

**TEACHERS' PERCEPTIONS ON THE INFLUENCE OF LIFE SKILLS EDUCATION
ON MORAL BEHAVIOR OF STUDENTS IN SECONDARY SCHOOLS IN EMUHAYA
SUB COUNTY, KENYA**

BY

KEYA ROSE SAVATI

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION IN GUIDANCE AND
COUNSELLING**

SCHOOL OF EDUCATION

MASENO UNIVERSITY

© 2023

DECLARATION

DECLARATION BY THE CANDIDATE

This thesis is my original work and has not been produced anywhere for certificate or degree in any other university.

Signature..... Date.....

KEYA ROSE SAVATI

PG/MED/00037/2012

DECLARATION BY SUPERVISORS

This thesis has been submitted for examination with our approval as university supervisors.

Signature..... Date.....

PROF. JOHN AGAK O.

Department of Educational Psychology

Maseno University.

Signature..... Date.....

PROF. WYCLIFFE ODIWUOR H.

Department of Educational Psychology

Maseno University.

ACKNOWLEDGEMENT

I wish to acknowledge all the stakeholders who participated in this study. If they had declined to take part, this study would not have been carried out. I wish to thank all those who supported me and facilitated the success of this study. I am greatly indebted to Prof. John Agak and Prof. Odiwuor Wycliffe for their patience and tireless efforts that contributed to the success of this study. Finally I want to thank my family; my daughter Daisha and my parents for their patience, encouragement and understanding when I denied them the attention they needed during my studies. I also want to appreciate the institution for giving me the opportunity to carry out the study. Lastly, it is not possible to mention all those who assisted me in one way or another during my studies. Thank you all and may God bless you.

DEDICATION

This thesis is dedicated to my beloved family, they have encouraged me during my studies and worked with me from the beginning of my studies.

ABSTRACT

The Ministry of Education has been long aware of the need to adopt Life Skills Education as a remedy to the challenges that the youth face. The prevalence of teenage pregnancy, school dropout, alcoholism, early marriages, drug misuse, HIV/AIDS and STIs among secondary school students is on the rise. In Emuhaya Sub County, there is a high prevalence of alcohol and drug abuse at 25.74%, approximately 55% of individuals have their first sexual intercourse experience before the age of 15, crime rates are at 22.69% and the dropout rate of students is 45.3%. The purpose of this study therefore was to examine teachers' perceptions on the influence of life skills education on moral behavior of students in secondary schools in Emuhaya sub county, Kenya. Objectives of the study were to: establish the extent to which teachers training on life skills education puts emphasis on moral behavior, establish the extent to which life skills education courses have incorporated moral behavior content of students in secondary schools, determine the extent of teachers attitude on life skills education and quality of moral behavior of students in secondary schools and establish the availability and adequacy of teaching/learning resources on life skills education on moral behavior of students in secondary schools. A conceptual framework showing inter-relationships between independent variable, teachers' perceptions and dependent variables, moral behavior based on Bandura's Social Learning Theory was used. The study adopted descriptive survey research design. The study population was 400 teachers and 1 Sub County Quality Assurance and Standards Officer. The sample sizes were 196 teachers who were targeted to participate in quantitative survey. The SCQASO was also purposively selected to participate in qualitative interviews. Structured questionnaire and a key informant interview were used to collect data. Face and content validity of questionnaire were determined by experts in the Department of Educational Psychology. The Reliability of questionnaire was determined through pilot study in 10% of the schools using Test Retest technique whereby Pearson's r coefficient was used to check for external consistency of research instruments which was 0.70. Quantitative data from closed ended items in questionnaire were analyzed using descriptive statistics in form of frequency counts, percentages, means and standard deviation using SPSS. Qualitative data from open ended items of the questionnaire were transcribed, analyzed and reported in emergent themes and sub-themes. The findings indicated that teachers disagree on the influence of teachers training on LSE with an emphasis on moral behavior of students in secondary schools, with the overall mean of 2.44. Teachers agree on the extent to which LSE courses have incorporated moral behavior content of students in secondary schools with the overall mean of 2.51. Teachers disagree on the influence of teacher attitude on LSE and moral behavior of students in secondary schools with an overall mean of 2.19 and finally agree on the influence of availability and adequacy of teaching/learning resources on LSE on moral behavior of students in secondary schools with the overall mean of 2.57. The SCQASO concur with teachers that LSE courses contain moral behavior content and the availability and adequacy of teaching/learning resources on LSE but disagree with them on teachers training on LSE and teacher attitude in LSE. Conclusions of the study are: teachers training did not influence teaching of LSE; LSE courses have an influence on moral behavior content; teacher attitude in LSE did not influence moral behavior and the availability and adequacy of teaching/learning resources influence the implementation of LSE. Recommendations from the study are: the training of teachers in LSE should be looked into; improvements to be made on incorporation of moral behavior content in LSE courses; teachers providing LSE should have a positive attitude and improvements to be made on availability and adequacy of teaching/learning resources so as to enhance quality moral behavior.

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS.....	vi
LIST OF ABBREVIATIONS AND ACRONYMS	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER ONE:INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	12
1.4 Purpose of the Study	13
1.5 Objectives of the Study.....	13
1.6 Research Questions.....	14
1.7 Assumptions of the Study	14
1.8 Scope of the Study	15
1.9 Limitations of the Study.....	15
1.10 Significance of the Study	15
1.11 Theoretical Frame work.....	16
1.12 Conceptual Framework.....	17

1.13 Definition of Operational Terms.....	19
CHAPTER TWO:LITERATURE REVIEW.....	20
2.1 Introduction.....	20
2.2 Extent to which Teachers Training on Life Skills Education puts Emphasis on Moral Behavior of Students in Secondary Schools	20
2.3 Extent to which Life Skills Education Courses have incorporated Moral Behavior Content of Students in Secondary Schools	25
2.4 Teachers Attitudes on Life Skills Education and Quality of Moral Behavior of Students in Secondary Schools	29
2.5 Availability and Adequacy of Teaching/Learning Resources on Life Skills Education on Moral Behavior of Students in Secondary Schools	32
CHAPTER THREE:RESEARCH METHODOLOGY	35
3.1 Introduction.....	35
3.2 Research Design.....	35
3.3 Area of Study	36
3.4 Study Population.....	37
3.5 Sample Size and Sampling Technique.....	37
3.6 Instruments of Data Collection	39
3.6.1 Teachers Questionnaire.....	40
3.6.2 Sub County Quality Assurance and Standards Officer Interview Schedule.....	40
3.7 Validity and Reliability.....	40
3.7.1 Validity of the Instruments	40
3.7.2 Reliability of the Instruments.....	41

3.8 Data Collection Procedure	41
3.9 Methods of Data Analysis.....	42
3.10 Ethical Considerations	43
CHAPTER FOUR:RESULTS AND DISCUSSIONS.....	44
4.1 Introduction.....	44
4.2 Demographic Data of Teachers	45
4.3 Teachers perceptions on the influence of teachers training on life skills education with an emphasis on moral behavior of students in secondary schools.....	46
4.4 Teachers perceptions on life skills education courses incorporating moral behavior content of students in secondary schools	50
4.5 Teachers perceptions on the influence of teacher attitude on life skills education and quality moral behavior of students in secondary schools	54
4.6 Teachers perceptions on the influence of availability and adequacy of teaching/learning resources on life skills education on moral behavior of students in secondary schools	58
CHAPTER FIVE:SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	62
5.1 Introduction.....	62
5.2 Summary of the Study Findings	62
5.2.1 Teachers perceptions on the influence of teachers training on life skills education with an emphasis on moral behavior of students in secondary schools.....	62
5.2.2 Teachers perceptions on the extent to which LSE courses have incorporated moral behavior content of students in secondary school.....	62

5.2.3 Teachers perceptions on the influence of teacher attitude on LSE and moral behavior of students in secondary schools	63
5.2.4 Teachers perceptions on the influence of availability and adequacy of teaching/learning resources on LSE on moral behavior of students in secondary schools.	63
5.3 Conclusions.....	64
5.4 Recommendations.....	65
5.5 Suggestions for Further Research.....	65
REFERENCES.....	66
APPENDICES	75

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
CDC	Centre for Diseases Control and Prevention
CRC	Convention on the Rights of the Child
DICECE	District Centers for Early Childhood Education
GIZ	Deutsche Gesellschaft fur Internationale Zusammenarbert.
HIV	Human Immunodeficiency Virus
ICPD	International Conference on Population Development
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
LS	Life Skills
LSE	Life Skills Education
MIE	Malawi Institute of Education
MOE	Ministry of Education
NAYA	Network for Adolescent and Youth Africa
NGO	Non-Governmental Organization
PRB	Population Reform Bureau
SCQASO	Sub County Quality Assurance and Standards Officer
SRH	Sexual Reproductive Health
STIs	Sexually Transmitted Infections
TAC	Teacher Advisory Centre
UK	United Kingdom

UNICEF	United Nations Children’s Fund
USA	United States of America
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
WVI	World Vision International
YRH	Youth Reproductive Health

LIST OF TABLES

3.1: Study Population and Sample Size.....	38
3.2: Distribution of Participants.....	39
4.1: Return Rate of Questionnaire.....	44
4.2: Demographic Data of Teachers.....	45
4.3: Teachers perceptions on the Influence of teachers training on life skills education with an emphasis on moral behavior of students in secondary schools	46
4.4: Teachers perceptions on the extent to which life skills education courses have incorporated moral behavior content of students in secondary schools.	51
4.5: Teachers perceptions on the influence of teacher attitude on life skills education and quality moral behavior of students in secondary schools	54
4.6: Teachers perceptions on the influence of availability and adequacy of teaching/ learning resources on LSE on moral behavior of students in secondary schools	58

LIST OF FIGURES

Figure 1: A Conceptual Framework.	17
--	----

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter discusses the areas related to teachers' perceptions on the influence of life skills education on moral behavior of students in secondary schools in Emuhaya Sub County. It particularly highlights the context, assumptions that were made as well as the key stakeholders who stand to benefit from the findings of the study.

1.2 Background to the Study

Life skills are adaptable and positive behavioral abilities that help people deal well with the demands, problems, and stress of daily life (Srikola & Kishore, 2019). According to a UNICEF study, life skills-based approaches have been helpful in educating adolescents on health issues, drug and substance abuse, nutrition and reproductive health more generally. Life skills education programs can also help young people to avoid dropping out of school and becoming violent (Youth Advocates, 2019).

Life Skills Education is the highway through which an individual acquires skills, values and knowledge to aid him/her overcome life's challenges and become more productive in the society. Through the teaching of Life skills one gains skills to help interact freely with others and on the other hand helping one control his/her emotions or feelings thereby helping him/her in making productive decision making in life (Rychen, 2017). Through life skills education, learners acquire and develop abilities such as critical analysis and logic, executive modalities and interpersonal

relationships which are crucial for effective communication, self-esteem , assertiveness and an individual's general well-being (K.I.E, 2017).

Despite the fact that life skills are considered as universal and generic, specific psycho-social life skills have been recognized as being particularly important for dealing with certain risks especially around reproductive health and an individual's general well-being as well as agency. Life skills education has generally been introduced through such theme areas, as a result, nationally prioritized sets of "subject specific" life skills are taught in conjunction with relevant information at a national level. In formal schools, it has been introduced in a variety of ways: as a new subject or as part of the teaching practice and content of other subjects to various degrees. It is occasionally offered as a co-curricular or extracurricular activity. Life skills education's psychosocial goals necessitate a curriculum design that includes not just information and skills but also behavior, attitudes, and values. More interactive and participatory teaching and learning approaches are being employed in the delivery of life skills education as a result of this (UNICEF, 2018).

Life skills education has long been a matter of concern in American public schools and this concern has lately intensified (ASCD, 2019). In Nigeria comprehensive moral education has been found to be effective in improving Youth Sexual Reproductive Health behavior, postponing sexual debut, limiting the number of sexual partners, and encouraging sexually active youth to use condoms (NAYA, 2019). In 1991, UNICEF and the Zimbabwean Ministry of Education and Culture cooperated to create an AIDS Action Program for Zimbabwean Schools which focused on behavior modification. The program taught students about STIs, HIV, and Aids, as well as life skills that helped them make better decisions (Youth Advocates, 2019). In 2002, in Malawi, as a

non-examinable subject, life skills education was first offered in schools but it became examinable in 2010 to ensure that both teachers and students took it seriously (Kishindo, 2019).

In Uganda, a comprehensive School Education Program (SHEP) started in the 1990s, which targeted the education of school-going children with regards to health education, reported significant gains in creation of health-related information. However, the program had little visible influence on health habits and had little impact on attitudes and beliefs. It was suggested that behavior and practice should be more effectively targeted. As a result, the study recommended using experimental and participatory approaches, and its advocacy led to the development of a life skills program (Tiendrebéogo, Meijer, & Engleberg, 2018)).

The establishment of a National Life Skills Education Framework (NLSEF) in Tanzania occurred at an ideal time in the country's educational history. This framework, which is closely linked to national education plans and activities, aims to promote overall well-being and learning results for all Tanzanian children and youth (UNESCO, 2017).

The Ministry of Education has long recognized the importance of using LSE to address the psychological difficulties that young people are facing. To prepare them to overcome these, different methods have been put in place by KIE which include introduction of life skills education in school (Githaiga, Gathanwa, & Thinguri, 2019).

At the international level, moral education is attracting attention as a tool for HIV prevention among young people. In Kenya and many other countries, components of moral behavior content are integrated into school-based life skills education or similar programs (USAID, 2019). Kenyan

Ministry of Education officials flew to Zimbabwe and Malawi to research on how life skills education is implemented in the two countries' educational institutions. Following the study tour, the need of including life skills education as a separate subject in schools and teacher education programs seems to be widely agreed upon (K.I.E, 2017). Resources are significant assets that are utilized to improve the teaching and learning process. They might be human or non-human, tangible or intangible. Material equipment, media, and books are examples of tangible resources used in life skills education. Time, human abilities, energy, and knowledge are examples of intangible resources. Resources aid in enhancing the attention span of students, resulting in more effective teaching and learning (Abobo and Orodho ,2019). In this study, the finding was teaching/learning resources are significant assets that are enhancing the attention span of students, resulting in more effective teaching and learning. This study put emphasis on the level of availability and adequacy of teaching/learning resources for implementing LSE in secondary schools and did not emphasize on the availability and adequacy of teaching/learning resources on life skills education on moral behavior of students in secondary schools. A knowledge gap this study sought to fill.

