

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

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Abstract: *Cases of adolescent pregnancy, abortion, dropout, alcoholism, early marriages, drug abuse, HIV and Aids including STIs prevalence among students in secondary schools have increased. The secondary school life skills education handbook remains silent on moral behavior. In Emuhaya Sub County, approximately 55% of individuals had their first experience of sexual intercourse before the age of 15, an indication of early sexual debut. The dropout rate of students is 45.3% and 89% of teenagers below 21 years participate in crime. What is unknown is teachers' perceptions on the influence of life skills education on moral behavior among students in secondary schools in Emuhaya sub county - Kenya. The objective of the study was to establish the extent to which teachers are trained to teach life skills education with an emphasis on moral behavior. The findings indicated that Heads of Department and teachers slightly agree on the influence of teachers training in life skills education with the emphasis on moral behavior with the overall mean of 2.36. In conclusion the Ministry of Education should look into training of teachers in Life skills Education afresh and ensure there is emphasis on moral behavior.*

Keywords: Teachers' Perceptions, influence Life Skills Education, Moral Behavior, Students, Secondary Schools, Kenya, Emuhaya Sub County

1. Introduction

Education is the means by which individuals are equipped with knowledge, skills and values that enable them to become productive citizens. It is therefore very important in the development of both the individual and the nation. Ages 0 - 19 are critical formative years for the development of behavior and skills in an individual. During this period, learners in pre - school, primary and secondary school, including those with special needs of learning, face various challenges which need to be addressed. These challenges include, negative peer pressure, gender based violence, early marriages, teenage pregnancies, indiscipline, early sexual onset, drug and substance abuse, rape, incest and HIV and Aids pandemic among others. These challenges are compounded by various factors such as complex development changes during adolescent, lack of positive role models, negative mass media influence and inadequate and unreliable sources of information especially on human sexuality. A combination of these challenges render the youth vulnerable to social and health risks such as HIV infection and other related sexually transmitted diseases (Kenya Institute of Education, 2015) . A good school has the ability to help in the formation of ideas and principles that will guide the behavior of the children now and when they integrate fully into adult life at some time in the future (Posse & Melgosa, 2001) .

A review by UNICEF found that approaches relying on life skills have been effective in educating the youth about health - related issues such as alcohol, tobacco, and other drug use; nutrition; pregnancy prevention; and preventing HIV and Aids and other sexually Transmitted Infections.

Life skills education programs can also be effective in preventing school drop - out and violence among young people (Youth, 2015) . Through life skills education, learners acquire and develop skills such as critical thinking, problem solving, decision making, interpersonal relationships and anxiety management, effective - communication, self - esteem and assertiveness (Kenya Institute of Education, 2015) . Life skills are abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands, challenges and stress of everyday life (Srikola, 2015) . Morality is derived from the Latin word "mores" which means manners or morals. Morality is "an accepted code of human conduct in a society". It entails "having laws that will regulate dealings of men who can choose to abide by these laws because they know is good sense to do so" (George & Uyanga, 2014) . It generally refers to attitudes and predispositions that foster respect, responsibility, integrity and honesty (Kaur, 2015) . Moral education is a program of study which teaches the student about behaving in accordance with what is good while rejecting the bad. It is a holistic approach to stimulate character building and moral development (George & Uyanga, 2014) . Moral behavior is to act according to one's moral values and standards. The youth demonstrate prosocial and moral behavior when they share, help, co - operate, communicate, sympathize or in otherwise they demonstrate the ability to care about others (Talwar & Lee, 2008) .

American public schools have a long tradition of concern about moral education and recently this concern has grown more intense (ASCD, 2015) . Alcohol use during adolescence and young adulthood remains a prominent

public health problem in the USA 28.8% of 12th graders and 40.1% of college students reported binge drinking (Windle, 2003). In public schools 65% of them record that one or more violent incidents had taken place amounting to an estimated 757, 000 incidents. This figure translates to a rate of approximately 15 crimes per 1, 000 students enrolled in public schools (McFarland *et al.*, 2017). USA has the highest rate of teen pregnancies in the developed world - approximately 750, 000 pregnancies to teens each year (Shuger, 2017). Nearly 10, 000 young people (aged 13 - 24) were diagnosed with HIV infection. Young gay and bisexual men (aged 13 - 24) accounted for an estimated 91% (8, 000) of all new HIV infections and 72% of new infections are youth. Nearly half of the 20 million new STIs each year were among young people, between the ages of 15 - 24 (Centre for Disease Control & Prevention, 2017). Despite noted improvements in condom use, significant problems still remain (Paediatrics, 2001).

