

**TEACHERS AND STUDENTS' PERCEPTION OF THE IMPACT OF LIFE
SKILLS TRAINING ON STUDENTS BEHAVIOR IN SECONDARY
SCHOOLS IN MAARA SUB COUNTY, KENYA**

MARY WAWIRA MUTEGI

**A Thesis Submitted to the Graduate School in Partial Fulfillment of the
Requirements for the Award of the Degree of Masters of Education in Guidance
and Counseling of Chuka University**

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DECLARATION AND RECOMMENDATION

Declaration


This thesis is my original work and has not been presented for an award of a degree or a diploma in this or any other University.

Signature  Date. 13/9/19

Mary Wawira Mutege
EM16/00009/05

Recommendations

This thesis has been examined, passed and submitted with our approval as University supervisors

Signature  Date. 13/9/2019

Dr. Beatrice Mwarania Mburugu
Department of Education
Chuka University

Signature  Date. 13/9/2019

Dr. Grace Gatune Murithi
Department of Education
Chuka University

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DEDICATION

I dedicate this work to my husband Mr. Franklin Mutegi and my children Eric Mwenda, Roy Muthii and Alvin Mutugi.

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ABSTRACT

Cases of violence, strikes, alcoholism, drug and substance abuse, teenage suicidal tendencies and irresponsible sexual behavior among others are a continuous challenge in secondary schools in Kenya. The government of Kenya through the Ministry of Education introduced Life Skills Education (LSE), with the aim of promoting positive changes in learners' behavior both in primary and secondary schools. Thus, the main objective of this study was to establish teachers and students' perception on the impact of life skills training on students' behavior in secondary schools in Maara Sub-County, Kenya. The study was based on Erikson's theory of psychosocial stages of development and social learning theory by Bandura. The study applied the descriptive research design. The target population was 19,857 from the 54 public and private secondary schools. Schools were sampled through stratified and purposive sampling method, 22 sampled, 330 Form three students and 44 teachers were sampled through simple random sampling method. The data collection instrument was a questionnaire with both open and closed ended questions, covering the study objectives. A pilot study was also conducted in Meru south Sub- County, to ascertain the instrument's reliability. The validity of the instrument was improved with the help of the supervisors and experts from department of education before administering the instruments to the participants. Data was analyzed using descriptive and inferential statistics using computer Statistical Package for Social Science (SPSS) version 25. The study findings indicated that through life skill training, students are able to make right decisions, become more critical before making conclusion on matters, able to solve problems and become more assertive. The study findings will help the school administrations to emphasize on life skills training in schools to produce positive behaviour in students. Principals need to acquire relevant teaching and learning materials to make life skills training easy

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ACRONYMS AND ABBREVIATIONS

AIDS:	Acquired Immune Deficiency Syndrome
CC	Curriculum Coordinators
CU	Christian Union
DQASO	District Quality Assurance and Standard Officers
G&C	Guidance and Counseling
HIV:	Human Immune-Deficiency Virus
IIGE:	International Institute of Global Education
INSET:	In-Service Program for Secondary School Teachers
K.I.C.D:	Kenya Institute of Curriculum Development
KIE:	Kenya Institute of Education
L.S.D.P:	Life Skills Development Programme
LSE:	Life Skill Education
M.O.E:	Ministry of Education
QASO	Quality Assurance and Standard Officers
SPSS:	Statistical Package for Social Science
UNAIDS:	United Nations Agency for HIV/AIDS
UNESCO:	United Nation Educational Scientific and Cultural Organization
UNGAS:	United Nation General Assembly Special Session
UNICEF:	United Nation International Children Educational Funds
WHO:	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Formal education is expected to make a significant influence on how young people relate with others and make informed decision about their lives (Kendeli, 2014; Brown, 2011). Life skills being a part of formal education entails, decisions related to important issues of behavior such as interacting with the peers, health habits and sexuality (Prinsloo, 2010). According to World Health Organization WHO (2007) today's adolescents or young adults are facing many emerging challenges such as global poverty, suicide, population explosion as well as social, emotional, physical and psychological issues that affect their behavior.