Kenya Institute of Education (KIE) relied on cascade training to reach teachers with information on life skills education syllabus. Between 2008 and 2009, KIE educated persons at both the national and provincial levels using Trainers of Trainers (TOT) (Dayton & Manyeki, 2018). KIE has trained 140 trainers of trainers, including teachers, education officials, TAC tutors, and officers from District Centers for Early Childhood Education (DICECE) on how to incorporate life skills education in the regular school curriculum (K.I.E, 2017). Teachers believe that learners who have had life skills education will have knowledge necessary to make informed choices, can handle peer

pressure, understand what responsible behavior is and have firm convictions. There are teachers who discuss topics freely, some even stay after school to help students feel comfortable going to them (Dayton & Manyeki, 2018). The above studies were specific on the training of life skills education in Kenya but did not look at the extent to which teachers training on life skills education puts emphasis on moral behavior of students. The knowledge gap this study sought to fill.

When the Kenyan government declared HIV and Aids a national catastrophe in 1999, as part of a reaction to the pandemic, life skills education was implemented for the first time. HIV/AIDS education, which included components of life skills education, was included in the school curriculum. Over time, elements of life skills education were incorporated into religious education, social studies, and biology as examples of other disciplines. The Life Skills Stakeholders' Forum agreed in 2006 that LSE should be taught as a stand-alone course in both elementary and secondary schools across the country. In response to the growing recognition that life skills education can help students bridge the gap between their knowledge and their behavior. The KIE developed curriculum and materials for the new subject which was to be taught once a week in both elementary and secondary schools with major help from UNICEF. To avoid overburdening students with additional class time from an already overloaded course schedule, at all grade levels, the life skills education session was to replace one PE lesson each week. The Ministry of Education made recommendations on how life skills education should be implemented, It should be noted that all elementary and secondary schools were required to offer one session every week (UNICEF, 2019). Many policies existing across government ministries support life skills for young people. However, details on their content especially as it relates to moral behavior are often unavailable to implementers who are left to rely on their own perceptions. To address this gap and

unify the school response, the Ministry produced the Comprehensive Education Sector Policy on HIV and Aids. Given that HIV transmission in Kenya occurs primarily through unprotected sex, special attention was given to the need to address condom use in schools (Dayton & Manyeki, 2018). Their study did not focus on the extent to which life skills education courses have incorporated moral behavior content of students in secondary schools. This is the knowledge gap this study sought to fill.

Abobo and Orodho (2019), in their study on life skills education in Kenya; an assessment of the level of preparedness of teachers and school managers in implementing life skills education in Trans-Nzoia District, Kenya, used descriptive survey design and a total population of 37 public secondary schools where 15 principals, 30 teachers and 180 students yielding to 225 subjects were involved. They used questionnaires and interview schedules. They analyzed data using qualitative and quantitative techniques. Their study focused on teachers' training, teachers and students' attitudes and level of availability and adequacy of teaching/learning resources. The weakness in the study was that they used a small population of teachers which may not be a representative. Qualitative and quantitative data was analyzed using appropriate techniques. Their study did not address teachers' attitudes on life skills education and quality of moral behavior of students in secondary schools. The knowledge gap this study sought to fill.

A core mandate of education is to produce productive citizens. The years 0 to 19 are crucial for a person's development of behavior and abilities. Individuals face a variety of obstacles throughout this stage of development such as peer pressure, early marriages, adolescent pregnancies, indiscipline, early sexual onset, drug and substance abuse, and the HIV/AIDS pandemic are just a

few of the issues that need to be addressed. Various variables, such as developmental changes, stimulate these problems during adolescence as well as the influence of the individual's immediate and extended social environments, which together expose the young individual to HIV infection and other sexually transmitted illnesses which are among the social and health dangers (K.I.E, 2017). Consequently, the school environment has a critical role in guiding the behavior of the individuals especially during critical formative period of growth and development and ultimately in shaping their life course (Posse & Melgosa, 2019).

The term "morality" comes from the Latin word "mores," which means "manners" or "morals." Morality is defined as "a socially accepted standard of human behavior." It includes "having rules that will control the actions of men who can choose to obey these laws because they know it is in their best interests to do so" (George & Uyanga, 2018). It refers to behaviors and attitudes that promote respect, accountability, integrity, and honesty (Kaur, 2018). Moral education is an area of study which teaches students how to behave in ways that are good while rejecting those that are bad. It's a comprehensive approach to promoting moral growth and character development (George & Uyanga, 2019). Moral behavior is acting in accordance with one's moral principles and standards. When the youth share, help, cooperate, communicate, sympathize, or in any other way show that they care about others, they are demonstrating prosocial and moral behavior (Talwar & Lee, 2017).

When teachers are trained on life skills education, LSE courses incorporate moral behavior content, teachers have a positive attitude on LSE and teaching/learning resources are available and adequate. Students will develop quality moral behavior leading to crime free, drug free, good judgment and responsible sex. Despite the introduction of LSE which should lead to quality moral

behavior, there is a trend that seems to indicate this has not been achieved due to high prevalence of HIV/AIDS, STIs, early pregnancies, drug abuse and crime activities among students. With LSE, students are supposed to be free from criminal activities. They should not involve themselves in illegal activities. Once this is done, the rate of criminal activities among students will be low hence promoting quality moral behavior among them. LSE is meant to free students from drugs abuse; they should not drink or take drugs. This will reduce the cases of substance abuse among them and thus promote quality moral behavior. Good judgment is a concept used to indicate that one is morally upright. It is key in moral behavior because without good judgment you will fall into immoral behavior. For one to be moral, you have to make good judgment. It will make students consider the consequences of their decisions, think before acting and make good decisions in a variety of situations. This will lower incidences of teenage pregnancies, drug abuse, HIV/AIDS, STIs and criminal activities. Through this, quality moral behavior will be promoted among students. Exposure to LSE will lead to responsible sex; students will be able to make informed decisions concerning sex by taking precautions against STIs, HIV/AIDS and early pregnancies. This will reduce their cases of teenage pregnancies, drug abuse, HIV/AIDS, STIs and criminal activities leading to quality moral behavior among students. In this study the indicators which will be focused on include; HIV/AIDS, STIs, early pregnancy, substance abuse and crime.

In the United States, the use of alcohol during youth and young adulthood is still a prevalent public health issue. Binge drinking was reported by 28.8% of 12th graders and 40.1 percent of college students (Windle, 2017). In the public school system one or more violent episodes were reported by 65 percent of them, totaling to an estimated 757,000 incidents. This equates to about 15 offenses per 1,000 learners enrolled in public schools (McFarland, Hussar, de Brey, Snyder, Wang, Wilkinson-Flicker & Barmer, 2017). In the industrialized world, the United States has the greatest

rate of teen pregnancies with roughly 750,000 teen pregnancies per year (Shuger, 2018). HIV infection was discovered in over 10,000 young people (ages 13 to 24). Nearly half of the 20 million new STIs detected each year were in young adults aged 15 to 24 (CDC, 2017). Despite the fact that condom use has improved, there are still significant problems (Kaplan, Feinstein, Fisher, Klein, Olmedo, Rome & Frankowski, 2019).

In Nigeria, 40% of the youth abuse drugs and alcohol. Adolescents in Nigeria start having sexual intercourse at a significantly younger age than in the past. New HIV and Aids infections are most common among young persons aged between 15 to 24, accounting for 40% of new infections (Organization & UNICEF, 2017). For the youth between the ages of 15 and 24 in South Africa, the median age of sexual debut is 17 years old. Teenage pregnancy at 19 years is 48% and 18 years at 23%. Over half of sexually active women (15-24 years) are now utilizing contraception (52.2 percent), 31.8 percent of teenagers report drinking in the previous month and 6-12 percent of adolescents had taken drugs, according to multiple studies (Panday, Makiwane, Ranchod & Letsoala, 2019). The government has worked to combat the pandemic in a variety of ways, increasing sexual and HIV/AIDS education for the country's youth is one example (Thaver & Leao, 2018).

In Zimbabwe the National AIDS Council (NAC) estimates that people under the age of 18 account for more than half of all newly reported HIV infections in a nation where one-third of adults have HIV (PRB, 2017). According to the Zimbabwe Demography and Health Survey, in teenage females aged 15 to 19, the fertility rate is 112 births per 1,000 girls (Moyo, 2017). Despite the fact that many Zimbabwean teenagers begin sexual activity at a young age, they face cultural and

economic barriers to accessing the information and health services they need to protect themselves from sexually transmitted infections (STIs) and other threats to their sexual and reproductive health, as do many others around the world (PRB, 2017).

The picture in Zimbabwe is reflected in other African countries such as Malawi where young people between the ages of 15 and 24 account for half of all new HIV infections. HIV affects 3.6 percent of young females and 2.5 percent of young men. Early sexual involvement is widespread among young people with 15% of young females and 18% of young males having sex before the age of 15 years. Furthermore, girls aged 15 to 19 are ten times more likely than their male counterparts to marry. Condom use is low among sexually active 15-19 year olds, with just 25% of married women and 30% of sexually active unmarried women using modern contraception in this age group. Malawi's National HIV Prevention Strategy includes an important element of providing free condoms (Avert, 2017).

Every week, 570 Ugandan young women aged 15 to 24 contracts HIV. HIV prevalence is predicted to be 3.72 percent for women and 2.32 percent for men among young individuals aged 15 to 24. In Tanzania, an estimated 6% of adolescents (ages 10 to 19) are HIV positive. The youth are having sex before the age of 15 (Avert, 2017). Condom and contraceptive use is very low resulting into pregnancy. The birth rate among teenagers aged 15 to 19 was 116 per 1,000 more than twice the global average of 65 per 1,000 adolescents (Mbelwa, 2019).

As a result of a rapidly changing world, today's youngsters in Kenya face several obstacles. When teens' psychological and social needs aren't met, they become socially maladjusted and participate

in risky behaviors including drug use, early pregnancies, premarital sex, crime, violence, riots, general indiscipline, HIV infection, and other sexually transmitted infections (STIs) (K.I.E, 2017). At least 1 in every 5 (18%) girls aged between 15 and 19 is pregnant or already a mother. Sexual debuts are common in many regions of Kenya and they occur due to lack of knowledge and resources. It is believed that eight out of ten young individuals have had intercourse before the age of twenty. This high level of sexual engagement is dangerous, since it increases the risk of HIV and Aids infection, pregnancy, financial difficulties and a high percentage of school dropouts. In Kenya, 5 out of 10 girls will have had their first child before the age of 20. Presently, as many as 430,000 young people are living with the HIV virus and the HIV prevalence has risen from 5.1% to 7.4% (NAYA, 2019). Young women (ages 15-24) account for up to 21% of new HIV infections, with a prevalence that is four to six times higher than that of males in the same age range. Despite the fact that the Kenyan government has only aggressively encouraged condom use since 2001, the number of condoms distributed each year has risen considerably (Avert, 2017). Pregnancy rates among teenagers have doubled, from 17% at age 15-16 to 34% at age 17-18 (Panday *et al.*, 2019).

It is not clear as to whether life skills education is influencing quality of moral behavior in Emuhaya Sub County. This is because there are high school dropout rates, disasters, student riots, drug and substance abuse, adolescent pregnancy, early marriages, increase in HIV and Aids prevalence including STIs among students in secondary schools. Furthermore, it is expected that with life skills education, the students should have high moral values than what has been seen so far. As a result, it is vital to undertake research in order to learn more about teachers' perceptions on the influence of life skills education on the moral behavior of students in secondary schools.

1.3 Statement of the Problem

Emuhaya Sub County formed the study area because of the large number of youths below the age of 18 years who are out of school. HIV prevalence in the Sub County is on the increase. The youth aged 15-24 years are the most vulnerable and secondary school students are within this age bracket hence are not exceptions despite Life Skills Education being taught in school. The Sub County has a high prevalence of alcohol and drug abuse at 25.74%, Hamisi 10.06%, Vihiga 20.12% and Sabatia 14.20%. Approximately 55% of individuals have their first experience of sexual intercourse before the age of 15, an indication of early sexual debut and teenage pregnancy is on the rise. Hence there is need to increase public education to lessen sexual risks by delaying sexual activity, 89% of teenagers below 18 years participate in crime. Crime rates are at 22.69%, Hamisi 18.43%, Vihiga 17.91% and Sabatia 15.32%. Despite the fact that secondary school is free, the number of students dropping out is growing and the dropout rate is 45.3%. Incidents of teen misbehavior in Emuhaya Sub County have turned the spotlight on what is making students to become increasingly daring in their disobedience. Poverty rate is at around 65 percent and this is one of the causes responsible for teenage pregnancies, sexually transmitted infections, HIV/AIDS, drug and substance abuse and school dropout. These problems need to be addressed through life skills education. Students at secondary level need to be molded into responsible human beings. Despite the different cultural, economic and social background at their family level, the environment at school should play a role in socially adjusting them towards achieving their life goals.

As they prepare to make their own reproductive health decisions, youths must also learn to control their developing sexuality both physically and emotionally. Students are taught about familial

relationships but instructions on skills for communication within the family is rarely reported and communication around potentially difficult topics such as unplanned pregnancy or the need to disclose one's HIV status is not being done. A school based high quality life skills education program that includes moral behavior is one approach that can get out to a huge number of teenagers with the information and skills they need to improve their SRH outcomes.

LSE has been here for some time and the intention was to promote quality moral behavior among students through crime free, drug free, good judgment and responsible sex. This was supposed to have reduced the cases of HIV/AIDS, STIs, early pregnancies, substance abuse and criminal activities but they have increased. In this study, these are the things that i interacted with to find out the problem. Therefore this study established teachers' perceptions on the influence of life skills education in providing quality moral behavior within secondary schools in Emuhaya Sub County.

1.4 Purpose of the Study

The purpose of the study was to establish teachers' perceptions on the influence of life skills education on moral behavior of students in secondary schools in Emuhaya Sub County.

1.5 Objectives of the Study

The objectives of the study were to:

1. Establish the extent to which teachers training on life skills education puts emphasis on moral behavior of students in secondary schools.

