again rated as very little Nyeri ($\bar{x} = 1.32$) and Nairobi ($\bar{x} = 1.13$), while creativity in selection of materials was also rated as very little Nyeri ($\bar{x} = 1.05$) and Nairobi ($\bar{x} = 1.21$). The overall mean scores on selection of teaching/learning resources in secondary schools was; Nyeri ($\bar{x} = 1.14$) and Nairobi ($\bar{x} = 1.21$) which indicated poor selection of teaching/learning resources, while the combined rating of both counties was ($\bar{x} = 1.16$) which indicated poor selection of teaching/learning materials. These results indicate that selection of teaching/learning resources in the two counties could be an impediment to effective implementation of LSE in secondary schools, though Nairobi performed slightly better than Nyeri on the scale used. Teachers are bestowed with the responsibility to determine the best resources for a particular lesson in relation to the learner's experiences and ability (Pearls, 2011). The resource should be used in the most natural and logical manner known to reinforce a particular learning activity. Majority, 14 (46.7%) of principals felt that there is need for more funding to acquire quality LSE instructional resources in schools. According to the principals, instructional materials can improve quality of teaching and educational outcomes. One principal remarked; *"We have inadequate teaching resources for our teachers to use in LSE classes. There is need for more instructional materials for effective teaching of LSE. The shortage is so dire that in some lessons teachers simply use the highly deficient lecture method in a subject whose syllabus advocates for participatory approaches of teaching."*

There is need to purchase instructional resources, facilitation of resource persons,

excursions and provision of incentives for LSE teachers. This according to the principals can empower teachers to improve the quality of instructional resources in LSE. Some teaching resources can be bought or sourced from the environment, locally made, borrowed or shared at departmental and inter-school levels (Kawira, 2012). These findings concurs with Adhiambo (2013) who observed that availability and quality of instructional resources have a direct bearing on the status of the quality of an educational programme because it determines how effectively the curriculum is implemented. In support of this view, KIE (2008) underscored the importance of instructional materials as essential because they make teaching more effective and meaningful, increase the learners' motivation, concentration span and simplify skills being taught. Similarly, Allen et al. (1996) points out the importance of using teaching materials, noting that teachers must ensure that a variety of the same are assembled in the classroom for effective teaching and learning to take place. The instructional resources exhibited in a classroom should be selected to provide numerous and diverse opportunities for learners to attain the targeted objectives of the lesson. This guarantees that learners are presented many chances to practice and master life skills through an assortment of instructional facilities. The more a particular material prompts a student to learn, the better the material. The poor selection of materials evident in the study area may be contributing to learners' low level of psychosocial competence.

Table 2. Rating of selection of Teaching/Learning Materials in LSE

				Rating						Σ	\bar{x}
		N	County	0	1	2	3	4	5		
1.	Availability	22	Nyeri	-	21	1	-	-	-	23	1.05
		8	Nairobi	-	6	2	-	-	-	10	1.25
2.	Suitability	22	Nyeri	-	17	3	2	-	-	29	1.32
		8	Nairobi	1	4	1	1	-	-	9	1.13
3.	Creativity in selection	22	Nyeri	1	19	2			-	23	1.05
		8	Nairobi	1	5	1	1	-	-	10	1.21
\bar{x} scores		Nyeri $\bar{x}= 1.14$		Nairobi $\bar{x} = 1.21$		Aggregate $\bar{x}=1.16$					

The study compared the selection of teaching/learning resources used in LSE lesson in Nyeri and Nairobi counties. The results (Figure 2) indicate that selection of instructional resources in both counties was rated in both counties as poor (1.16) with schools in Nairobi County performing slightly better (1.21) than schools in Nyeri County (1.14). The teachers provided information on specific areas that need to be addressed. The instructional materials cited by the teachers were more textbooks (70.0%), audio/visual (ICT) aids (53.5%), use of resource persons (30.0%), and teacher training (20.0%). Other resources indicated included; more reference books, youth magazines and role play all indicated by 13.3% of the teachers. These findings suggest that implementation of LSE is being challenged by scarcity of resources. KIE (2008) assert that resources are valuable possessions used to enhance the teaching/learning process. They may be tangible or intangible, human or non-human. In LSE tangible resources include: material equipment, media and books among others. Intangible resources include time, human skills, energy and knowledge. Resources help in increasing learner's attention span thus making teaching/learning more effective. They make it easy for the students to acquire concepts and skills which enable them to relate to the world around them. These findings