Botvin and Griffin (2014) admits that, students misbehavior such as late coming, avoiding classes, drug and substance abuse, bullying, love affairs, vandalism, assault on the school prefects, insult on educators, wearing the wrong school uniform, use of the mobile phone, smoking, writing or using foul language in class, work not done, class disruption and immoral acts, poses a challenge and required immediate and effective response from education policy makers and this gave birth to Life skills education in secondary schools.

World Health Organization WHO (2007) defines life skills as the ability for adaptive and positive behavior that enables individuals to deal effectively with demands and challenges of every day's life. According to Moon, Ann Shelton, and Steven (2011), life skills are those skills or tasks that contribute to the successful and independent functioning of a person in adulthood. Miller and Seller (2009) defines life skills as a group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively, think critically and creatively, cope with stress and emotions, problem solving, have empathy and self-awareness.

WHO (2007) identifies ten core life skill training needs on adolescents as decision making critical and creative thinking, problem solving skills assertiveness and empathy skills. WHO also identifies self-awareness effective communication and interpersonal relationship compounded with coping with emotion and stress among students. However, Bandura (2007) identifies major life skills as instilling decision

making skills, critical thinking skills, problem solving skills and assertiveness skills, but (Phan, 2010 & Ku, 2010) goes further to group these skills in five broad clusters as self-care and domestic living, recreation and leisure, communication and social skills, vocational skills, and community participation skills. According to UNESCO (2005), Guide on life skills education indicates that life skills training programme should have several mutually reinforcing objectives, planned to increase knowledge and understanding, explain and clarify feelings, values and attitudes, developing and strengthening skills and risks reducing behaviors. An effective life skill education as per UNESCO should include guidelines that provide young people with appropriate life skills, culturally relevant and scientifically accurate information (UNESCO, 2005).

Comprehensive Life Skills programme was first developed in England and later adopted in Canada, Australia and the United States (Botvin & Griffin, 2014). Life skills education then spread globally since its introduction in mid-1980s. In United Kingdom, life skills initiative was set up to counter young people's social problems like alcoholism, drug abuse, sexual abuse and juvenile delinquency (Christian, 2015). In U.S.A, Life skills programme, was modeled for prevention of substance abuse and Violence, while in Mexico, Cuba and Brazil it was on prevention of adolescent pregnancy and irresponsible sexuality (Cornstem & Hunkins, 2010). In Thailand, the motive of life skills education was on prevention of rampant HIV and AIDS (Aparna, 2011). It was intended to be delivered as a stand-alone subject and part of the core curriculum. The areas it addresses are challenges of social norms and behaviors, providing young people with options for positive behavior and encourages the development of self-esteem confidence and informed decision making's has been integrated in some of the subjects.

In Malawi life skills education was introduced with an aim of facilitating the development of the psycho-social skills that are required to deal with the demands and challenges of everyday life among the youth in the society (Mondo, 2006). The purpose of Life Skills and Sexual/Reproductive Health Education in Malawi was to empower children and teachers with skills for HIV prevention and to deal with sexuality issues. In essence, teachers who are expected to teach Life skills Education in Malawi were not fully equipped with the relevant skills to handle the subject, thus

rendering them ineffective in their delivery of subject content. In Uganda, teachers who teach LSE are trained for two days only (Mondo, 2006). The recruitment of adequate numbers of qualified teachers had been a perennial problem. Opio (2010) in a study of life skill education in Uganda, some principals indicated that, it was difficult for them to support the implementation of life skills education because many learners in their schools were careless, irresponsible and had no vision or mission in life.

The Kenyan government introduced life skill curriculum in secondary education in the year 2008 (MOE, 2009). Materials for training were developed by the Ministry of Education to harmonize training contents. Before the implementation of life skill education started in Secondary schools, a cascade system of training was adopted. Education officers were trained, who in turn trained principals and two teachers from every school (MOE, 2009). Life skill education is supposed to be taught one lesson per week in all Secondary schools (Ngugi, 2016). Life skill course in Kenya goes beyond providing information to the development of the whole individual. The intention was to empower students with psychosocial competencies that would help them make informed decisions, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathize with those in need and manage their life in a healthy and productive manner including the fight against HIV and AIDS infections (KIE, 2006); One of the benefits of life skills training is that, the topics covered are adaptable to many different contexts (Republic of Kenya, 2008).