2. Establish the extent to which life skills education courses have incorporated moral behavior content of students in secondary schools.
3. Determine teachers' attitude on life skills education and quality of moral behavior of students in secondary schools.
4. Establish the availability and adequacy of teaching/ learning resources on life skills education on moral behavior of students in secondary schools.

1.6 Research Questions

The research questions for the study were:

1. To what extent does teachers training on life skills education influence moral behavior of students in secondary schools?
2. To what extent have life skills education courses incorporated moral behavior content of students in secondary schools?
3. To what extent do teachers' attitudes on life skills education influence quality of moral behavior of students in secondary schools?
4. What is the availability and adequacy of teaching/ learning resources on life skills education?

1.7 Assumptions of the Study

The study was guided by the following assumptions:

- 1) Teachers are trained in life skills education.
- 2) Moral behavior content is incorporated in life skills education.
- 3) Teachers have different attitude towards life skills education.
- 4) Teaching and learning resources on life skills education are available in schools.

1.8 Scope of the Study

The research was carried out in Emuhaya Sub County secondary schools. The focus of the research was to establish teachers' perceptions on the influence of life skills education on moral behavior of students in secondary schools in Emuhaya sub county, Kenya. It specifically concentrated on teacher training, incorporation of moral behavior content, teachers' attitudes and availability and adequacy of teaching/learning resources.

1.9 Limitations of the Study

Limitation refers to issues that the researcher has no control over and may impact or influence the outcome of the study. In this study the limitations faced included:

- i) Some teachers may not have been truthful when answering survey questions.
- ii) The choice and wording of questions and questionnaire may have influenced the descriptive findings.

1.10 Significance of the Study

The study is significant because:

- 1) The findings will enable the teachers, society and Ministry of Education to ensure that, the content and implementation of the existing life skills education program in Kenya has been strengthened with specific focus on moral behavior.
- 2) It will enable teachers and students to change their attitude towards life skills education so as to improve the manner in which moral behavior content is delivered.
- 3) It will contribute to improvement of availability and adequacy of teaching/learning resources of implementing life skills education to enhance quality of moral behavior content delivered.

1.11 Theoretical Frame work

This study was based on Bandura's Social Learning Theory (SLT) (1986). This theory explains that children learn to behave through both formal instructions (for example how parents, teachers and other authorities and role models tell them to behave) as well as observation, and for example, as they see adults and peers behaving. The children's behavior is reinforced or modified by consequences of their actions and responses of others to their behaviors. Students learn to behave, through observation and social interaction, rather than just verbal instruction. Similarly, students taught skills through process of instruction, rehearsal and feedback rather than just instruction.

In this theory, the key elements are formal instructions and observation. These are key in this study because the teachers are the ones who are providing formal instructions to the learners and at the same time the learners learn to behave by observing their teachers. Teachers who teach life skills education need to establish a suitable atmosphere in which students may acquire positive behavior through role modeling, observation, and social interaction. In the teaching of life skills education and the shaping of students' behavior, teachers' reinforcement is key. Positive reinforcements by teachers are applied for behavior skills that need to be adjusted to build more positive actions of students. Teachers are important role models, standard setters and source of influence so they need appropriate training to be able to handle life skills education. Teachers must be well-versed on LSE subject in order to deal effectively with issues affecting the students. They must have a positive attitude about LSE in order to instill similar attitudes in their students towards the subject, they need to use teaching and learning materials which can effectively implement life skills education and finally employ participatory methods in which students identify their own problems, consider solutions, devise a plan, and carry out successive action.

1.12 Conceptual Framework

Miles and Huberman (2019) explains that a conceptual framework is a visual or written product that explains graphically the things to be studied, the factors, concepts or variables and presumed relationships among them.

The conceptual framework in Figure 1, postulates that quality moral behavior in Emuhaya Sub County secondary schools is influenced by life skills education.

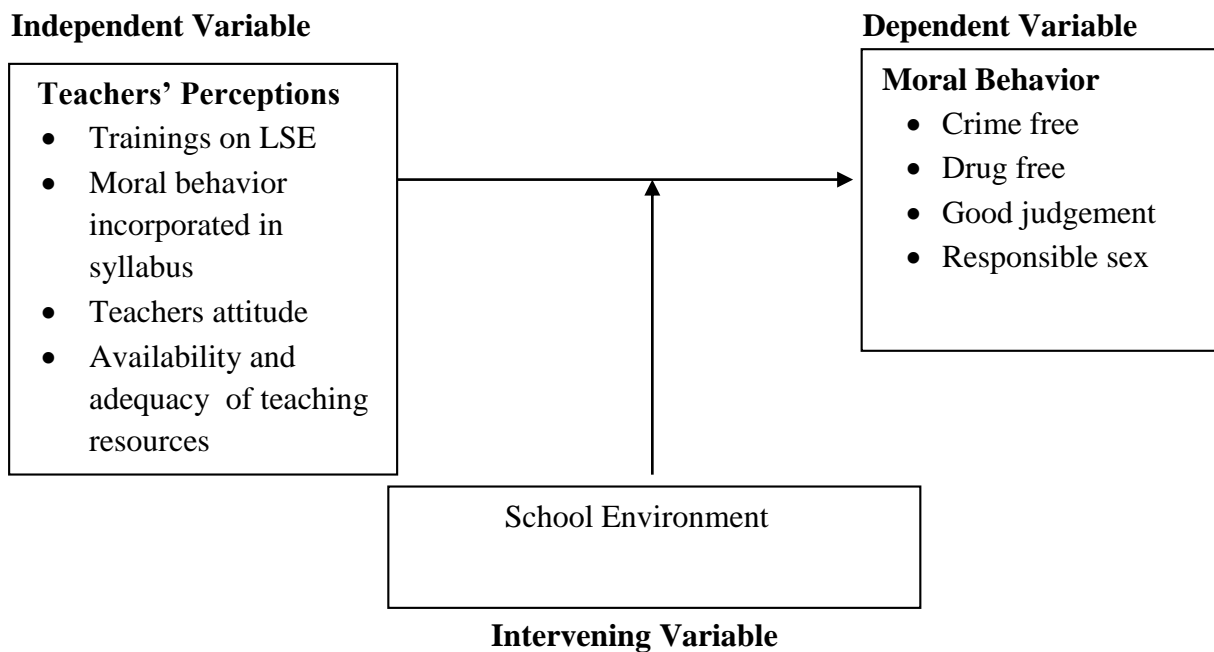


Figure 1: A Conceptual Framework showing teachers' perceptions on the influence of life skills education on moral behavior of students in secondary schools in Emuhaya Sub County.

Teachers are charged with the responsibility of exposing students to information that is meant to improve the quality of their moral behavior. The school environment refers to the set of facilities that the school provides which include classrooms, infrastructure, teacher-student relation and moral or social values. The school environment has a critical role in guiding the behavior of learners. Teachers and students interact in the school thus it should provide a conducive

environment to enable teachers to expose students to adequate information to improve their moral behavior.

The Conceptual Framework shows relationships between independent variable, teacher's perceptions intervening variable, the school environment and dependent variable, moral behavior. Intervening variable play a mediating role on the influence of independent variable on the dependent variable (Mugenda & Mugenda, 2013) and they moderate their influences and are controlled through assumptions. The intervening variable is not measured and it was used to enhance through assumptions.

Teachers are seen to be better equipped to deliver quality moral conduct to students if they receive life skills education. The illustration shows that when teachers are effectively trained in life skills education they lead to quality moral behavior among students. When the teacher's attitude towards life skills education is positive and there are adequate learning and teaching resources then the quality of moral behavior may improve. At the same time, if the life skills education courses incorporate moral behavior, then the students will be exposed to quality moral behavior. The conceptual framework helped me to focus on the variables of my study.

1.13 Definition of Operational Terms

Crime Free- Avoiding any act that involves breaking the law by students.

Drug Free - Refers to not abusing drugs by students.

Good Judgment – Making wise decisions by students so as to avoid getting involved in problems such as substance abuse, crime and early pregnancy.

Immoral Behavior- Refers to an action that produces bad/undesirable outcomes for students such as teenage sex, crime and substance abuse.

Life Skill Education- Refers to the study of abilities meant to promote quality moral behavior in students

Moral Education- Learning experience that enables a student to acquire attitudes that lead to a dignified life.

Moral Behavior- Refers to an action that produces good/desirable outcomes for the Individuals as members of a community i.e. Good judgment, responsible sex, drug free, crime free.

Responsible Sex-Being accountable thus students should make informed decisions concerning sex to avoid early pregnancy, STIs, HIV and AIDS.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to teachers' perceptions on the influence of life skills education on moral behavior of students in secondary schools in Emuhaya sub county, Kenya. It particularly highlights the relevant training for teachers, the incorporation of content, and availability of teaching /learning resources including the influence of teacher's attitude on moral behavior in Emuhaya Sub County.

2.2 Extent to which Teachers Training on Life Skills Education puts Emphasis on Moral Behavior of Students in Secondary Schools

UNESCO (2019) claims that teachers must be respected as professionals and properly prepared so that they have the pedagogical ability not just to provide information about health issues, but also to impact student attitudes and values, as well as student behaviors in areas of health risk. According to Nyirenda and Schenker (2018), educators must be well-trained in order to comfortably and successfully teach human sexuality and HIV awareness and prevention to adolescents; otherwise, they will be at a disadvantage in giving accurate and useful information. The most crucial aspects in providing successful health education programs are subject knowledge, skills, and confidence. Politicians and educators are increasingly emphasizing the need of moral education.

In the USA, over a dozen states have mandated moral education and hundreds of schools have incorporated it into their programmes. Moreover, in the last several years, 3 top education periodicals

that is Education Leadership, Phil Delta Koppan and Journal for Teacher education have stressed the need of character, ethics and spirituality in education. Despite a growing interest in moral education among school districts, politicians and academicians, few teacher preparation programs explicitly and purposefully prepare pre-service teachers for the role. The relative neglect of moral education in the formal pre-service teacher curriculum has led to many teacher educators assuming that the pre-service curriculum leaves little room for training in moral education (Narvaez & Lapsley, 2019).

By delaying sexual initiation, limiting the number of sexual partners, and encouraging condom usage among sexually active youth, comprehensive moral education is helpful in modifying SRH behavior. On Sexual Reproductive Health, there is a mismatch between the quantity of educated teachers and the need for training. There are just a few courses specifically designed to meet the demands of instructors. As a result, there is a critical demand for teacher training in life skills education (NAYA, 2019).

In South Africa, various procedures and tactics were used in each province when beginning to educate teachers who may serve as catalysts for building life skills programs in local schools during the implementation of the National Policy on HIV and Aids Education. Although the Department of Education has taken some steps to introduce life skills programs, insufficient training and experience among instructors remains a major concern. According to studies, instructors find it difficult to adjust the curriculum in a suitable manner when the classroom setting includes a huge number of student groups from varied origins, ages, and religious connections. As a result of insufficient training and resources, educators frequently lack the capacity to effectively

explain sexual health education. The quantity and quality of teacher training are critical to the successful delivery of the LS program (Thaver & Leao, 2018).

In 1991, UNICEF and the Zimbabwean Ministry of Education and Culture partnered to establish the Aids Action Program for Schools in Zimbabwe. Effectiveness, ethical soundness, relevance, efficiency, and sustainability were the five UNAIDS criteria for optimal practices in school-based HIV and Aids education and prevention throughout the program's numerous phases. Even after the program had been established across the country, maintaining good quality was a constant problem. Many teachers were taught, and the program was deployed in many schools across Zimbabwe; however, the constant need for further training and support pointed to the fact that maintaining a large initiative needed long-term commitment and continuous, ongoing technical input (Youth Advocates, 2019).

In Malawi, life skills education was introduced in 2002 and most public and primary school teachers, as well as secondary school instructors in both public and private schools were trained on the content and satisfied the requirements for teaching the subject by 2011 (Kishindo, 2019). The attention on sexual reproductive health, as well as on women as a vulnerable group increased. In youth centers and for first-year students in higher education institutions and colleges, life skills training was adopted (UNICEF, 2019). Promotions, retirements, resignations, and deaths of trained educators over the years, on the other hand, necessitate the continuous training of new teachers until the subject is integrated into teacher education institutions' curricula. Malawi Institute of Education does most of the training (Richter, Sherr, Adato, Belsey, Chandan, Desmond & Kimou, 2018). Other institutions and organizations reportedly offer instruction to the subject at Domasi

with the training time ranging from 1-15 days. Teachers trained at MIE and the Ministry of Education through Teacher Development Centers (TDC) agree that the days commonly allocated to in-service training of life skills education are much less when considering the amount of content and complexity of the method that the teachers must become familiar with (Kishindo, 2019). Because of the cascade model of teacher training, the implementation of a life skills program is limited (Chirwa & Naidoo, 2017).

In 1994, a nationwide sensitization event for prominent politicians, opinion leaders, and NGO representatives launched the LS program in Uganda. Teachers were given life skills reference materials after conducting baseline surveys in schools. A curriculum and resources were produced during a one-year trial in Masaka, Uganda, utilizing a WHO/UNESCO in-school life skills handbook. Teachers from 100 elementary schools and 32 high schools were trained. There was also a control group of schools. There was no apparent change between the control and intervention schools because instructors lacked confidence in carrying out experimental learning activities like role plays, therefore they resorted to more traditional teaching methods (Tiendrebéogo et al, 2018). Plans are underway to establish adequate and ongoing training to successfully incorporate life skills education into schools (Gachuhi, 2018).

To promote the overall well-being and learning results for all Tanzanian children and youth, the national life skills education framework is closely linked to national education strategies and initiatives. The new competency based syllabi for the certificate course of teachers are still being finalized but the Diploma course does include a few life skills in the Education Psychology, guidance and Counseling subjects and a whole unit in the Civics Methodology. According to

UNICEF, the biggest constraint is lack of teacher training, as interactive and experiential techniques are critical for the application of life skills education with success (UNESCO, 2017). According to USAID (2019) in Kenya, KIE relied on cascade training to reach teachers with information on life skills education syllabus. Between 2008 and 2009, it educated persons at both the national and provincial levels using TOT. The MOE advised that each school train two instructors with Guidance and Counseling credentials, who would then train their colleagues. KIE has trained 1140 TOT, including teachers, educators, TAC tutors, and DICECE officials, on how to include life skills education in the regular school curriculum (K.I.E, 2017). However, The MOE recognizes that not every school has even one certified teacher due to a shortage of resources for training. There is no official estimate of how many instructors have received training or how many schools lack a certified instructor (Dayton & Manyeki, 2018).