Life skills are considered to be universally applicable and generic but certain psycho - social life skills have been identified as especially relevant for dealing with specific risks particularly around HIV prevention, sexual and reproductive health and, increasingly issues of citizenship and disaster risk reduction. It is largely through such thematic areas that life skills education has been introduced creating nationally prioritized sets of "content specific" life skills delivered in combination with relevant knowledge. Life skills education has been introduced in different ways in formal schools: as a new subject or integrated to various degrees within the teaching practice and content of other subjects. In some cases it is offered as an extra or co - curricular provision. Life skills education's psycho - social aims require a conceptualization of the curriculum that includes not only knowledge and skills but also behavior, attitudes and values. This has been a driver to use more participatory and interactive teaching and learning methodologies in the delivery of life skills education (UNICEF, 2012).

Synthesis of literature on extent to which teachers are trained to teach life skills education with an emphasis on moral behavior

UNESCO (2015) asserts that teachers need to be valued as professionals and they need to be adequately trained so that they have the pedagogical ability not just to provide information about health matters but have the capacity to influence student attitudes and values and influence student behaviors in areas of risk to health as well (UNESCO, 2015). According to Nyirenda (2015) for educators to be able to teach human sexuality and HIV awareness and prevention to adolescents comfortably and competently it is necessary they be well trained, otherwise they will be at a disadvantage in providing accurate and meaningful information. Subject knowledge, skills and confidence are the most important factors in delivering good health education programs.

The importance of moral education is gaining momentum among politicians and educators. In the USA over a dozen states have mandated moral education and hundreds of schools have incorporated it into their programming.

Moreover, in the last several years three top education periodicals (Education Leadership, Phi Delta Kappan and Journal for Teacher education) have stressed the importance of character, ethics and spirituality in education. Yet, for all the increased interest in implementing moral education among school districts, state legislatures and academic researchers, it is a striking fact that few teacher education programs are intentionally and deliberately preparing pre - service teachers for the task. 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 (Lapsley & Woodbury, 2016). A comprehensive moral education is effective in improving SRH behavior by delaying sexual initiation, reducing the number of sexual partners and increasing use of condoms among youth who are sexually active. There is disparity between the number of trained teachers on SRH and the demand for the training. There are very few courses, tailored at addressing the needs of the teachers. There is therefore a great need to conduct training for teachers (Africa, 2014).

In South Africa, during the implementation of the National Policy on HIV and Aids Education, in each province different procedure and approaches were followed when beginning to train the teachers who would be catalysts for developing life skills programs in their school. Although there have been some undertakings by the Department of Education to implement the life skills programs, inadequate training and experience among the educators continue to be a key issue. Studies further indicate that teachers find it challenging to adapt the curriculum in an appropriate manner where the classroom environment often consists of large student groups from various diverse backgrounds, age groups and religious affiliations. The result is that, due to inadequate training and lack of resources, educators often lack the competence to communicate sexual health education in a successful manner. The effective implementation of the LS program is to a large extent dependant on the quantity and quality of teacher training (Thaver & Leao, 2012).

The Aids Action Program for schools in Zimbabwe was launched in 1991 through a partnership between UNICEF and the Zimbabwean Ministry of Education and culture. Throughout different phases, the program consistently worked to meet the five UNAIDS criteria for best practices in school - based HIV and Aids education and prevention: effectiveness, ethical soundness, relevance, efficiency and sustainability. While the program was institutionalized throughout the nation, maintaining high quality in the program was a constant challenge. Many teachers were trained, and many schools throughout Zimbabwe implemented the program; however a constant need for additional training and support underscored that maintaining large initiative requires long - term commitment and signified, continuing technical input (Youth, 2015).