According to the Kenya Institute of Curriculum Development KICD (2014), secondary schools curriculum need to provide an education that enables total fulfillment of the four pillars of individual learners, namely learning to know, learning to do, learning to be, and learning to live together. The curriculum should also provide the adolescent student with the necessary skills that allow him/her to adjust easily and smoothly to the rapid physical, emotional, mental and social changes (KICD, 2014). Indeed, the secondary school students who are normally on adolescence stage represents the period between 14 and 19 years, and this period is when students manifest an identity crisis that may have an impact on their mental make-up and attitudes towards people and circumstances (Kendeli, 2014).

Life skills' training in secondary schools in Kenya is also modeled to equip students with tactics to make healthy choices in life as well as contributing to the foundations of the future life skills (Annabel, 2010). According to Botvin and Griffin (2014), secondary education is expected to make a significant influence on how students make good time management, make informed decision about their lives and general interpersonal relationship. Life Skills in secondary schools is important since it enables a student to develop adaptive and positive behavior to deal effectively with challenges and demands of everyday life (Momanyi, 2008).

A study by Wajama, Muraya and Gichaga (2010) showed that, regardless to the introduction of life skills education in secondary schools in Kenya, the productive benefits that should come with it is not evident, as the students have continued to display negative behaviors. Major concerns were in regard to secondary schools students' behavior in terms of conflicts, early marriages, drug and substance abuse, sexual abuse, school unrests and many other anti-social behaviors (Wajama, Muraya & Gichaga, 2010). The students are under great pressure from social economic disparities, peer group pressure, an increasing competitive environment and shrinking job opportunities after their graduation (Mutegi, 2012), thus, pushing a demand of training learners the coping skills, before facing the larger society. It is in the school where young adults would acquire skills like critical thing, decision making, problem solving and assertiveness that would help them to cope with the demands in the larger society.

According to Shiundu and Omulando (2012), students' behavioral problem represent a conflict between their developing personality and that of their parents, teachers , siblings , and other students with whom they come into contact with. A behavior problem in adolescents at school interferes with their lessons and may disturb other students also. Behavior problems often overwhelm teachers and parents who finds it difficult in training adolescents. In addition to the modification of their behavior due to the transition phase of their life, secondary school students also change their behavior on account of many other factors that are external. Annabel (2010) maintains that, students misbehave because there are mismatches between their needs and the socio-environmental factors that are within their immediate environment. Shiundu

and Omulando (2012) also observe that, student misbehavior include behaviors that disturbs the effective teaching and learning process.

1.2 Statement of the Problem

The Ministry of Education in Kenya introduced Life Skill Education (LSE) in 2008 in order to intervene on the behavior of the students which was declining greatly. The government through the ministry of education introduced the life skill training curriculum to mitigate the challenges of learner's behavior both in primary and secondary schools in Kenya. Despite all the efforts made by the government as far as life skill education in secondary schools is concerned, teenagers continue to fall victims and succumb to psycho-social challenges such as alcohol and drug abuse; unfocused social relationships that result to infections, teenage pregnancies and school dropout; indiscipline; negative peer influence and poor academic performance Mutegi, (2012) and Opio, (2012). Students both in primary and secondary were expected to use the knowledge and skills gained through life skills training, to develop psycho-social competencies that are required to deal with the demands and challenges of everyday life. Opio (2010) study on life skills education in secondary schools in Uganda was more concerned with the perception of principals towards life skills training, but the study does not cover the components of life skills on student's behavior. Wajama, Muraya and Gichaga (2010) study indicated that, regardless of the introduction of life skills education in secondary schools, the productive benefits which come with it are not evident. Shiundu and Omulando (2012) also observed that behavior problem in adolescents at school interferes with their lessons, but their study was general. Also notable in the above studies is that they were scanty in terms of decision making training, critical thinking, problem solving and assertiveness training on students' behavior in secondary schools. Considering the current situation where many student in secondary schools in Maara Sub County get involved in negative peer related influences, persistence cases of students' negative behavior evidenced with many cases of schools unrest, drug and substance abuse, high pregnancy rate and high school dropout rate among others, there is need to find out how adequately the life skills training content and its teaching approaches have assisted learners in secondary schools Maara to acquire values and skills to overcome these challenges. It was against this backdrop the researcher saw the need to fill the void by establishing

the perception of teaching life skills training among teachers and students' to help students' improve their behavior in secondary schools in Maara Sub County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to establish teachers and students perception on the impact of life skills training on students' behavior in secondary schools in Maara Sub County, Kenya