Many teachers, particularly those who do not teach subjects related to life skills education, are uncomfortable discussing sexual behavior topics. Nonetheless, all instructors are required to teach the curriculum by the MOE. The ease with which a teacher may discuss sexuality education with students is critical in influencing how much students learn. Overall, it is evident that teachers require additional support in order to provide students with the necessary information (Dayton & Manyeki, 2018).

According to a study on adolescents and sexual challenges in Kenya, there is a gap between the number of competent sexual reproductive health instructors and the need for training (GIZ, 2018). In both instructors and students, there is insufficient instruction, knowledge, and life skills education (Simiyu, Kirwok & Thinguri, 2018).

Chirwa and Naidoo (2017) in their study established that because of the cascade model of teacher training, the implementation of a life skill program is limited. GIZ (2018) study findings were that there is a gap between the number of competent sexual reproductive health instructors and the need for training. Thaver and Leao (2018) in their study stated that the quantity and quality of teacher training are critical to the successful delivery of the life skills program and Simiyu et al (2018) states that in both instructors and students there is insufficient instruction, knowledge and life skills education. These studies did not focus on the extent to which teachers training on Life Skills Education puts emphasis on moral behavior of students. This is the knowledge gap this study sought to fill.

2.3 Extent to which Life Skills Education Courses have incorporated Moral Behavior Content of Students in Secondary Schools

The UK government has made sex and relationships education obligatory in schools, and has taken away parents' choice to opt their children out of these classes until they reach the age of 15. Some schools do not have a sex education program. This might be owing to the wider political climate and legislation of the country, as well as the school's own perspective. This is a common argument made by opponents of comprehensive moral education in schools. Moral education, on the other hand, has been proved in several studies to lower teen pregnancy and STD infection rates (Avert, 2017).

South African schools are now implementing a number of different life skills curriculum that primarily focus on HIV and Aids awareness and knowledge but they don't go into enough detail on the importance of physical and mental health in adolescents. As a result of the training, students' understanding and awareness of HIV and Aids appears to be improving but not life skills that

would allow them to build 'healthy lives.' HIV and Aids knowledge and information are critical, according to research. The findings also show that knowledge is unlikely to be as impactful as it may be without the required abilities to develop behavior, such as making well-informed decisions, communicating effectively and a good mindset (Thaver & Leao, 2018). While teenagers have a lot of awareness about contraception, there are some gaps in their understanding or expertise when it comes to using it correctly (Panday et al., 2019). Due to restricted access to reproductive health services, young individuals in Zimbabwe are the most vulnerable to HIV and other STIs (PRB, 2017).

Life skills education was offered as a non-examinable subject in Malawi for the first time in 2002 but it was made examinable in 2010 to guarantee that both students and instructors took it seriously. By 2010, it was mandated to be taught as a core and examinable subject in all schools. Despite the fact that life skills education is a core and examinable subject, it is not regularly taught in certain schools, is not taught in others, and is taught after lessons in others due to overcrowded timetables and the belief that in some church-run schools, the subject went against the church's moral doctrine (Kishindo, 2019).

A curriculum and resources were prepared during a one-year experiment in Masaka District, Uganda, utilizing the WHO/UNESCO School LS Manual. This program comprised pre- and post-tests on STIs, HIV/AIDS, and sexual activity knowledge, attitudes, and behaviors. This investigation was part of a district-wide commitment to improve information, education, and communication. It was ineffective because life skills education was not considered vital as it was not examinable or part of the curriculum. A substantial amount of the curriculum was ignored. Teachers reported to have taught around 70% of the life skills classes on the timetable, whereas

students reported to have only taught about 30% of the lessons (Tiendrebéogo et al., 2018). It is evident that there is a lack of moral education. In 2014, just 38.5 percent of young women and men were able to accurately identify strategies to prevent HIV transmission through sexual contact, and the majority of HIV transmission myths were disproved (Avert, 2017). Effective lobbying has created a favorable environment for life skills education and plans are in the works to provide a better-designed curriculum, suitable and continuous training and basic but essential teaching materials to incorporate life skills education into schools efficiently (Tiendrebéogo et al., 2018).

Only around half of young people have sufficient awareness about HIV. Condom usage has increased as well, despite the fact that just 34.1 percent of young men and 41.5 percent of young women used one the year before, it is still insufficient (Avert, 2017). Although a majority of stakeholders in Tanzania felt that life skills should retain a strong SRH or HIV focus, life skills education is much broader than that and should address all of the issues that young people confront as they get older. However, others while recognizing that life skills are required for life in general, preferred to retain an exclusive HIV focus. The fear of proponents of an exclusive focus on HIV is that a generic life skills program is not effective unless it is focused. However, the framework envisages a broad based life skills program which if given sufficient attention can provide the specific focus to content areas as required (UNESCO, 2017). Existing school curriculum includes deficiencies in sexual reproductive health education. UNICEF is assisting the MOEVT in finalizing a framework for life skills education (UNICEF, 2018).

Many policies exist across government ministries in Kenya to Support young people's life skills and HIV prevention. Details on their content, especially as it relates to moral behavior are often

unavoidable to implementers who are left to rely on their own perceptions. To address this gap and unify the school responses the ministry produced the comprehensive Education Sector Policy on HIV and Aids (UNESCO, 2017).

According to NAYA (2019), moral education was included into the school curriculum in all of the schools assessed; nevertheless, instructors said that the curriculum was limiting in terms of what sexuality was supposed to be taught. There was no comprehensive moral education given in any of the schools assessed and teachers reported that what was available did not provide the teenagers with all of the information they needed to broaden their understanding and make informed decisions regarding their sexuality, which is a primary aim of life skills education. School curriculum designers should incorporate comprehensive moral education in the curriculum so that students have a broad understanding of sexuality that will help them deal with sexuality-related issues.

Information to help students understand HIV and STIs is not thorough. Students report being taught that sex, deep kissing with someone who has mouth ulcers and sharing of sharp objects can lead to HIV infection. As described above, types of sex and the risks they pose are not discussed. For both STIs and HIV the primary risk reduction method being taught is abstinence. Lessons on negotiating for safer sex were not reported, nor were instruction on limiting risk via partner selection (Dayton & Manyeki, 2018). Teachers and students both have limited instruction, knowledge, and life skills education, teachers are finding it challenging to explain and teach some of the strategies used to spread AIDS (Simiyu et al 2018).

Adolescents and sexual reproductive health have received very little attention in Kenya, resulting in scattered curriculum in various schools for teaching sexuality to adolescents. To this aim, if uniformity is to be attained, a complete moral education curriculum that can be adopted across the board is required (GIZ, 2018). Due to the fact that moral education is part of life skills education, how SRH content is given is heavily influenced by how life skills education is implemented. It has been applied in Kenyan schools in a variety of ways. Some schools do not offer it as a stand-alone subject, while others do so without following the KIE-developed curriculum, and still others lack any regular method for teaching life skills content to the whole student body (Dayton & Manyeki, 2018).

Thaver and Leao (2018) in their study stated that students' understanding and awareness of HIV and AIDS appears to be improving but not life skills that would allow them to build 'healthy lives.' Panday et al (2019) revealed that while teenagers have a lot of awareness about contraception, there are some gaps in their understanding or expertise when it comes to using it correctly. GIZ (2018) states that adolescents and sexual reproductive health have received very little attention in Kenya. These studies did not focus on the extent to which life skills education courses have incorporated moral behavior content of students in secondary schools. This is the knowledge gap this study sought to fill.

2.4 Teachers Attitudes on Life Skills Education and Quality of Moral Behavior of Students in Secondary Schools

The moral and cultural frameworks that constrain sex and sexuality intrigue many young people in the United Kingdom. They regularly take advantage of opportunities to debate contentious issues such as sex before marriage and contraception. It is critical to keep in mind that discussing

differences of opinion in a fair manner does not entail endorsing one set of viewpoints over another or implying agreement with a specific viewpoint. Finding out that you can agree to disagree is a part of researching and appreciating cultural, religious, and moral ideas. People who provide moral education have their own views and ideas regarding sex and sexuality, and it is critical that these do not negatively affect moral education (Avert, 2017).

It is unfortunate that the Nigerian educational system, as well as educational stakeholders, treat the subject of student morals with lightness. The instruction and evaluation of students on the effective domain, which includes moral principles, receives less attention because it has no impact on their marks during their certificate exams. The paper qualification is a source of anxiety for parents, instructors, and even students. The students' moral behavior has been negatively impacted by their uncaring attitude toward the evaluation process. Education appears to focus solely on educating pupils' heads (cognitive domain) and hands (psycho motor domain), leaving out the heart (affective domain) (Ohwovorione, 2017).

Since life skills education is not a subject that can be tested, it is not regarded seriously by teachers. Regardless of the fact that it is on the timetable, it is not always taught, and in other schools, it is not even featured in the timetable (Chirwa & Naidoo, 2017). Due to the principal's unfavorable attitude, several South African schools were not prepared to provide life skills education. Many administrators stated that they struggled to support the adoption of life skills education since many of the students lack a sense of purpose in life. They believed that even if administrators gave some support for the subject's teaching in their schools, life skills education would have minimal effect on students (Abobo & Orodho, 2019). Earlier research in South Africa supports the claim that educators' views and opinions about the impact moral education has on adolescents have a big

influence on how they administer HIV and Aids programs. Moral education is still often regarded to encourage sexual engagement rather than promote safe sex conduct. However, studies reveal that instructors who further their education have a deeper understanding of the issue and a more tolerant attitude toward moral teaching (Thaver & Leao, 2018).

Some Zimbabweans feel that educating students about condoms promotes them to participate in sex at a young age; in fact, In the 2010/2011 Demographic and Health Survey, more than half of adult respondents said it was unacceptable to teach students aged 12-14 about condoms. Young people's health is jeopardized when they are not taught how to use condoms, putting them at risk for HIV, STIs, and unplanned pregnancy (Avert, 2017).

Low salaries, along with other bad working conditions, generate widespread teacher dissatisfaction in Malawi, making teaching an "occupation of last option." Teachers' dissatisfaction with their jobs may have an influence on life skills education implementation (Abobo & Orodho, 2019). Despite the fact that life skills education is a core and examinable subject, research shows that it is not consistently taught in some schools; it is not taught in others; and it is taught after classes in others due to a shortage of willing teachers to take on what is seen as a useless subject that is not included in university programs (Kishindo, 2019). Since they are afraid of losing their employment and because of their religious beliefs, teachers avoided discussing delicate issues like condom use (Tiendrebéogo et al., 2018).

Improvement in moral behavior content delivery also would enhance life skills education curricula in schools. Unfortunately, some teachers remain uncomfortable with this content; therefore, they may not provide information in a way that students find accessible. Many students reported that

they do not ask their teachers morality-related questions for fear of being judged. If teachers were to address morality more frankly and respond to student's questions without judgments, students would benefit more from life skills education offered at school. Approachable teachers are excellent resources for dispelling harmful myths and misconceptions. It is clear that the teachers' attitudes towards life skills education greatly affects students' perceptions of their accessibility for example some students reported feeling judged by their teachers. Therefore, they did not feel comfortable approaching them with personal questions (Dayton & Manyeki, 2018). Life skills education is taught with a negative attitude by instructors and some teachers are hesitant to put it into practice (Simiyu et al 2018).

Thaver and Leao (2018) in their study revealed that instructors who further their education have a deeper understanding of the issue and a more tolerant attitude toward moral teaching. Abobo and Orodho (2019) study stated that teachers' dissatisfaction with their jobs may have an influence on life skills education implementation. These studies did not focus on teachers attitudes on Life Skills Education and quality of moral behavior of students in secondary schools. The knowledge gap this study sought to fill.

2.5 Availability and Adequacy of Teaching/Learning Resources on Life Skills Education on Moral Behavior of Students in Secondary Schools

Thaver & Leao (2018) in their study revealed that by educating teachers to focus more on class discussion and problem solving rather than a conservative approach that stresses information transmission over skill development, the technique offers a richer and engaging teaching style. However, because of apartheid's legacy, the government has had challenges enforcing the new curriculum, including inadequate training, insufficient resources, and personnel shortages. As a

result, the educational system continues to struggle to meet the goals of new regulations, as seen by the difficulties teachers encounter in implementing the life skills program. Shortage of learning resources especially textbooks due to overcrowding in classrooms is an impediment in the teaching of life skills education (Chirwa & Naidoo, 2017).

Following a year of testing with the WHO/UNESCO in-school life skills handbook, a curriculum and tools were developed in Masaka District, Uganda. Despite the failure of this trial, effective lobbying has established a favorable atmosphere for life skills education and plans are in the works to build a better-designed curriculum, proper and ongoing training, and basic but vital teaching resources in order to effectively integrate life skills education into schools (Tiendrebéogo et al., 2018). According to UNESCO (2017), Primary Science and Civics syllabi life skills are not vividly seen. Main emphasis is on content, although; some materials have been developed by the MOEVT for HIV and Aids part of the syllabus which are built on a life skills approach.

In order to effectively help the learner acquire and apply psychosocial competences in dealing with life's challenges, the teacher is expected to use appropriate human and material resources. It is important that in each learning activity, the most appropriate available resources are used. The necessary learning resources are available, but they are grossly inadequate (Abobo & Orodho, 2019). For effective curriculum implementation, schools lack enough and relevant teaching resources (Simiyu et al, 2018).

Kenya's free primary education program which began in January 2003 resulted in a significant increase in enrolment. The system was unprepared to handle the demand and resources were

stretched to their limits, leading to overcrowding, high pupil-teacher ratios and a shortage of teaching and learning materials (UNICEF, 2019).

Chirwa and Naidoo (2017) in their study revealed that shortage of learning resources especially textbooks due to overcrowding in classrooms is an impediment in the teaching of life skills education. According to Abobo and Orodho (2019) the necessary learning resources are available but they are grossly inadequate. In the study by Tiendrebéogo et al (2018) plans are in the works to build a better designed curriculum, proper and ongoing training, and basic but vital teaching resources in order to effectively intergrate life skills education into schools. These studies did not focus on the availability and adequacy of teaching/learning resources on Life Skills Education on moral behavior of students in secondary schools. The knowledge gap this study sought to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, area of study, study population, sample size and the sampling techniques. The instruments of data collection, procedures of data collection methods of data analysis and ethical considerations are also presented. It also describes validity and reliability of instruments.

