

1st TEACHER CONFERENCE 2019

Theme: The Teacher as a Resource: Quality and Utilization

Sub Theme: Teacher Training, Utilization and Development
in the 21st Century

Title: Factors Influencing Implementation of Life Skills
Education in Public Secondary Schools in Nyamira
North District, Kenya

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Introduction

WHO (1999) stated, “Life skills is defined as abilities for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life.

WHO (1999) observes that the demands of modern life, poor parenting, changing family structures, dysfunctional relationships, new understandings of learners needs, decline of religion and rapid socio-cultural change are some of the reasons why life skills are necessary for primary prevention.

Introduction Cont'd

life skills education has been proved to be effective in such areas as the preventive of substance abuse, adolescent pregnancy and prevention of bullying.

The District Education Office in Nyamira North District had reports of school drop out rate, absenteeism, cases of adolescent pregnancies, early marriages, drugs and substance abuse and increased student indiscipline cases despite the introduction of life skills education in schools in 2009.

Introduction Cont'd

Studies have shown that serious problems seem to be undermining the implementation of life skills programs and this may reduce the possibilities of saving the students. This study sought to investigate factors influencing implementation of life skills in public secondary schools in Nyamira North District.

Theoretical Framework

This study was based on the Social learning theory. According to Bandura (1977), in social learning theory, learning is considered to be active acquisition, processing and structuring of experiences. The theory posits that individual learn behaviours from another through observation, imitation and modeling. The theory explains how behaviours are learned in the context of reciprocal determinism, or the interaction between observed behavior, cognitive factors and external environments.



Purpose of the Study

The purpose of this study was to investigate factors influencing implementation of life skills education in public secondary schools in Nyamira North District.

Objectives of the study

1. To determine the influence of teacher training on implementation of life skills education in public secondary schools in Nyamira North District.
2. To establish availability of resources on implementation of life skills education in public secondary schools in Nyamira North District.
3. To investigate the extent to which education authority support influence implementation of life skills education in public secondary in Nyamira North District.



Research Design

The research design was descriptive survey because the researcher sought to obtain information that described the factors influencing implementation of life skills education in public secondary schools in Nyamira North District



Target population

The study targeted 38 principals and 570 teachers in 38 public secondary schools in Nyamira North District.

Sample size and Sampling procedure

The study used a sample size of 234 teachers from 570 teachers. 38 principals and 234 teachers in the 38 schools were selected for the study. Sample size for teachers was based on the Krejcie & Morgan sample size table.i.e $N-n = 600- 234$, where N is population and n is sample size

The study used simple random sampling to select the teachers.The study used population census of 38 schools and 38 principals because population was small and accessible.

Data collection instruments

The researcher used questionnaires as the main instruments for collection of data. The researcher used questionnaire because the population was literate, large and the fact that time was limited. The questions used in the questionnaire were open ended and closed ended.

Data Analysis Techniques

The data was organized, edited and summarized using computer data analysis software the Statistical Package for Social Scientist (SPSS). The researcher analyzed and interpreted the data qualitatively and quantitatively.

Data analysis outputs included descriptive statistics (frequencies and percentages) and inferential statistics (Pearson Chi-Square test).

Research findings

The study sought to determine teacher training in life skills education in public secondary schools in Nyamira North District. According to the study findings, 43% of the respondents indicated that they were trained and 57% indicated they were not trained. The interpretation is that most teachers had no appropriate teaching methodologies in life skills education and this may be a hindrance in the implementation of life skills education.

Research findings Cont'd

The study sought to find out if teaching and learning resources were available in public secondary schools in Nyamira North District. According to the findings, 91% of the respondents indicated that there were resources against 9% respondents who indicated there were no resources for teaching and learning of life skills education.

Research findings Cont'd

According to the findings, out of 91% respondents who indicated that there were resources, 70% indicated that there were text books, 4% indicated that there were video tapes, 2% indicated that there were DVDs, 8% indicated that there were text books and DVDs, 3% indicated that there were radio programs and DVDs while other 4 % indicated that there were text books, video tapes, radio programs and DVDs.

Research findings Cont'd

The study sought to find out the education authority support on implementation of life skills education in public secondary schools in Nyamira North District.

According to the findings, 47% of the respondents indicated that there was support from District Education Office while 53% indicated that there was no support.

The interpretation is that there is less support from education authority in the implementation of life skills education in the schools.

Research findings Cont'd

According to the study findings, 75% of respondents indicated that there was support from the principal while 25% indicated that there was no support from the principals. This implies that principals are supportive and this makes implementation of life skills education effective.

Conclusion

From the findings, the study revealed that there was minimal teacher training in schools. The resources for teaching and learning were available and most of those resources were text books. From the study it was revealed that there was less support from District Education Office. Nevertheless, there was more support from principals and this had an influence on the implementation of life skills education in Public secondary schools in Nyamira North District.

Recommendation

- The Ministry of Education should organize teacher training on life skills education to strengthen teacher competence in teaching life skills. All the universities and teacher training colleges should introduce courses in life skills.
- Kenya Institute of Curriculum Development should provide teaching and learning resources like text books, syllabus, teacher handbook and even radio programs in life skills education.
- District Education Office should regularly support schools by ensuring implementation of life skills education.

Study Implications

- Teachers will be able to use better teaching methods in teaching life skills in schools. e.g role play and experiential method
- Students will be able to have skills such as decision making skills, critical thinking, self awareness and assertiveness so that they can make informed decisions and solve problems.
- The ministry of education can formulate policy on life skills education and help in implementation by also allocating more financial and human resources into it.



Thank you