1.4 Objectives of the Study

The study was guided by the following objectives

- i. To establish the perceptions of teachers and students' on impact of decision making training on students behavior in secondary schools in Maara Sub County, Kenya
- ii. To establish the perceptions of teachers and students' on impact of critical thinking training on students behavior in secondary schools in Maara Sub County, Kenya.
- iii. To determine the perceptions of teachers and students' on impact of problem solving training on students behavior in secondary schools in Maara Sub County, Kenya.
- iv. To find out the perceptions of teachers and students' on impact of assertiveness training on students behavior in secondary schools in Maara Sub County, Kenya.

1.5 Research Questions

The study sought to answer the following research questions

- i. To what extent does perceptions of teachers and students' on decision making training influence students behavior in secondary schools in Maara Sub County, Kenya?
- ii. How do the perceptions of teachers and students' influence critical thinking training on students' behavior in secondary schools in Maara Sub County, Kenya?
- iii. What is the perceptions of teachers and students' on impact of problem solving training on students' behavior in secondary schools in Maara Sub County, Kenya?

- iv. To what extent does perceptions of teachers and students' on assertiveness training influence students' behavior in secondary schools in Maara Sub County, Kenya?

1.6 Significance of the Study

The findings of the study would add to the existing body of knowledge in the area of life skills education to serve the actual needs of behavior development in secondary schools. The study findings could be used by Kenya Institute of Curriculum Development (KICD, 2014) when developing curriculum for teachers dealing with life skills education in secondary schools, find out whether there are adequate resources to facilitate the implementation of the LSE, and whether this affects the behavior of the students. It may also be of great use to the Ministry of Education when organizing for In-Service Program for Secondary School Teachers (INSET). It could also help schools administration to see the need of teaching life skills education as one of the most important subjects in schools. Therefore, learners will gain positive behavior that will help them deal with life's challenges, achieve their goals, be employable and have a fulfilled life.

1.7 Scope of the Study

The study was to establish the impact of life skills training on students' behavior in secondary schools in Maara Sub County due to continues cases of misbehaviors in schools inform of strikes, early pregnancies, and substance and drug abuse among others. The study was conducted among secondary schools in Maara Sub County, targeting both students and teachers. The researcher focused on life skills like decision making, critical thinking, problem solving, and assertiveness.

1.8 Limitations of the Study

Limitations are conditions beyond the control of the researcher that could restrict the conclusions of the study and the application of other institutions, (Bandura, 2007). The issue of confidentiality was a problem to the researcher during the data collection exercise for the teachers feared to be victimized for not supporting the implementation of the LSE curriculum in secondary schools. However, the researcher assured the respondents of their complete anonymity. The researcher was not in a position to control the attitudes of the respondents as they were responding to the

research instruments, and this would have resulted to biasness. In this case, the researcher undertook a pilot study before the actual data collection process and adequately amended some of the questions in the questionnaire to enhance reliability and validity of the responses in the data collection instrument and adequately reduced the problem of biasness. However, the researcher assured the respondents of their complete anonymity. The study was only conducted in public secondary schools in Maara Sub County and therefore the findings of the study can be generalized to other areas.

1.9 Assumptions of the Study

The study assumed that, teachers and students give correct information concerning the life skills' aspects taught and their impacts on students' behavior. Life skill training has been fully or partially implemented in most secondary schools in Maara Sub County. The researcher also assumed that the characteristic found in Maara Sub County are similar to other schools in Kenya for purpose of generalization of the study.

1.10 Definition of Terms

The following were the operational definitions of terms used in the study.