In Malawi, life skills education was introduced in 2002 and by 2011 most public and primary school teachers and secondary teachers in both public and private had been trained in the content and methods of teaching the subject (Kishindo, 2015). The focus on sexual reproductive health

had intensified as well as the focus on girls as a vulnerable group. Steps have been taken to provide life skills training in youth centers and for first year students of higher education institutions and colleges (UNICEF, 2015). However, promotions, retirement, resignations and deaths of trained teachers requires that new teachers be trained more or less continually until such a time as the teaching of the subject comes incorporated in the curriculum of teacher training colleges. While most of the training was done by the Malawi Institute of Education (Richter et al.). At Domasi, other institutions and other organizations were also reported to have provided training to the subject, with the training period varying between 1 - 15 days. There was a general agreement among primary and secondary school teachers trained at Malawi Institute of Education and the Ministry of Education through Teacher Development Centers that the 1 - 15 days commonly allocated to the in - service training of life skills education teachers is much little when account is taken of the amount of content and complexity of the methods that the teachers have to get acquainted with (Kishindo, 2015). The superficial training due to cascade model of training teachers constrained implementation of life skills program (Chirwa & Naidoo, 2014).

The Life Skills program in Uganda was launched in 1994 with a national sensitization seminar for senior policy makers, opinion leaders and Non Governmental Organization representatives. Baseline surveys were conducted in Primary and Secondary schools followed by the development of life skills reference manuals for teachers. In a one - year trial using WHO/UNESCO in - school life skills manual in Masaka district in Uganda, a curriculum and materials were developed. Some 100 primary and 32 secondary school teachers were trained. A control group of schools was included as well. It was found that there was no significant difference between the control group and the intervention school because teachers did not have the confidence to carry out experimental learning activities such as role plays so they reverted to more conventional teachers methods (Engleberg, 2016). Plans are underway to develop a sufficient and sustained training to bring the life skills education effectively into primary and secondary schools (Gachuhi, 1999).

The national life skills education framework links closely with national strategies and initiatives in the education sector to improve the overall well - being and learning outcomes for all Tanzanian children and youth. 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 subject and a whole unit in the Civics Methodology. UNICEF identifies lack of training for teachers as the main impediment because; participatory and experiential methodologies are key to successful implementation of life skills education (UNESCO, 2010).

According to USAID (2010), Kenya Institute of Education relied on cascade training to reach teachers with information on life skills education syllabus. Through the use of TOT, it taught individuals at both the national and provincial levels between 2008 and 2009. The Ministry of Education recommended that two teachers with Guidance and

Counseling certificates be trained from each school, and that they go on to train their colleagues. Kenya Institute of Education has so far oriented 1140 TOT who include teachers, education officers, Teacher Advisory Committee tutors and District Centers for Early Childhood Education officers on how to mainstream life skills education into the regular school curriculum (Kenya Institute of Education, 2015). However, due to lack of funding for training, the MOE acknowledge that not all schools have even one trained teacher. There is no official estimate of the number of teachers who have been trained or the number of schools lacking a trained teacher (Dayton & Manyeki, 2010). Many teachers especially those who are not teaching subjects related to life skills education do not feel comfortable about topics related to sexual behavior. Yet, under the Ministry of Education guidance all teachers must teach the curriculum. A teacher's comfort discussing sexuality education among students is extremely important in determining how much students learn. Overall, it is clear that teachers need additional guidance to provide students with the information they need (Dayton & Manyeki, 2010).

A report of a rapid assessment on adolescents and sexual challenges in Kenya has revealed that a disparity exists between the number of trained teachers on sexual reproductive health and the demand for the training (GIZ, 2016). There is inadequate teaching, insufficient knowledge and lack of enough life skills education in both teachers and students (Simiyuet al 2017). ChirwaandNaidoo (2007), and Simiyu et al (2017). These studies did not focus on the extent to which teachers are trained to teach Life Skills with an emphasis on moral behavior.

2. Research Objective

The objective of the study was to establish the extent to which teachers are trained to teach life skills education with an emphasis on moral behavior in Emuhaya Sub County.