3.2 Research Design

This study used descriptive survey research design which involves going to the field to survey or seek people's opinion on a phenomena that you are going to study (Mugenda, 2017). Descriptive survey was relevant because it gave the researcher an opportunity to explore situations as they were happening on the ground (McNabb, 2017). Descriptive involves collecting information from respondents either through interviews or by using a sample of individuals to administer a questionnaire (Orodho, 2018). According to Neuman (2017), descriptive research survey design supports the development of clear measurements and reporting of characteristics of some population. Descriptive survey can also be used when collecting information about peoples' opinions, attitudes, habits or social issues (Orodho & Kombo, 2017). To collect quantitative and qualitative data, the study used the survey approach. This design was essential in this study as it helped to explore teachers' perceptions on the influence of life skills education on moral behavior of students in secondary schools in Emuhaya Sub County.

3.3 Area of Study

The study was carried out in secondary schools in Emuhaya Sub County which lies within Vihiga County and also lies within a latitude of 0.0833° and longitude of 34.6167°. Vihiga County has 5 sub counties which include; Emuhaya, Hamisi, Sabatia, Vihiga and Luanda. Emuhaya is bordered by Khwisero Sub County to the North, Vihiga and Sabatia to the East, Gem to the West and Luanda to the South. There are 21 secondary schools in Emuhaya Sub County. The Sub County is endowed with giant granitic tors that act as tourist attractions. It is a region with an average rainfall, and majority of the population is comprised of small-scale farmers. Tea, maize, beans, sorghum, groundnuts, bananas, sweet potatoes, native vegetables, and soya beans are among the crops cultivated. Majority of the people raise native cattle and poultry varieties. Farming and irrigation opportunities are endless in the Sub County. Some locals are also active in fish farming and small commercial ventures that must be promoted (Emuhaya, 2016). Over time, greater pressure has been placed on the area's land resource, and agricultural space has been diminished as a result of population growth and continuing land subdivisions. The rise in population has been accompanied by an increase in the number of unemployed youths who now account for 47 percent of the population. As a result of this, a majority of them have turned to drug and substance abuse, increased criminality and hence unsafe sex, resulting in an increase in HIV and Aids infections in the region. These issues must be addressed immediately if adolescents are to contribute to national progress (RCW, 2018).

The Sub County has an enrolment of 9,976 students. Majority of the schools require significant renovation and personnel. The teacher-to-student ratio is relatively high, with secondary schools having 40 students per teacher and primary schools having 60 children per teacher. The Sub County has a population of 97,141 people according to the 2019 National Population and Housing

Census. Males are 46,507, while females are 50,633. Emuhaya Sub County, with an area of 89.5 square kilometers, has a population density of 1,091 people per square kilometer, which is one of the highest in Kenya's rural areas. The poverty index is among the greatest in the region, at around 65 percent greater than the average poverty level of Vihiga which stands at 62% (Emuhaya, 2016). Map of Emuhaya Sub- County is in Appendix C.

The Sub County has a high prevalence of alcohol and drug abuse at 25.74% while criminal rates are at 22.69%. Despite the fact that secondary school is free, the number of students dropping out is growing (Injendi & Jephthar, 2020)

3.4 Study Population

According to Krathwohl (2015), target population refers to the total number of subjects or the total environment of interests to the researcher. Emuhaya Sub County has 21 secondary schools and the study population consisted of 400 teachers and 1 Sub-County Quality Assurance and Standards Officer. Teachers were relevant for this study as they are the ones that handle the curriculum. The Sub-County Quality Assurance and standards Officer was useful as he understands the importance of life skills education and curriculum implementation. He is likely to give a true reflection of the significance of life skills education and he is responsible for quality assurance in schools.

3.5 Sample Size and Sampling Technique

The researcher used Fisher's formula to determine the sample size of 196 teachers from a population of 400 as shown below;

$$nf = \frac{nf}{\frac{1+n}{N}}$$

The formula is used to calculate sample sizes when population is less than 10,000 then the n = 384 This is appropriate because it yields a representative sample size (Mogaka, Maobe & Basweti, 2019) where,

Nf is the desired sample size

n is the sample size when less than 10,000

N is the target population

Teachers
$$nf = \frac{384}{\frac{1+384}{400}} = \frac{384}{1.96} = 196$$

Table 3:1 and 3:2 illustrate how sampling was done and the distribution of participants.

Table 3.1: Study Population and Sample Size

Category of Respondents	Target Population (N)	Sample Size (n)
Teachers	400	196

Using Fisher’s formula according to Mogaka et al (2019) a sample size of 196 teachers was obtained, the 196 teachers were all included in the study survey.

Table 3.2: Distribution of Participants

School	Participants	Percentage
R	21	10.714
S	21	10.714
T	22	11.224
U	22	11.224
V	23	11.735
W	21	10.714
X	21	10.714
Y	22	11.224
Z	23	11.735
TOTAL	196	99.998

The researcher purposively chose 9 schools out of 21 which is a good representation of the participants. According to Fisher's formula, N of 400 gave a sample size of 196 and they were distributed proportionately to the 9 schools. In descriptive survey, a sample size of 10-50% is acceptable (Murithi, Mwanja & Mwinzi, 2016).

3.6 Instruments of Data Collection

The research instruments used to collect data were structured questionnaires which were administered to teachers who were involved in the study as well as key-informant interview for the Sub-County Quality Assurance and Standards Officer. The use of questionnaire enabled efficient use of time since information was collected from a large number of people that is teachers. The questionnaire was employed because it covers a wider range than an interview guide (Kumar, 2018). Keith (2019) adds that the use of questionnaire is flexible as the questions can be standardized. The researcher administered open-ended questionnaire items to 196 teachers. The questionnaire helped in upholding respondents' confidentiality. Interview schedule for the SCQASO who is in charge of ensuring government policies and programs are implemented was done as agreed with the researcher.

3.6.1 Teachers Questionnaire

A questionnaire was administered to teachers to collect data relating to the nature of training they had received in relation to moral behavior, influence of life skills education courses on moral behavior content, influence of teacher attitude on the life skills education and availability of teaching/learning resources on life skills education (Appendix A).

A questionnaire was utilized since it covers a broader spectrum of issues than the interview guide and it was the best way to supplement information, fill in gaps, and offer insight (Mugenda & Mugenda, 2013). There were both closed-ended and open-ended questions in the questionnaire. They were given to the respondents directly. To gather qualitative and quantitative information from the respondents, open-ended and closed-ended questions were employed under various themes.

3.6.2 Sub County Quality Assurance and Standards Officer Interview Schedule

There was a key-informant interview conducted on Sub County quality assurance and standards officer to collect data on the influence of life skills education on moral behavior of students in secondary schools with the following questions: are teachers in your sub county trained to teach LSE, has LSE courses incorporated moral behavior content, what is the influence of teacher attitude on life skills education and quality of moral behavior and are the teaching/learning resources of implementing LSE available and adequate (Appendix B).

3.7 Validity and Reliability

3.7.1 Validity of the Instruments

The data collection instruments were given to experts in the area of research methodology in the Department of Educational Psychology, Maseno University to make corrections and modifications

in order to address face and content validity. Their suggestions and opinions were integrated into the questionnaire and interview schedule which ensured their face and content validity.

3.7.2 Reliability of the Instruments

Denscombe (2017) postulates that reliability refers to the consistency of a particular measuring instrument yielding a similar result over a number of repeated trials. The questionnaire was piloted in 2(10%) of the schools (Mugenda & Mugenda, 2013) involving 20 teachers from the remaining population after calculating the sample size. According to McMillan and Schumacher (2016), test re-test technique involved administering the same instrument twice to the same respondents after a time lapse of two weeks. The scores from both tests were correlated to determine the reliability of the instruments; the responses were correlated using Pearson's r at a P value of 0.05. The reliability coefficient index determined was 0.70 indicating that the instrument was reliable.

3.8 Data Collection Procedure

The researcher acquired an introduction letter from Maseno University's School of Graduate Studies. Authorization to collect data from respondents was obtained from Emuhaya Sub County Director of Education. Principals of schools were informed of the purpose of the study. Arrangement was done on how to visit the schools by the researcher. After which the respondents were visited on the agreed days to administer questionnaire. The questionnaires were handed out to the teachers who had to fill them out. They were collected after one week; there was nil return rate from 1 teacher who had not filled the questionnaire as it had been agreed upon. The researcher collected questionnaire from 195 teachers. An Interview schedule with the SCQASO was conducted at the respondent's convenience. The researcher was to safeguard the participants and the data.

3.9 Methods of Data Analysis

Qualitative and quantitative data were analyzed simultaneously. Quantitative data from closed-ended items in the questionnaire were analyzed using descriptive statistics such as frequency counts, percentages, standard deviations, and means using SPSS. The frequency on how they responded to the aspects of life skills education were counted and added together. The percentages were calculated by taking the frequency for the respondents; divided by the number of target respondents multiply by 100. By dividing the total scores by the number of respondents, the means were determined. A modified 4 level Likert Scale was used in the questionnaire and the interpretation of the 4 level scales were interpreted on the basis of mean derived from the data. According to Likert, a 4 point Likert Scale allows researchers to include four extreme options without a neutral choice. Here the various degrees of importance are represented in a 4 point Likert Scale which is used to get specific responses and make question answering easier for the respondents. The scale has SD-1, D-2, A-3, SD- 4. Though it forces the respondent to make a choice even when they have no opinion and some normally lie in the questionnaire due to biasness or attempt to keep privacy hence leading to wrong conclusions (QuestionPro, 2019) . The results were presented based on mean Likert scale outcome where 1.0-1.75 is Strongly Disagree, 1.75-2.5 Disagree, 2.5-3.25 Agree and 3.25-4 Strongly Agree according to Doc Ed Padama. The frequency, means, standard deviation and response rate were used to show how the teachers viewed life skills education. Qualitative data obtained from open ended item of the interview were transcribed, coded into emerging themes and sub themes for content analysis.

3.10 Ethical Considerations

Ethical considerations were observed as follows: First the research permit was obtained from the National Commission for Science, Technology and Innovation to allow the research to take place. The principals were informed of the research that was being undertaken. A day was set for the questionnaire and the interview, the respondents were informed that their responses would be analyzed in confidentiality which included honesty, objectivity, respect of intellectual property, dissemination of findings, anonymity, non-discrimination, voluntary and informed consent, academic freedom, social responsibility and respect for colleagues (Kendi, 2018). Respondents were asked not to write their names anywhere on the questionnaire in accordance to Mugenda (2017) which states that, researcher has to ensure confidentiality of data and source. On the questionnaire, it was prohibited for participants to write their names or the names of their schools to ensure confidentiality. The respondents who were not ready to participate were not forced. In this case all the respondents were ready to participate after an assurance that the information was only for the purpose of the study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of this study on teachers' perceptions on the influence of life skills education on moral behavior of students in secondary schools in Emuhaya Sub-county, Kenya; Results are presented based on the objectives of the study. The results are presented based on mean Likert scale outcome where 1.0-1.75 Strongly Disagree, 1.75-2.5 Disagree, 2.5-3.25 Agree and 3.25-4.00 Strongly Agree.

4.1.1 Questionnaire Return Rate

Table 4.1: Return Rate of Questionnaire

Respondents (Teachers)	Number Issued	Number Returned	Percentage (%)
Total	196	195	99.49

From Table 4.1, respondents for the study were 196 teachers. Out of the 196 copies of questionnaires that were issued to teachers who were the respondents, 195 questionnaires were returned to the researcher. Therefore the response rate was 99.49%. This means the data has reliable results because almost all the respondents responded to it by giving the information that was required.

4.2 Demographic Data of Teachers

The teachers' gender, age category and teaching experience were sought, through the questionnaire. The findings are presented in Table 4.2.

Table 4.2: Demographic Data of Teachers

Teachers	Frequency (F)	Percentage (%)
Teachers' Gender		
Male	82	42
Female	113	58
Total	195	100
Age		
20 – 35	18	9.23
36-50	77	39.49
Above 50	100	51.28
Total	195	100
Teaching Experience		
5-10	25	12.82
11-20	60	30.77
Above 21	110	56.41
Total	195	100

Source: Field Data, 2018 – 2019

From Table 4.2, the number of Female teachers was found to be higher, 113(58%) compared to male teachers 82(42%) in secondary schools in Emuhaya Sub County. There was gender disparity in the County in favor of women.

On age category, 100 teachers (51.28%), were above 50 years of age and were found to be more than 77 (39.49%), who were aged between 36 to 50 years, and 18 (9.23%) who were less than 36 years of age. 110 teachers (56.41%) had taught for more than 20 years, 60 teachers (30.77%) had taught for between 11 and 20 years while 25 teachers (12.82%) had taught for at most 10 years. The fact that most of the teachers (100) were aged above 50 and that 110 teachers had taught for more than 20 years meant that they have gained sufficient experience to enable them respond to questions on life skills education in their schools.

In this section, data was analyzed objective wise.

4.3 Teachers perceptions on the influence of teachers training on life skills education with an emphasis on moral behavior of students in secondary schools

The research question responded to was: To what extent does teachers training on life skills education influence moral behavior of students in secondary schools? The responses to this research question by teachers are as shown in Table 4.3.

Objective 1 was stated as follows:

Table 4.3: Teachers perceptions on the Influence of teachers training on life skills education with an emphasis on moral behavior of students in secondary schools

Variables	MEAN	SD
Training in LSE has been done	2.66	0.848
LSE training has influenced moral behavior	1.18	0.389
LSE training on how to handle Early pregnancies has been done	3.16	0.870
LSE training on HIV and AIDS and STIs concepts has been done	2.69	0.890
LSE training on how to handle Substance Abuse has been done	2.51	0.922
Average	2.44	0.784

From Table 4.3 it can be observed that teachers agreed that training in life skills education has been done as their mean was 2.66. Checking on whether LSE training has influenced moral behavior, teachers strongly disagreed that LSE training has an influence on moral behavior change as evidenced by a mean of 1.18. When teachers were asked whether LSE training on how to handle

early pregnancies has been done, the teachers agreed as evidenced by a mean of 3.16. Teachers agreed that LSE training on HIV/AIDS and STIs concepts has been done as the mean was 2.69. When teachers were asked whether LSE training on how to handle substance abuse among students had been done, they agreed with a mean of 2.51. The overall perceptions of teachers on influence of teachers training in life skills education with an emphasis on moral behavior was 2.44. This means that teachers disagreed that they have been trained to teach life skills education with an emphasis on moral behavior.