Assertiveness	Being able to stand up for your own or other people's rights in a calm and positive way, without being either aggressive, or passively accepting 'wrong'.
Attitude:	In the study the term will refer to the perception of students and teachers towards life skill education.
Decision-Making	This is are the skills of choosing between two or more courses of action, involving choosing between possible solutions to a problem
Behaviour:	The way in which one acts or conducts oneself, especially towards others (Miller & Seller 2009). In the study it will refers to students' social and other anti-social acts in schools.
Critical Thinking	Making clear, reasoned judgments, well thought out, and judged decision,
Education:	Activities that impart knowledge, skills and instructions (Bandura, 2007). In this study, education means imparting social competencies into the learners.
Life skills Training	The term refers to the abilities for adaptive and positive behavior that enable individual's to deal effectively with the demands and challenges of everyday life (Bandura, 2007) .
Impact:	In the study the term impact refers to the outcome of training life skills education in secondary schools.
Socially Desirable Behaviors:	These are habits or actions that are acceptable in the society. This is the main target of life skills studies in secondary schools.
Students:	A person who is enrolled in an educational institution to receive instructions or to learn what is provided in the curriculum.
Perception	Perception in this study means the perceived qualities of infused life skills to students and affects qualities of content. the term in current study also include how teachers and students' rate life skills training in regard to students behavior.

Problem-solving

This are skill which help in determining the source of a problem and find an effective solution.

CHAPTER TWO

LITERATURE REVIEW

2.1 The Concept of Students Behaviour

Prinsloo (2010) defines behavior as the response of an individual or group to a stimulus. Students behavior in school, can be termed as the stimulus-driven responses that occur specifically within the school or how students are acting in the classroom in response to what is going on or present around them (Tuttle, & Campbell, 2104). Orodho, Waweru, Ndichu, and Nthinguri (2013a) notes that adolescence represents the period between 13 and 19 years old when students manifest an identity crisis that may have an impact on their mental make-up and attitudes towards people and circumstances. In addition to the modification of their behavior due to the transition phase of their life, secondary school students also change their behavior on account of many other factors that are external as observed by (Opio, 2010).

Koross (2009) define misbehavior as the act of lawlessness and disorder or going against societal norms. Ithaga (2017) explains that misbehavior can be regarded as a situation whereby individuals do not conform to the set boundaries especially in institutions like a school. Githinji (2011); Annabel (2010) observed that students may manifest disruptive behavior when he/she makes ineffective use of innovative pedagogies; shows little interest in students; does not provide academic feedback and guidance; does not communicate effectively; fails to plan in a proactive manner; uses punitive or reactive measures; teaches an irrelevant curriculum; comes late to class; uses the mobile phone in class; does have the leadership and authority to discipline the mischievous students; adopts a self-defeating attitude to the problem of a lack of discipline.

However, Chege (2013) maintain that students misbehave because there are mismatches between their needs and the socio-environmental factors that are within their immediate environment. Student misbehavior is not only the naughty behavior of the student but also the behavior that disturbs the effective teaching and learning process, and that interrupts the saner and safer school environment (Abobo, 2012). The various common forms of student misbehavior, according to (Mwota, 2014) includes late coming, bunking classes, drug and alcoholic abuse, bullying, love affairs, vandalism, assault on the school prefects, insult on educators, wearing the

wrong school uniform, use of the mobile phone, smoking, writing or using foul language in class, work not done, class disruption and immoral acts.

Ngugi (2006) identified other bad behavior in schools which includes sleeping in class, failure to do assignments, failure to do duties like mopping the dormitories and sweeping of classes and dressing wrongly while in school. Pregnancy among girls was also a major form of behavior as much as defiance of authority. In America, a publication by the legal services for children (Orodho, *et al.*, 2013a) stated various types of pupil discipline in schools. These include causing physical injury, violence upon another pupil, possession of controlled substances as alcohol, robbery, stealing school property, engaging in habitual profanity, vulgarity, committing sexual assault to staff and making terrorist threats against the school authority.

Student behavior is a source of worry for all school stakeholders as it is a multifaceted and complex school problem that is manifested in various forms as observed by (Christian, 2015). This critical phase of their life may also affect the quality of their relationships with educators, the principal, and the school superintendent as well as with their school mates. Student misbehavior, however, is linked to academic performance and vice versa. Since disruptive behavior from secondary school students is a major and persistent administrative problem as well as a public health problem in Kenyan schools, it was of utmost importance for the government of Kenya to adopt the life skill training in both primary and secondary schools to counter the issue of students behavior in schools.