3. Theoretical Frame work

This research was based on the Social Learning Theory by Bandura (1977). This theory has various tenets about how humans learn, which have different implications for life skills programs. According to Bandura, children learn to behave through instructions and observation. Children's behavior is strengthened by the outcome of their actions. He also emphasizes that children learn to behave through what they see their peers do rather than just what they hear from them. There is therefore need for Life Skills Education to be taught through a process of instruction, practice and guidance from teachers where learners should be actively involved even in giving feedback, rather than just instruction (Ladd & Mize, 1983). There is need to use methods that will enhance the development of skills that will enable learners cope with internal aspects of their social lives such as skills necessary for stress reduction, self - control, and making decisions that are positive. For Life Skills Education to be effective in equipping learners with requisite skills to deal with varied peer related influences, teachers ought to apply life skills programs such as class discussions and debates among others. Bandura also stressed on the need to develop self - efficacy among learners. Through self - efficacy, a

learner develops the psychological dimension which enables learners acquire appropriate life skills. This leads to a transformed behavior pattern hence such consequences as pre - marital sex, STIs and HIV infections, teenage pregnancies, drug and alcohol abuse can be tremendously curbed. In the school situation for example, social cognitive theory contends that teachers teaching life skills education need to create an appropriate environment where students learn positive behavior through role - modeling, observation and social interaction. Teachers' reinforcement is important in the teaching of life skills education and shaping students' behavior. Teachers need to familiarize themselves well with Life Skills Education content to be able to handle peer related influences. There is need for teachers to develop positive attitude towards Life Skills Education so that they make students develop similar attitudes towards the subject, and use appropriate teaching and learning methods in which students identify their own problems, discuss solutions, plan and carry out effective action.

4. Conceptual Framework

Miles and Huberman (1994) 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 moral behavior in secondary schools in Emuhaya Sub County depends on life skills education. It shows the relationship between variable, life skills education, intervening variable is teacher training and dependent variable moral behavior. Intervening variables play a mediating role on the influence of independent variable on the dependent variable Mugenda (1999) and they moderate their influences and are controlled through assumptions. There is a belief that with life skills education teachers will be able to provide quality moral behavior to learners. The illustration shows that when teachers are effectively trained in life skills education they will lead to quality moral behavior. 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 will improve. At the same time, if the life skills education courses incorporate moral behavior, then the students will be exposed to quality moral behavior.

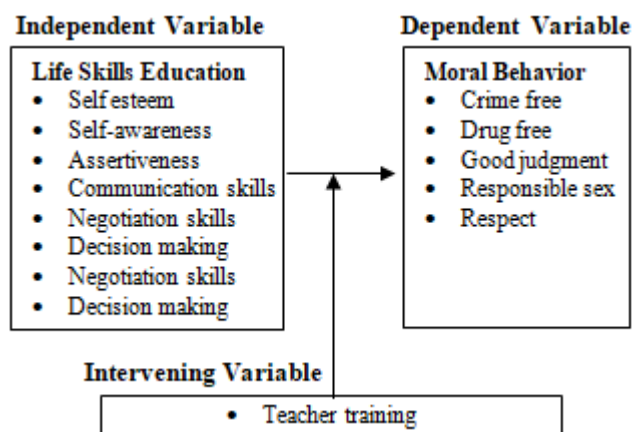


Figure 1: A Conceptual Framework showing teachers perceptions on the influence of life skills education on moral behavior among students in secondary schools

5. Research Methodology

The study adopted a descriptive survey research design. The population under study was 400 teachers including 110 Heads of Departments and 290 teachers from 21 schools and 1 Sub - County Quality Assurance and Standards Officer. The sample sizes were 200 teachers from the 9 schools that were randomly sampled to participate in quantitative survey. The 200 teachers included 135 teachers, 65 Heads of Departments from 9 schools and one Sub - County Quality Assurance and Standards Officer that was purposively selected to participate in qualitative interviews. Structured Questionnaires and a key informant interview were used to collect data. Face and content validity of questionnaires 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 Re - test technique whereby Cronbach Alpha coefficient was used to check on internal consistency reliability of instruments which was 0.7. Quantitative data from closed ended items in questionnaires were analyzed using descriptive statistics in form of frequency counts, percentages and means. Qualitative data from interviews and open ended items of the questionnaire were transcribed, analyzed and reported in emergent themes and sub - themes.