The fact that life skills education training has an influence on moral behavior of students reflects a true situation because with life skills education training, the teacher is more relaxed and is able to confidently handle life skills education lessons by touching on various concepts that would enable the students to relate to real life situations hence learners are able to acquire quality moral behavior. The students would also be more open with their teachers and feel free to share with them their experiences so as to get guidance and counseling from them. Without life skills education training, teachers are not able to get adequate information touching on various areas that concern the youth hence they will not have the confidence to take the students through some of the topics. The students will also lack confidence in their teachers and will not be willing to open up to them so as to get the assistance they need to improve in their moral behavior. If the students are to receive quality moral behavior, then the teachers need adequate training in life skills education for this objective to be achieved.

The fact that moral behavior of students is being influenced by life skills education training was strongly disagreed upon as the mean was 1.18 for teachers. According to them, one doesn't need to undergo life skills education training to improve the moral behavior of students. Moral behavior

content is wide and students need to be exposed to it extensively and intensively so that they can achieve desirable moral behavior. Expectedly teachers need to be trained in life skills education so that they can deliver adequately moral behavior content to enable students to positively change their moral behavior.

The teachers agreed that LSE training on how to handle early pregnancies has been done. Students should be informed about the consequences of becoming pregnant at a young age and the risks involved. This is true because with the rising cases of teenage pregnancies in schools, more needs to be done on how to prevent or handle the situation. If the training is sufficiently done then teachers will be in a position to guide students well hence deal with the problem more effectively. This will lead to a reduction in the number of cases of early pregnancies among students in secondary schools thus promoting quality moral behavior among students. According to this finding, LSE training on how to handle early pregnancies has been done.

Teachers agreed that LSE training has taken them through concepts on HIV/AIDS and STIs thus they have the necessary information required to enable their students deal with issues related to HIV/AIDS and STIs.

This signifies that the teachers on average agreed that LSE training on how to deal with student substance usage had been done. Substance abuse among students is on the rise with them abusing all sorts of drugs thus students need to understand the dangers of abusing these drugs and ways of avoiding being or falling prey to them. When teachers are trained in LSE on how to handle substance abuse, they will be in a position to enlighten students on the dangers of substance abuse. This will reduce the rate at which students are abusing drugs in secondary schools thus promoting quality moral behavior among students.

The finding on teachers agreed that training in LSE has been done, concurs with Nyirenda and Schenker (2018) who states that educators must be well-trained in order to comfortably and successfully teach human sexuality and HIV awareness and prevention to adolescents; otherwise, they will be at a disadvantage in giving accurate and useful information. Simiyu et al (2018) in their study in Kenya revealed that in both instructors and students, instruction, information, and life skills education are in short supply. This can only be accomplished by providing teachers with the necessary training to help students attain desirable moral conduct. Dayton and Manyeki (2018) according to their findings in Kenya, a teacher's comfort level while addressing sexuality education with students is crucial in influencing how much students learn. The finding that teachers agreed that LSE training on HIV/AIDS and STIs has been done concurs with Youth Advocates (2019), The Zimbabwe Aids Action Program for Schools was established throughout the country, but sustaining good quality remained a persistent issue. Many teachers were educated and the program was implemented in many schools across Zimbabwe; nevertheless, the ongoing need for more training and assistance highlighted the fact that maintaining a big effort needs long-term commitment and technical expertise. This means that, LSE training on HIV and Aids and STIs concepts has been done to improve the moral behavior of learners. The finding on teachers disagreeing that they have been trained to teach LSE with an emphasis on moral behavior, concurs with the study of Thaver and Leao (2018) which states that the quantity and quality of teacher training are critical to the successful delivery of the LS program. When teachers are not trained in life skills education with an emphasis on moral behavior, they will not be well equipped to guide students on moral behavior and this will make it difficult for students to face the various challenges they face thus quality moral behavior will not be promoted among students.

Respondent 1 (RO1) stated:

“Teachers have been trained to teach life skills education and moral behavior in secondary schools is being influenced by life skills education training”. When teachers are well trained in life skills education, they will be in a position to handle the life skills education lesson effectively hence contributing to quality moral behavior among students. He also added, *“life skills education training enables teachers to deliver content in moral behavior effectively thus promoting moral behavior among students”*.

This means that teachers are trained in life skills education and therefore they are in a position to expose students to adequate information meant to improve the quality of their moral behavior. In this study, the qualitative results do not concur with the quantitative results. In Emuhaya Sub County, teachers disagreed that they have been trained to teach life skills education with an emphasis on moral behavior. On the ground, it is noted that with the one to one interview with the key informant. He gave a more realistic response that teachers have been trained to teach life skills education and moral behavior in secondary schools is being influenced by life skills education training but teachers are not keen on effectively implementing this in schools. This is what has made it hard for quality moral behavior to be promoted among the students in Emuhaya Sub County. Knowing the issues on the ground, these results are more important in this finding. This appears to be the new finding in this study.

4.4 Teachers perceptions on life skills education courses incorporating moral behavior content of students in secondary schools

The research question responded to was: To what extent has life skills education courses incorporated moral behavior content of students in secondary schools? The responses to this research questions by teachers are as shown in Table 4.4.

Objective 2 was analyzed as follows:

Table 4.4: Teachers perceptions on the extent to which life skills education courses have incorporated moral behavior content of students in secondary schools.

Variables	MEAN	SD
Life skills education puts emphasis on STIs	2.50	0.955
The need to disclose one's HIV status is discussed in LSE	2.25	0.881
Early pregnancies are included in LSE	2.29	1.065
Substance abuse is discussed in LSE	1.76	0.649
LSE puts emphasis on crime	2.86	1.201
Average	2.51	0.950

From Table 4.4, it can be observed that teachers agreed that life skills education has put emphasis on STIs as clearly indicated with a mean of 2.50. When teachers were asked whether the need to disclose one's HIV status is discussed in life skills education teachers disagreed with a mean of 2.25. It can be observed that teachers disagreed that early pregnancies are included in life skills education as shown by their mean of 2.29. The fact that substance abuse is discussed in life skills education was disagreed to by the teachers as their mean was 1.76. When teachers were asked if LSE put emphasis on crime, they agreed with a mean of 2.86. The overall perception of teachers on the influence of life skills education courses on moral behavior content was 2.51.

The teachers do agree that life skills education courses do incorporate content on STIs, this is important because students need to get information about STIs so as to be able to avoid getting infected with them and for those who have the infections to seek treatment immediately instead of shying off. The teachers disagreed that the need to disclose one's HIV status is discussed in life

skills education. Disclosing one's HIV status is important because it will enable the students to be assisted accordingly hence it is crucial for them to be told the importance of disclosing their HIV status. This will enable them to live positively and thus will contribute towards the reduction of dropout cases in schools because the students will be retained in schools. The teachers disagree that early pregnancies is included in life skills education. Early pregnancies should be discussed in life skills education lessons and teachers should be able to give their causes and consequences. When students are exposed to adequate information on early pregnancies, they are able to avoid circumstances that may lead to them getting pregnant and know the risks involved for those who are already pregnant. This will reduce the cases of early pregnancies in secondary schools thus promoting quality moral behavior among students. According to the teachers, content on substance abuse in life skills education courses is not adequate thus it limits their discussion about it with the students. Students are indulging in substance abuse in various forms due to inadequate information on causes and effects of substance abuse on their lives. Teachers need to be exposed to adequate information on substance abuse to enable them enlighten students on the dangers of substance abuse so as to limit the usage of these substances. When this happens, quality moral behavior will be promoted.

Life skills education puts emphasis on crime although we still have cases of students getting involved in criminal activities. When students are exposed to adequate information about criminal activities, they will avoid getting involved in them and this will reduce the cases of acts of criminality among them. Once this is done, quality moral behavior will be promoted among students. This means they agree that life skills education courses have incorporated moral behavior content and with this being put in place then the students should have quality moral behavior because they are exposed to relevant information to enable them deal with the challenges in their

lives. In Emuhaya Sub County, students are facing various challenges despite life skills education incorporating moral behavior content because of high poverty levels which is responsible for early pregnancies, substance abuse, criminal activities, HIV/AIDS and STIs.

The finding on teachers agreed that LSE has put emphasis on STIs did not concur with Dayton and Manyeki (2018) in their study who found out that for both STIs and HIV, the primary risk reduction method being taught is abstinence. Lessons on negotiation for safer sex were not reported, nor were instructions on limiting risk via partner selection. According to PRB (2017) due to restricted access to reproductive health services, including knowledge on sexual health and counseling on responsible behavior, young people are the most vulnerable to HIV and STIs. This study concurs with the finding that teachers disagreed that the need to disclose one's HIV status is discussed in LSE. The finding that teachers disagree that early pregnancies are included in LSE concurs with GIZ (2018), in its study adolescents and sexual reproductive health have received very little attention in Kenya. Teachers agreed that LSE courses have incorporated moral behavior content, this finding did not concur with GIZ (2018) which states that; adolescents and sexual reproductive health have received very little attention in Kenya, resulting in scattered curriculum in various schools for teaching sexuality to adolescents.

The RO1 stated that: *“life skills education courses incorporate moral behavior content”*. When life skills education courses incorporate moral behavior content, students will be exposed to adequate information to enable them deal with challenges in their lives thus promoting the quality of moral behavior. The qualitative results concur with the quantitative results. Teachers in Emuhaya Sub County agree that life skills education courses have incorporated moral behavior content. On the ground, the key informant confirms that life skills education courses have

incorporated moral behavior content. This has been clearly outlined in the life skills education courses on how the moral behavior content should be delivered. This appears to be a new finding in this study.

4.5 Teachers perceptions on the influence of teacher attitude on life skills education and quality moral behavior of students in secondary schools

The research question responded to was; to what extent do teachers’ attitudes on life skills education influence quality of moral behavior of students in secondary schools? The responses to this research question by teachers are as shown in Table 4.5.

Objective 3 was stated as follows:

Table 4.5: Teachers perceptions on the influence of teacher attitude on life skills education and quality moral behavior of students in secondary schools

Variables	MEAN	SD
Time Allocated for teaching LSE is adequate to cover moral behavior content	3.01	0.966
LSE is relevant to HIV/AIDS and STIs	1.42	0.716
Teaching of LSE has helped to curb early pregnancy	3.51	0.864
LSE is an important subject in the school curriculum in handling substance abuse	1.25	0.435
LSE has prevented crime and enhanced change in behavior	1.70	0.749
Average	2.19	0.74

From the table, teachers agreed that time allocated to teaching life skills education is adequate to cover moral behavior content as their mean was 3.01. The fact that life skills education is relevant to HIV/AIDS and STIs is strongly disagreed upon by teachers as their mean was 1.42. Teaching of LSE has helped to curb early pregnancy; this can be shown by the mean which was 3.51 by teachers. It can be observed that teachers strongly disagreed that LSE is an important subject in the school curriculum in handling drug abuse as their mean was 1.25. Teachers strongly disagreed that teaching of LSE has prevented crime, as their mean was 1.70. The overall perception of teachers' on the influence of teacher attitude in LSE on moral behavior was 2.19, this means they disagreed.

The time allocated to teaching life skills education is adequate to cover moral behavior content because the 40 minutes allocated per week for life skills education is adequate for teachers to interact with their students and pass useful information to them. Once the time is allocated, teachers have to observe it and manage it well for all that needs to be covered. If the time is utilized well then there will be no need of overlooking LSE and this will promote the quality of moral behavior among students. Teachers strongly disagree that life skills education is relevant to HIV/AIDS and STIs. According to them, LSE is not relevant to HIV/AIDS and STIs thus they don't take it seriously when administering it to the students. This is the reason why there is high prevalence of HIV/AIDS and STIs in students. If teachers believe that LSE is relevant to HIV/AIDS and STIs, they will be able to administer LSE effectively and this will reduce the high cases of HIV/AIDS and STIs in students hence promoting quality moral behavior.

Teachers strongly agreed that teaching LSE has helped to curb early pregnancy. According to the teachers, LSE has provided them with adequate information on early pregnancy. Hence they are able to guide students on issues touching on early pregnancy and this is meant to reduce cases of early pregnancy in students. According to the teachers; LSE has not provided them with adequate information in handling drug abuse and this has increased cases of drug abuse among students. When LSE provides adequate information to teachers on how to handle drug abuse, this will reduce cases of drug abuse among students because they will be enlightened on how to curb drug abuse thus promoting quality moral behavior. The teachers were of the view that LSE has not prevented crime and enhanced change in behavior among students. The teaching of LSE is meant to reduce criminal activities among students thus promoting quality moral behavior among students. Teachers disagreed that their attitude in LSE influences moral behavior. When teachers have a positive attitude in LSE, they will provide relevant information to students which will help them to handle the challenges in their lives and this will promote quality moral behavior among students. When they have a negative attitude in LSE, they will not support the LSE program and this will deny students relevant information to handle the issues they face in life. This will interfere with the quality of moral behavior among students.

Kishindo (2019) revealed that despite the fact that LSE is a core and examinable subject in Malawi, it is not taught consistently in some schools; it is not taught in others; and it is taught after classes in others due to a lack of willing teachers to take on what is seen as a useless subject that is not included in university programs. This study did not concur with the finding that teachers agreed that time allocated to teaching LSE is adequate to cover moral behavior content. Teachers strongly disagree that LSE is relevant to HIV/AIDS and STIs. This finding differs with Thaver and Leao

(2018) study which states that, educators' views and opinions about the impact moral education has on adolescents have a big influence on how they administer HIV and AIDS programs. Teachers strongly agreed that teaching LSE has helped to curb early pregnancy, this finding concurs with Avert (2017) whose study states that young people's health is jeopardized when they are not taught how to use condoms, putting them at risk for unplanned pregnancy. Teachers disagreed that their attitude in LSE influences moral behavior, this finding did not concur with Simiyu et al (2018). In their study, they stated that LSE is taught with a negative attitude by instructors and some teachers are hesitant to put it into practice while Abobo and Orodho (2019) in their study stated that, teachers' dissatisfaction with their jobs may have an influence on life skills education implementation.