concur with a study by Abobo (2012) which revealed that many secondary schools in Trans-Nzoia lacked adequate teaching/learning materials which included textbooks, teacher's guides, reference materials, charts and video which influenced ineffective teaching of LSE. The results also agree with a study by Orodho (2013) which revealed that most schools do not have adequate and appropriate instructional resources that facilitate effective instruction for effective implementation of curriculum. In a similar study by Birimana and Orodho (2014) on teaching and learning resource availability and teachers effective classroom management and content delivery in secondary schools in Huye District, in Rwanda, reached a verdict that most of the schools in the study locale had inadequate instructional resources hence compromising the quality of education through poor curriculum implementation strategies. They suggested that teaching and learning resources should be equitably distributed in schools. Birimana and Orodho (2014) further argued that besides using teaching materials, teachers must ensure that a variety of the same are available in class for effective teaching and learning. Resources make it easy for learners to acquire concepts and skills which enable them to relate to the world around (Gregory and Knight, 2002). Abobo1, Ondieki, Orodho (2014) study also point out that although

instructional resources are fairly available in most schools, they were grossly inadequate. Kadzamira (2006) indicates that the school system faces the challenge of lack of facilities such as teaching and learning materials especially the rural areas. The low levels of

psychosocial competence among learners in secondary schools in Nyeri County compared to their counterparts in Nairobi County could be due to challenges related to lack of facilities in Nyeri which is largely rural compared to highly urbanized Nairobi County.

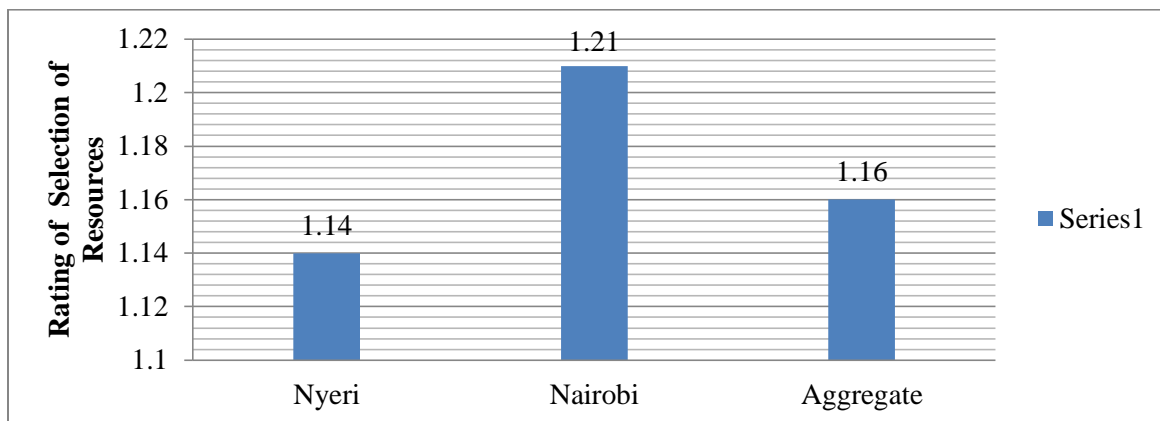


Figure 2. Rating of Selection of Instructional Resources in LSE

10.0 Conclusion

The findings of the study revealed that majority of schools programme LSE in their class time tables, and taught the lesson as scheduled. However, majority of schools failed to offer LSE in all classes. The respondents indicated that shortage of teachers, time constraints and pressure from stakeholders for high academic grades makes LSE less important in terms of career development and thus more time is allocated to examinable subjects in the curriculum. In addition the study revealed that other challenges to implementation of LSE were; poor allocation of resources, lack of support from the school administration, student apathy and negative student attitudes. Majority of the teachers indicated that they never covered the stipulated syllabus by the end of the academic year. The study established that teachers did not employ appropriate approaches of instruction in LSE, rather the teachers adopted methods used in traditional classroom delivery to teach LSE. However, schools in Nairobi County employed slightly better methodologies

($\bar{x} = 2.08$) of teaching LSE compared to schools in Nyeri County ($\bar{x} = 1.80$). Teaching LSE in the same manner as other subject may compromise the attainment of the stated objectives of the subject and consequently undermine the overall goals of the programme. This results in failure of LSE lessons to influence achievement of psychosocial competencies among learners. The rating of on selection of instructional materials by LSE teachers both counties was rated as poor. The overall mean scores on selection of teaching/learning resources in secondary schools was; Nyeri ($\bar{x} = 1.14$) and Nairobi ($\bar{x} = 1.21$) which indicated poor selection of teaching/learning resources, while the combined rating of both counties was ($\bar{x} = 1.16$) which indicated poor selection of teaching/learning materials. These results indicate that selection of teaching/learning resources in the two counties could be an impediment to effective implementation of LSE in secondary schools.

11.0 Conclusion and Recommendations

From the findings of the study, it was recommended that there was need to strengthen the status of implementation of life skills education in secondary schools in order to equip students with psychosocial competencies in Kenya. This implies the need

to impose observance of the Ministry of education guidelines and policy pertaining implementation of the LSE policy with a view to oblige school administrations to realize the teaching of LSE as stipulated.

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