6. Results

Research Objective

The research objective was to establish the extent to which teachers are trained to teach life skills education with an emphasis on moral behavior.

Table 1: Teachers Perceptions on the Influence of Teacher Training in Teaching Life Skills Education with an emphasis on Moral Behavior (N=200)

Variables	Department	N	Mean	Std	RR
Life skills Training	HODs	61	2.34	0.479	93.8
	Teachers	134	2.81	0.938	99.3
Going Through Life Skills Education Training	HODs	61	1.00	0.000	93.8
	Teachers	134	1.27	0.445	99.3
On Pregnancies and Abortions	HODs	61	3.51	0.504	93.8
	Teachers	134	3.01	0.954	99.3
On HIV and AIDS and STIs	HODs	61	2.84	0.898	93.8
	Teachers	134	2.63	0.881	99.3
Substance Abuse	HODs	61	1.84	0.373	93.8
	Teachers	134	2.81	0.935	99.3
	Average		2.36	0.62	96.6

KEY: HODs – Heads of Department

From Table 1, it can be observed that heads of departments slightly agreed while teachers agreed that training in life skills education has been adequately done as their means were; M=2.34 for heads of departments and M=2.81 for teachers. Checking on whether going through life skills education training influence moral behavior, HODs and teachers strongly disagreed that life skills education training does not influence moral behavior change as evidenced by mean of 1.00 and 1.27 respectively. When HODs and teachers were asked whether trainings on how to handle early pregnancies and abortions has been done, majority of HODs strongly agreed while teachers agreed as evidenced by means of 3.51 and 3.01 respectively. HODs and Teachers

were also asked if trainings on HIV/AIDS and STIs concepts had been done, most of them agree with means of 2.84 and 2.63 respectively. When HODs and Teachers were asked whether training on how to handle substance abuse among students had been done, HODs slightly agreed while teachers agreed as indicated above in table 4.1 with means of 1.84 and 2.81 respectively. The response rate for HODs was 93.8% while for teachers was 99.3%. This is very clear that the response rate in this study was excellent. The fact that teaching of moral behavior in secondary schools is being influenced by life skills education training as shown in Table 1 was strongly disagreed upon as their means were; $M=1$ for heads of departments and $M=1.27$ for teachers. According to the head of departments and teachers, one doesn't need to undergo life skills education training so as to teach moral behavior.

The heads of departments and teachers slightly agreed that teaching of moral behavior in secondary schools is being influenced by life skills education training as signified by the average mean of 2.36. It can be observed from Table 1 that training on how to handle early pregnancies and abortions has been done. The means were; $M=3.51$ for heads of departments and $M=3.01$ for teachers. The heads of departments strongly agree while teacher agree that training on how to handle early pregnancies and abortions had been done.

Heads of departments slightly agreed that training on how to handle substance abuse among students has been done while teachers agreed that it has been done as shown in Table 1, with respective means of 1.84 for heads of departments and 2.81 for teachers. This means that heads of departments and teachers were not in agreement to whether training on how to handle substance abuse among students has been done. The heads of departments mean 1.84 was less than that of teachers 2.81.

Heads of departments and teachers agreed that training on HIV and Aids and STIs concepts has been done as shown in Table 1, as their means were; $M=2.84$ for Heads of departments and $M=2.63$ for teachers. The heads of departments mean 2.84 was relatively the same as that of teachers 2.63. The Quality Assurance and Standards Officer assert that training on HIV and Aids and STIs concepts has been done.

7. Discussion

The Sub County Quality Assurance and Standards Officer stated "not all teachers have been trained to teach life skills education", This is true since the moral behavior of students in secondary schools has not improved. There are a lot of cases of students' indiscipline. This means that indeed inadequate training of teachers in life skills education has led to students not getting adequate information on various issues affecting their 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 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. These findings concur with Nyirenda (2015), Simiyu et al (2017) and Dayton and Manyeki (2010) in their studies. Nyirenda (2015) in their study assert that for educators to be able to teach human sexuality and HIV awareness and prevention comfortably and competently it is necessary they be well trained; otherwise they will be at a disadvantage in providing accurate and meaningful information. Simiyu et al (2017) in his study in Kenya revealed that there is inadequate teaching, insufficient knowledge and lack of enough life skills education in both teachers and students. This can only be possible through training teachers for students to achieve desired moral behavior. Dayton and Manyeki (2010) in their study in Kenya assert that, a teacher's comfort discussing sexuality education among students is extremely important in determining how much students learn. Overall, it is clear that teachers need additional guidance to provide students with the information they need.