The ROI stated that: "*teachers attitude on life skills education has an impact on the moral behavior of students*". When teachers have a positive attitude towards LSE, they will expose learners to adequate and relevant information that will help them to deal with various challenges affecting their lives thus promoting quality moral behavior among learners. The qualitative results were in variance with quantitative results. In Emuhaya Sub County, teachers disagreed that their attitude in LSE influences moral behavior. On the ground, teachers have disagreed because it cannot be marked on their attitude as most of them don't want to stand as role models. The teachers' lifestyle seems to be not consistent with what they are teaching learners. The ROI ideally says ones attitude should be positive towards life skills education so as to promote the moral behavior of students. Teachers attitude on life skills education has an impact on the moral behavior of students. This appears to be a new finding in this study.

4.6 Teachers perceptions on the influence of availability and adequacy of teaching/learning resources on life skills education on moral behavior of students in secondary schools

The research question responded to was; what is the availability and adequacy of teaching/learning resources on LSE of students in secondary schools? The responses to this research question by teachers are as shown in Table 4.6.

Objective 4 was analyzed as follows:

Table 4.6: Teachers perceptions on the influence of availability and adequacy of teaching/learning resources on LSE on moral behavior of students in secondary schools

Variables	MEAN	SD
Provision of teaching/learning resources for LSE is expensive but not worth it	2.94	0.883
Teaching/learning resources for implementing LSE on HIV/AIDS and STIs are readily available	2.77	0.739
Teaching/learning resources for implementing LSE on early pregnancy are suitable	2.46	0.611
Textbooks are mostly used as the main teaching/learning materials in LSE on substance abuse and crime	2.11	0.815
Average	2.57	0.75

Table 4.6 shows that teachers agreed that provision of teaching/learning resources for LSE is expensive but not worth it, as the mean was 2.94. Teachers agreed that teaching/learning resources for implementing LSE on HIV/AIDS and STIs are readily available as their mean was 2.77. Teachers disagreed that teaching/learning resources for implementing LSE on early pregnancy are

suitable as their mean was 2.46. Teachers disagreed that textbooks are mostly used as the main teaching/learning materials in LSE on substance abuse and crime as the mean was 2.11. The overall perception of teachers on the influence of availability and adequacy of teaching/learning resources on LSE on moral behavior of students was agreed upon by teachers with the average mean of 2.57. Teachers were in agreement that the provision of teaching/learning resources for LSE is expensive but not worth it. Most of the teaching/learning resources for LSE are expensive but are not worth it because it does not help moral behavior change. Teaching/learning resources for LSE should equip teachers with adequate information on moral behavior to enable them handle the various challenges being faced by students. Through this the moral behavior of students will be improved. The provision of teaching/learning resources for LSE should be expensive but worth it because this will promote quality moral behavior among students. Teaching/learning sources which have information on HIV/AIDS and STIs are readily available and with this being the case, teachers are able to get access to them. This will make it possible for teachers and students to get adequate information which will help to enhance acquisition of quality moral behavior among students.

The teaching/learning resources available are not able to provide adequate information to help teachers tackle the issue of early pregnancies in schools. When teaching/learning resources for implementing LSE on early pregnancy are suitable then teachers will access adequate information from them to help in curbing early pregnancy among students. This will help in improving the quality of their moral behavior. There are other teaching/learning materials used in LSE other than textbooks on substance abuse and crime. When other teaching/learning materials in LSE on substance abuse and crime are used this equips teachers with varied information on substance abuse and crime. This is important in promoting the moral behavior of students. Teachers agreed

that teaching/learning resources on LSE are available and adequate. This is an indicator that the teaching/learning resources on LSE are available and adequate hence students are exposed to adequate and relevant information meant to assist them deal with challenges in their life effectively. With this in place the quality of moral behavior among students should be enhanced.

Teachers agreed that teaching/learning resources for implementing LSE on HIV/AIDS and STIs are readily available. This finding did not concur with Simiyu et al (2018) , in their study in Kenya found out that for effective curriculum implementation, schools lack enough and relevant teaching resources. Teachers disagreed that textbooks are mostly used as the main teaching/learning materials in LSE on substance abuse and crime. The finding did not concur with Chirwa and Naidoo (2017), in their study in Malawi revealed that shortage of learning resources especially textbooks due to overcrowding in classrooms is an impediment in the teaching of LSE.

The RO1 assert that, *“Teaching/learning resources for implementing LSE are readily available and adequate so as to enhance acquisition of quality moral behavior among students.”* When teaching/learning resources of implementing LSE are readily available and adequate. Students will be exposed to adequate information and this will promote moral behavior among them. The qualitative results seem to concur with quantitative results. In Emuhaya Sub County, teachers agreed that teaching/learning resources on LSE are available and adequate.

On the ground, teachers have agreed that teaching/ learning resources on LSE are available and adequate as they are able to access various resources on LSE to assist in the teaching and learning process. All these resources have been provided by the politicians, Parents Teacher Association (PTA) and the church. Therefore they have adequate resources to refer to in the implementation of

LSE. The ROI says for LSE to be effectively implemented, the teaching/learning resources should be readily available and adequate. The teaching/learning resources for implementing LSE are readily available and adequate so as to enhance acquisition of quality moral behavior among students. This is a new finding in this study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusions and recommendations of the study.

5.2 Summary of the Study Findings

The findings of the study were summarized as follows:

5.2.1 Teachers perceptions on the influence of teachers training on life skills education with an emphasis on moral behavior of students in secondary schools.

There is a disagreement amongst teachers that teachers' training has influenced the teaching of LSE with an emphasis on moral behavior of students in secondary schools as signified by the average mean of 2.44. The findings on Life skills education training, influence on moral behavior, LSE on early pregnancies, LSE on HIV/AIDS and STIs and LSE on substance abuse all converge to a disagreement view. The RO1 was of a contradicting opinion. He said that, *"teachers have been trained to teach life skills education and moral behavior in secondary schools is being influenced by life skills education training"*.

5.2.2 Teachers perceptions on the extent to which LSE courses have incorporated moral behavior content of students in secondary school.

The finding indicate that teachers agreed that LSE courses incorporate moral behavior content of students in secondary schools as signified by the average mean of 2.51. The findings on Inclusion of disclose of HIV and AIDS status, emphasis on STIs, inclusion of early pregnancies in LSE, discussion on substance abuse in life skills education and emphasis of crime all converged to an

agreement. Teachers were of the same view that LSE courses incorporate moral behavior content of students in secondary schools. The RO1 concurred with what the teachers said. He stated that, *“life skills education courses incorporate moral behavior content”*.

5.2.3 Teachers perceptions on the influence of teacher attitude on LSE and moral behavior of students in secondary schools

There is a disagreement that teacher attitude on LSE influence quality of moral behavior of students in secondary schools as signified by the average mean of 2.19. The findings on relevance of LSE on HIV / AIDS and STIs, teaching LSE is helpful to curb early pregnancy, LSE is important in handling substance abuse, time allocated for LSE is adequate and LSE has prevented crime all converge to a disagreement view. The RO1 disagreed with what the teachers said. He stated that, *“teachers attitude on life skills education has an impact on the moral behavior of students”*.

5.2.4 Teachers perceptions on the influence of availability and adequacy of teaching/learning resources on LSE on moral behavior of students in secondary schools.

There was an agreement that availability and adequacy of teaching/learning resources influence LSE on moral behavior of students in secondary schools as signified by the average mean of 2.57. The findings indicated that teachers on teaching/ learning resources, implementation of LSE and textbook used to teach LSE, suitability of the teaching/learning resources on the implementation of LSE showed convergence in their opinions. The RO1 concurred with what the teachers had said. He stated that, *“teaching/learning resources for implementing LSE are readily available and adequate so as to enhance acquisition of quality moral behavior among students.*

5.3 Conclusions

Based on the objectives and findings of the study which examined teachers' perceptions on the influence of life skills education on moral behavior of students in secondary schools in Emuhaya Sub County, the following conclusions were made:

Objective one was to find out teachers perceptions on the influence of teachers training on life skills education with an emphasis on moral behavior of students in secondary schools. The conclusion based on the research is that teachers training did not influence teaching of life skills education with an emphasis on moral behavior which is believed to hinder provision of quality moral behavior. Objective two was to find out teachers perceptions on the extent to which life skills education courses have incorporated moral behavior content of students in secondary schools. The conclusion based on the research is that life skills education courses have an influence on moral behavior content which is believed to promote provision of quality moral behavior. Objective three was to find out teachers perceptions on the influence of teacher attitude on life skills education and quality moral behavior of students in secondary schools. The conclusion based on the research is that teacher attitude in life skills education did not influence moral behavior which in turn hinders provision of quality moral behavior. Objective four was to find out teachers perceptions on the influence of availability and adequacy of teaching/learning resources on life skills education on moral behavior of students in secondary schools. The conclusion based on the research is that availability and adequacy of teaching/learning resources influence the implementation of life skills education on moral behavior which is believed to promote provision of quality moral behavior.

5.4 Recommendations

In light of the findings and conclusions of this study, the following are the recommendations:

- i) The Ministry of Education should look into the training of teachers in LSE to ensure there is more emphasis on moral behavior so as to enhance quality moral behavior.
- ii) Improvements should be made on the incorporation of moral behavior content in LSE courses so that students can be exposed to relevant information to enable them deal with the challenges affecting their daily lives to enhance quality moral behavior.
- iii) Teachers who provide LSE should have a positive attitude towards it so as to be able to provide adequate and reliable information to students to enhance acquisition of quality moral behavior.
- iv) Improvements should be made on availability and adequacy of teaching/learning resources of implementing LSE to enhance quality of moral behavior content delivered.

5.5 Suggestions for Further Research

This study exposed the following knowledge gaps that require study:

- i) Influence of student attitude in LSE on moral behavior.
- ii) The role of the community in LSE on provision of quality moral behavior.

REFERENCES

- Abobo, F., & Orodho, J. (2019). Life skills education in Kenya: An assessment of the level of preparedness of teachers and school managers in implementing life skills education in Trans-Nzoia district, Kenya. *IOSR Journal of Humanities and Social Science*, 19(9),32-44.
- ASCD. (Association for Supervision and Curriculum Development)
- ASCD. (2019). *Moral Education in the life of the school* retrieved on 19th September, 2019 at 9.41am from www.ascd.org/ASCD/pdf/journals/ed-lead/el-198805-p4.pdfAvert (Averting HIV and Aids)
- Avert. (2017). <http://www.avert.org/sex-education-works.htm> retrieved on 26th August 2017 at 9.14am.
- CDC. (2017). Schools Play a Key Role in HIV/STD and Teen Pregnancy Prevention, retrieved on 10th January 2017 at 5.45am from <https://www.cdc.gov/features/hivstdprevention>.
- Chirwa, G., & Naidoo, D. (2017). Structural and social constraints in the teaching of Life Skills for HIV/AIDs prevention in Malawi primary schools. *South African Journal of Childhood Education*, 4(1), 61-79.
- Dayton, R., & Manyeki, R. (2018). Life skills education in Kenya: A comparative analysis and stakeholder perspective. In: Washington, DC: USAID.
- Denscombe, M. (2017). Ebook: The Good Research Guide: For Small-Scale Social Research Projects. McGraw-Hill Education (UK)..
- Emuhaya 2016 https://en.wikipedia.org/wiki/Emuhaya_Constituency.
- Gachuhi, D. (2018). The impact of HIV/AIDS on education systems in the Eastern and Southern Africa Region and the response of education systems to HIV/AIDS: life skills programmes. Retrieved on 28/11/18 at 11.41am from www.unicef.org/life_skills/gachuhi.pdf.
- George, I. N., & Uyanga, U. D. (2018). Youth and moral values in a changing society. *IOSR Journal of Humanities and Social Science*, 19(6), Ver.1(Jun. 2014) PP 40-44.
- Githaiga, N., Gathanwa, L., & Thinguri, R. (2019). An Exploration of Teachers' Attitude towards Life Skills Education: A Case Study of Secondary Schools in Thika West District, Kiambu County, Kenya. *Journal of Education and Practice* ISSN, 2222-1735.

- GIZ. (2018). *Trained teachers on Sexual and Reproductive Health for Adolescents required*. Retrieved on 21st January, 2018 at 21.55 from [www.gizkenyahealth.com /blog/trained-teachers-on-sexual-and-reproductive-health-for-adolescents-required/](http://www.gizkenyahealth.com/blog/trained-teachers-on-sexual-and-reproductive-health-for-adolescents-required/)
- Injendi, J., & Jephthar, M. (2020). Secondary School Students' Droupouts and Crime Escalation in Vihiga County, Kenya. *European journal of education studies*, 7(11).
- Kaplan, D. W., Feinstein, R. A., Fisher, M. M., Klein, J. D., Olmedo, L. F., Rome, E. S., ... & Frankowski, B. L. (2019). Condom use by adolescents. *Pediatrics*, 107(6), 1463-1469.
- Kaur, S. (2018). Moral Values in Education retrieved on 28th December 2018 at 12.31pm from iosrjournals.org/iosr-jhss/papers/vol20issues3/version-3/co20332126.pdf.
- Kendi, R.S. (2018). Impact of Occupational Stress on Head Teachers' Tasks in Secondary Schools of Kisumu County, Kenya. Nairobi; Unpublished Master's Thesis Kenyatta University, Kenya.
- Keith, F. (2019). *Introduction to Research Methods in Education*. SAGE Publication. Kenya Red Cross S. Retrieved on 14th December 2019 at 12.00 pm from <https://books.google.com>.
- Kenya Institute of Education (2017). Ministry of Education, Secondary Life Skills Education, Teacher's Handbook. Retrieved on 10th March 2017 at 4.00 pm from <https://opac.kibu.ac.ke>.
- Kenya Institute of Education (2017). [wik educator.org/life_skills_education](http://wikieducator.org/life_skills_education) Kenya Institute of Education retrieved on 2nd January 2017 at 3.22p.m
- Kishindo, P. (2019). Life skills and sexual reproductive health education retrieved on 11th of May 2019 at 3.46pm from www.eidid.org/vfile/upload/i/document/1201/lifeskills.pdf.
- Krathwahl, D. (2015). *Methods of Education and Social Science Research: An Integrated Approach*. Longman Publication. Retrieved on 21st May 2015 at 11 pm from <https://books.google.com>.
- Kumar, R. (2018). *Research Methodology, A Step-by-Step Guide for Beginners, Second Edition*: Sage Publications Ltd, London. Retrieved on 8th February 2018 at 10.00 am from <http://www.sociology.kpi.ua>.
- Mbelwa, C. (2019). Teen pregnancy: Children having children in Tanzania. *Available at SSRN 2028369*.

- McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., . . . Barmer, A. (2017). *The Condition of Education 2017*. NCES 2017-144. *National Center for Education Statistics*.
- McMillan, J. H., & Schumacher, S. (2016). *Research in Education: Evidence-Based Inquiry*, MyEducationLab Series. *Pearson*.
- McNabb, C. (2017). *Descriptive Research Methodologies*. Retrieved on 02/10/2017 at 1 pm from http://www.docstoc.com/docs/17400982/Descriptive_Research_Methodologies.
- Miles, B.M., & Huberman, A.M. (2019). *Qualitative Data Analysis. A Methods Sourcebook*. SAGE Publications, Inc. Retrieved on 20th July at 10.42 pm from <https://us.sagepub.com>.
- Mogaka, E.A., Maobe, S.N., & Basweti, E.A. (2019). Roles of Parents and Teachers in Student Subject Selection in Agriculture: A Case Study of Secondary Schools in Kisii and Nyamira Counties. *East African Scholars Journal of Agriculture and Life Sciences*. Volume 2 Issue 4 April 2019.
- Moyo. (2017). Teen Pregnancy Rising in Zimbabwe retrieved on 2nd February 2017 at 12.24am from www.ipsnews.net/2014/03/teen-pregnancy-rising-zimbabwe IPS-Inter Press Service News Agency.
- Mugenda, O. M. (2017). *Research Methods. Quantitative and qualitative approaches*. Retrieved on 4th April at 2pm from <https://scholar.google.com>
- Mugenda, O.M. & Mugenda, A.G. (2013). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Murithi, T., Mwanja, M., Mwinzi, J. (2016). The Influence of Financial Resources on the Integration of the National Goals of Education. *International Journal of Education and Research*. Volume 4 Number 9 September 2016.
- Narvez, D. & Lapsley, D. (2019). *Teaching Moral Character; Two Strategies for Teacher Education* retrieved on 21/01/2019 at 11.07 am from www.nd.edu/2dnarvaez/documents/NarvaezLapsleyTeacher.pdf
- NAYA. (2019). *Assessment on the effectiveness of the life skills education in Kenya* retrieved on 28th November 2019 at 11.00 am from www.nairobibits.com/naya/publications/5.pdf
- Neuman, W.L. (2017). *Social Research Methods*. Boston. Pearson Education Inc. Retrieved on 4th December 2017 at 12.00 pm from <https://www.scrip.org>.

- Nyirenda, J. S. & Schenker, I. (2018). HIV/AIDS education in Schools. *Sahara-J: Journal of Social Aspects of HIV/AIDS*. Retrieved on 6th November 2018 at 8pm from www.positivewomen.org.nz/assets/uplandHIV/AIDS-Education-in-schools-pdf
- Ohwovorione, P. (2017). Moral Education in Nigeria Secondary Schools: A realistic approach. Retrieved on 20th January 2017 at 9.20pm from standardresearchjournals.org/journals/SJERE/pdf2013/February/ohwovorione.pdf
- Organization, W. H., & UNICEF. (2017). Progress on drinking water, sanitation and hygiene: 2017 update and SDG baselines.
- Orodho, A.J., & Kombo, D.K. (2017). *Research Methods*, Nairobi: Kenyatta University, Institute of Open Learning. Retrieved on 2nd July 2017 at 9.00pm from <https://www.coursehero.com>
- Orodho, J.A. (2018). Techniques of Writing Research Proposals and Report in Educational and Social Sciences. Nairobi: Midson Enterprises. Retrieved from <https://opac.mku.ac.ke>.
- Panday, S., Makiwane, M., Ranchod, C., & Letsoala, T. (2019). Teenage pregnancy in South Africa: with a specific focus on school-going learners. Child, Youth, Family and Social Development, Human Sciences Research Council. Pretoria. Department of Basic Education. August 2019 ISBN No: 978-0-620-44701-0
- Posse, R. & Melgosa, J. (2019). *For raising Your Child*, copyright by ©Editorial Safeliz, S.L.Pradillo, G.Pol.ind.La Mina E-28770. Colmenar Viejo, Madrid, Spain. Retrieved on 5th August 2019 at 12.00 pm from [https:// library.spu.ac.ke](https://library.spu.ac.ke).
- PRB(2017).www.prb.org/Publications/Articles/2003/STIRisksHighAmongZimbabwesYouth.aspx. Retrieved on 2nd February 2017 at 10.33pmRCW. (2018). Youth action against HIV/AIDs retrieved on 15th March 2018 at 10.30pm from www.allifi/binary/file/-lid/626/fid/1555
- QuestionPro..(2019). Likert Scale: Definition, Examples & How to use it- Questionpro retrieved on 2th May 2019 at 11.41pm from https://www.questionpro.com/blog/what_is_likert_scale.
- Regional Caravan Work camp on HIV and AIDS Sensitization and care.
- Richter, L. M., Sherr, L., Adato, M., Belsey, M., Chandan, U., Desmond, C.,& Kimou, J. (2018). Strengthening families to support children affected by HIV and AIDS. *AIDS care*, 21(sup1), 3-12.
- Rychen, D. S. (2017). Key competencies: Meeting important challenges in life. *Key competencies for a successful life and a well-functioning society*, 63-107.

- Shuger, L. (2018). Teen pregnancy and high school dropout: what communities can do to address these issues. The National Campaign to Prevent Teen and Unplanned Pregnancy. In.
- Simiyu, R. S., Kirwok, E., & Thinguri, R. W. (2018). An investigation of secondary schools' readiness towards the implementation of life skills education: A study of Trans-Nzoia County, Kenya. *IRA International Journal of Education and Multidisciplinary Studies*, 6(1), 9-30.
- Srikola, B. & Kishore, K. (2019). *Empowering adolescents with life skills education in schools* retrieved on 19/9/2019 at 9.12am from www.ncbi.nlm.nih.gov/pmc/articles/pmc3025161.
- Talwar, V., & Lee, K. (2017). Social and cognitive correlates of children's lying behavior. *Child development*, 79(4), 866-881.
- Thaver, L. & Leao, A. (2018). *Sexual and HIV/AIDS Education in South African Schools*. Open Society Initiative for Southern Africa. Retrieved on 25th August 2018 at 1.41pm from <http://www.osisa.org/buwalsouth africa/sexual-and-hiv-aids-educate>.
- Tiendrebéogo, G., Meijer, S., & Engleberg, G. (2018). *Life skills and HIV education curricula in Africa: Methods and evaluations* retrieved on 14th February 2018 at midnight from pdf.usaid.gov/pdf-docs/pnact 985.pdf.
- UNESCO. (2017). National life skills education framework. Retrieved on 14th February 2017 at 4.48pm from HIVhealthclearinghouse.unesco.org/sites/default/files/resources/tanzania_national_life_skills_education_framework_final_draft.pdf
- UNESCO. (2019). Secondary education and youth at the crossroad. UNESCO. (2015) *Secondary education and youth at the crossroads* retrieved on 6th November, 2019 at 3.11 pm from unesdoc-unesco.org/images/0011/001160/116080EO
- UNICEF. (2018). *Global Life Skills Education Evaluation: Draft Final Report*. Retrieved on 16th December 2018 at 1.54pm from www.unicef.org/evaluation/files/GLSE_phase_2_final_report_03_revised.pdf
- UNICEF. (2019). Life Skills and Type. Retrieved on 21st September 2019 at 11.46pm from <http://www.unicef.org/search/search.php?q=life-skill&type=Main>.
- USAID (2019). *Life Skills Education in Kenya: A comparative Analysis and Stakeholder Perspectives*. Retrieved on 28th November, 2019 at 11.00 am from www.fhi360.org/sites/default/files/medialdocuments/lifeskills_education_in_Kenya_report.pdf

- Wegelin-Schuringa, M., Miedema, E., van der Kwaak, A., & Karen't Hooft, H. O. (2014). Youth friendly health services in multiple perspectives. *Prieiga per internetą: http://www.sharenetinternational.org/sites/default/files/publication_file/Youth%20Friendly%20Health%20Services%20in%20Multiple%20Perspectives.pdf*.
- Windle, M. (2017). Alcohol use among adolescents and young adults. *Population*, 45(5.9), 19-15. Retrieved on 10th January 2017 at 12.19am from <https://pubs.niaaa.nih.gov/publications/arh27-1/79-86.htm>
- Youth Advocates (2019). Sexuality Education Building an evidence- and rights-based approach to healthy decision-making. www.advocatesforyouth.org/publications/publications-a-z/536-life-skills-approaches-to-improving-youths-sexual-and-reproductive-health.retrieved at 12.47pm on 8/7/2019

APPENDICES

APPENDIX A: TEACHERS' QUESTIONNAIRE

NOTE: The purpose of this questionnaire is to solicit information on teachers' perceptions on the influence of life skills education on moral behavior of students in secondary schools in Emuhaya Sub County. Responses given will be treated with utmost confidentiality and used for this study only.

Fill or tick (✓) in the spaces provided appropriately.

SECTION A: Background Information

Gender Male () Female ()

Age: 20-35 Years () 36-50 Years () Above 50 Years ()

Teaching Experience 5-10 Years () 11-20 Years () Above 21 Years ()

SECTION B: Teachers' perceptions on influence of teachers training on life skills education with an emphasis on moral behavior of students in secondary schools

Based on your own knowledge and experience indicate your degree of agreement or disagreement on the following items: where SA = strongly agree, A = agree, D = disagree, SD = strongly disagree.

ITEMS	SA	A	D	SD
Training in LSE has been adequately done				
LSE training has influenced moral behavior in secondary schools.				
LSE training on how to handle early pregnancies has been done				
LSE training on HIV and AIDS and STIs concepts has been done				
LSE training on how to handle substance abuse among students has been done				

A. Teachers' perceptions on the extent to which life skills education courses have incorporated moral behavior content of students in secondary schools.

Based on your own knowledge and experience indicate your degree of agreement or disagreement on the following items: where SA = strongly agree, A = agree, D = disagree, SD = strongly disagree.

ITEMS	SA	A	D	SD
Life skills education puts emphasis on STIs				
The needs to disclose one's HIV status is discussed in life skills education				
Early pregnancies are included in life skills education				
Substance abuse is discussed in life skills education				
Life skills education puts emphasis on crime				

B. Teachers' perceptions on influence of teacher attitude on life skills education and quality moral behavior of students in secondary schools.

Based on your own knowledge and experience indicate your degree of agreement or disagreement on the following items: where SA = strongly agree, A = agree, D = disagree, SD = strongly disagree.

ITEMS	SA	A	D	SD
Time allocated to teaching LSE is adequate to cover moral behavior content				
LSE is relevant to HIV and AIDS and STIs				
Teaching of LSE has helped to curb early pregnancy				
LSE is an important subject in the school curriculum in handling substance abuse				
Teaching of LSE has prevented crime and enhanced change in behavior				

C. Teachers' perceptions on influence of availability and adequacy of teaching /learning resources on life skills education on moral behavior of students in secondary schools.

Based on your own knowledge and experience, indicate your degree of agreement or disagreement of the following items: Where SA=strongly agree, A=agree, D=disagree, SD=strongly disagree.

ITEMS	SA	A	D	SD
Provision of teaching/learning resources for LSE is expensive but not worth it				
Teaching/ learning resources for implementing LSE on HIV/AIDS and STIs are readily available				
Teaching/learning resources for implementing LSE to curb early pregnancy				
Textbooks are mostly used as the main teaching/learning materials in LSE on substance abuse and crime				

**APPENDIX B:SUB COUNTY QUALITY ASSURANCE AND STANDARDS OFFICER
INTERVIEW SCHEDULE**

1. Are teachers in your sub county trained to teach LSE?
2. Has LSE courses incorporated moral behavior content?
3. What is the influence of teacher attitude on life skills education and quality of moral behavior?
4. Are the teaching/learning resources on LSE available and adequate?

APPENDIX C: RESEARCH AUTHORIZATION LETTER AND LICENSE



MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muero-secretariate@maseno.ac.ke

REF: MSU/DRP/MUERC/01018/21

Date: 26th November, 2021

TO: Rose Savati Keya
PG/MED/00037/2012
Department of Educational Psychology
School of Education
Maseno University
P.O. Box, Private Bag, Maseno, Kenya

Dear Madam,

RE: Teachers' Perceptions on the Influence of Life Skills Education on Moral Behavior among Students in Secondary Schools in Emuhaya Sub County, Kenya

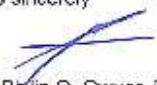
This is to inform you that Maseno University Ethics Review Committee (MUERC) has reviewed and approved your above research proposal. Your application approval number is MUERC/01018/21. The approval period is 26th November, 2021 – 25th November, 2022.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by Maseno University Ethics Review Committee (MUERC).
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to Maseno University Ethics Review Committee (MUERC) within 24 hours of notification.
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to Maseno University Ethics Review Committee (MUERC) within 24 hours.
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to Maseno University Ethics Review Committee (MUERC).

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://cris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely







Prof. Philip O. Oduor, PhD, FAAS, FKNAB
Chairman, MUERC



MASENO UNIVERSITY IS ISO 9001: CERTIFIED



APPENDIX C: RESEARCH LICENSE

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 335870	Date of Issue: 25/March/2021
RESEARCH LICENSE	
	
<p>This is to Certify that Miss. ROSE SAVATI KEYA of Maseno University, has been licensed to conduct research in Vihiga on the topic: TEACHERS PERCEPTIONS ON THE INFLUENCE OF LIFE SKILLS EDUCATION ON MORAL BEHAVIOR AMONG STUDENTS IN SECONDARY SCHOOLS IN EMUHAYA SUB COUNTY, KENYA for the period ending : 25/March/2022.</p>	
License No: NACOSTIP/21/9697	
335870 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR. Code using QR scanner application.</p>	

APPENDIX D:MAP OF EMUHAYA SUB-COUNTY/ CONSTITUENCY