2.2 The Concept of Life Skills Training on Students Behaviour

Life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (Bandura, 2007). Described in this way, life skills are innumerable. The nature and definition of life skills are likely to differ across cultures and settings however, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of positive behaviors among the students (Tuttle & Campbell, 2014). According to World Health Organization (WHO, 2007), department of Mental Health, Life skills education emerged from a growing concern about certain health problems with particular, impact on young people, including HIV/AIDS,

sexual behavior, drug and substance abuse, peer influence and youth suicide. According to UNICEF (2005), life skills are behavior changes or behavior development approach designed to address and balance three areas of Knowledge, Attitude and Skills. However, world bodies such as UNICEF (2006) & WHO (2007) list a number of the core Life Skills and how they affect the students' behavior.

Life Skills Education addresses the development of the whole individual so that a person will have the skills to make use of all types of information (Alam, 2013), whether it be related to HIV/AIDS, STDs, reproductive health, safe motherhood, other health issues, and other communication and decision-making situations. Bandura (2007) the Life Skills approach is completely interactive, using role plays, games, puzzles, group discussions, and a variety of other innovative teaching techniques to keep the participant wholly involved in the sessions. For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. According to Orodho, Waweru, Getange and Miriti, (2013b), life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of young people (Orodho *et al*, 2013b).

The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behavior. This is described in the Social Learning Theory developed by Bandura (2007). In Social Learning Theory, learning is considered to be an active acquisition, processing and structuring of experiences. In life skills education, students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates. A life skills lesson may start with a teacher exploring with the students what their ideas or knowledge is about a particular situation in which a life skill can be used. The children may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different

situations actual practice of skills is a vital component of life skills education. The teachers assign homework to encourage the students to further discuss and practice the skills with their families and friends (Orodho *et al*, 2013b).

Life skills educations are taught in many schools around the world. Some initiatives are in use in just a few schools, whilst in other countries, life skills programmes have been introduced in a large proportion of schools, and for different age groups (Tuttle, & Campbell, 2104). In some countries, there are several important life skills initiatives, originating in different groups in the country, for example Non-governmental organizations, education authorities, and religious groups (Wanjama *et al*, 2010). In view of this, the study intended to contribute to a clearer the perception and understanding of the importance of LSE in the general development of young people.

In Zimbabwe and Thailand the impetus for initiating life skills education was the prevention of HIV/AIDS (WHO, 2007). In Mexico, it was the prevention of adolescent pregnancy. In the United Kingdom, an important life skills initiative was set up to contribute to child abuse prevention, and in the USA there are numerous life skills programmes for the prevention of substance abuse and violence (Roshan & Lohith, 2011). In South Africa and Colombia an important stimulus for life skills education has been the desire to create a curriculum for education for life, called “Life Orientation” education in South Africa and “Integral Education” in Colombia (Pooja & Naved, 2009).

In Kenya, according to KICD (2014) real objects, audio-visual, print media and resource persons are some of the resource materials suggested for effective implementations of Life Skills education. Teachers, principals and other education administrators like Quality Assurance and Standard Officers (QASO) and education officers need to implement life skills education. One of the key responsibilities of the field education officers especially the District Quality Assurance and Standard Officers (DQASO) is to regularly monitor curriculum implementation and use the feedback to advise the schools on areas of improvement such as in life skills education (KIE, 2006).

2.3 Perception of Decision Making Training on Students' Behaviour

Decision-making is a critical cognitive process that is required in every area of human life (Aparna, 2011). In this process, the individuals play an active role and obtain outputs parallel with their functional use of decision-making skills. Therefore, according to Prinsloo (2010), the decision-making process and the skills regarding the effective management of this process can affect the course of life, life satisfaction, and the social relations of an individual. Kendeli (2014) and Khan (2015) defined decision making as a process of choosing one potential possibility among others. Arnett (2014) indicate that decision-making skills had been previously considered to be untouchable. It was thought that this skill was acquired over the course of time, and dependent on age. However, several studies have shown that decision-making skills can be taught.