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 Quality Assurance and Standards Officer in an interview had the view, "teaching of moral behavior in secondary schools is being influenced by life skills education training". When teachers are well trained in life skills education, they would 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 in learners". However these findings do not concur with those of Thaver and Leao (2012) in their study in South Africa which indicates that, teachers find it challenging to adapt the curriculum in an appropriate manner where the classroom environment often consists of large student groups from various diverse backgrounds, age groups and religious affiliations. The result is that, due to inadequate training and lack of resources, educators often lack the competence to communicate sexual health education in a successful manner. They don't concur with other studies on the value addition of life skills education training to teaching of moral behavior, the opposite is true because whereas the current study involved heads of departments, teachers, and Quality Assurance and Standards Officer. Thaver and Leao (2012) study was not conducted in Kenya and therefore their

findings may not be a true reflection in the set up in Kenya. This is because the objectives of teacher training may not be the same

Students need to be told about the consequences of getting pregnant at a young age and the dangers of carrying out an abortion. This is true because with rising cases of Teenage Pregnancies and abortions in schools, more needs to be done on the training of teachers on how to handle early pregnancies and abortions so as to solve these problems. The Quality Assurance and Standards Officer asserted, "Training" on how to handle early pregnancies and abortions has not been adequately done hence the reason why we are having rising cases of early pregnancies and abortions. If the training had been sufficiently done then teachers would have been in a position to guide students well hence deal with the problem more effectively. These findings do not concur with Dayton and Manyeki (2010) and GIZ (2016) in their studies. Dayton and Manyeki (2010) on life skills education in Kenya indicated that many teachers especially those who are not teaching subjects related to life skills education do not feel comfortable about topics related to sexual behavior GIZ (2016) In its report of a rapid assessment on adolescents and sexual challenges in Kenya revealed that a disparity exists between the number of trained teachers on sexual reproductive health and the demand for the training. According to these findings, trainings on how to handle early pregnancies and abortions have been done but not adequately.

The heads of departments slightly agreed that training on how to handle substance abuse among students has been done. Teachers on the other hand agreed that training on how to handle substance abuse among students has 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. The Quality Assurance and Standards Officer asserted that training on how to handle substance abuse among students has been done.

Africa (2014) in the study conducted in Nigeria found out that there is a disparity between the number of trained teachers on SRH and the demand for the training. There are few courses tailored at addressing the needs of the teachers. There is therefore a great need to conduct training for teachers. According to Advocates for Youth (2015), the Aids Action Program for schools in Zimbabwe was institutionalized throughout the nation but maintaining high quality in the program was a constant challenge. Many teachers were trained and many schools throughout Zimbabwe implemented the program; however a constant need for additional training and support underscored that maintaining large initiative requires long term commitment and signified continuing technical input. This means that, training on HIV and Aids and STIs concepts has been done to improve the moral behavior of learners. Heads of departments and teachers agree that, training on HIV and Aids and STIs concepts has been done as signified by the above means. The overall perceptions of heads of departments and teachers on influence of teacher training in teaching life skills education with an emphasis on moral

behavior was 2.36 (slightly agree). These findings concur with that of Dayton and Manyeki (2010) , in its studies in Kenya found out that it is clear teachers need additional guidance to provide students with the information they need.

8. Conclusion

Heads of departments, teachers, and Sub County Quality Assurance and Standards Officer perceptions on influence of life skills education on moral behavior of students in secondary schools in Emuhaya Sub County was that teacher training influence teaching of life skills education with an emphasis on moral behavior which is believed to promote provision of quality moral behavior.

9. Recommendations

- a) The Ministry of Education should look into the training of teachers in Life Skills Education fresh and ensure there is a lot of emphasis on moral behavior.
- b) The Ministry of Education should ensure all teachers undergo training in Life Skills Education.

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