According to Korros (2009) and Aparna (2011) postulated seven procedural criteria they considered necessary for teaching decision-making skills. These criteria include: thoroughly canvassing a wide range of alternative courses of action, surveying the full range of objectives to be fulfilled and the values implicated by the choice, carefully weighing whatever he or she knows about the costs and risks of negative consequences, as well as the positive consequences, that could flow from each alternative, intensively searching for new information relevant to the further evaluation of the alternatives, correctly assimilating and taking account of any new information or expert judgment to which he or she is exposed, even when the information or judgment does not support the course of action he or she initially prefers, re-examining the positive and negative consequences of all of the known alternatives, including those originally regarded as unacceptable, before making a final choice, and making detailed provisions for implementing or executing the chosen course of action, with special attention to contingency plans that might be required if various known risks were to materialize (Atak & Cok, 2010).

Kendeli (2014) and Brown (2011) characterize the decision-making process of a person as the one who meets all of the above criteria as vigilant decision making. In the study conducted on the subject by Shiundu and Omulando (2012), it was concluded that the individuals whose decision-making skills were developed vigilantly had a higher level of self-esteem and life satisfaction and they could

effectively perform their cognitive functions by being less affected by stressful life events, a finding also supported by (Arnett, 2014).

One of the recent concepts that have been widely accepted in the literature is the concept of "emerging adulthood," proposed by Arnett (2014) in his studies on developmental periods. The concept of emerging adulthood refers to the transitional period between to adolescence and young adulthood. This period generally coincides with university life. The individuals between 14 and 18 years of age neither bear certain responsibilities and they are dependent on their families like a teenager (Atak & Çok, 2010). Awareness of alternatives in many different areas such as the search for identity, social relations, romantic relationships, work, and world vision, as well as experiences and decisions, have a significant place in the individual's life. During this period, individuals make choices that can change the course of their life (Arnett, 2014). This process that begins during adolescence emerges as a period of producing life decisions that are shaped and clarified during the emerging adulthood period. There are also various studies that demonstrate that the conscious and effective decision making in this spiral of choices is directly related to factors such as problem solving self-esteem, self-sufficiency and life satisfaction (Miller & Seller, 2009).

Cooperative-learning tasks for students provide an ideal environment in which to incorporate our eight decision themes. By working with peers, students are able to recognize diversity in the views of their classmates while being held accountable, on an individual basis, for their own learning (Mondo, 2006). Students learn to communicate their personal values and to appreciate the trade-offs they and other students face (Botvin & Griffin, 2014). Students also distinguish between what is important to them (their own internal value structure) and what is known about the consequences of the various alternatives (the factual information, available from external sources). A group learning environment also improves students' ability to work together toward desired project results, such as an enthusiastic reception to a presentation from classmates or compliments and a good grade from the teacher. Students collaborating on a project are less subject to individual "grade-grubbing" and better prepared for success in a world in which is the rule Pooja (2009). Values clarification also brings out the simple truth that different people want different things, and hence the importance of self-expression. Under the best of circumstances,

students' exploration of the basis for their own values can lead to an explosion of problem-solving and creativity (Orodho, *et al.*, 2013b). Part of the work of group members is the simultaneous encouragement of creative ideas and the harnessing of individual expressions into a coherent group product.

High school aged students to acquire decision making skills, as these are the periods when decisions that affect and determine an individual's life course are made which have an effect on the perception of one's own being and one's life. A review of the literature reveals that many educational programs have been developed in order to promote more logical and rational decision making in high school, attempting to improve students' decision-making skills (Cornstem & Hunkins, 2010; Aparna, 2011; Botvin & Griffin, 2014).

Regarding the studies in Kenya, there are three studies that have been conducted on the development of decision-making skills for high school (Colakkadioglu & Gucray, 2012), and primary-elementary school (Mwita, 2014; Kaimuri, 2016 & Ithagi, 2017) on secondary students. In their studies, Mwita (2014); Kaimuri (2016) and Ithagi (2017) examined the effects of Secondary school students' participation in the interaction group-based decision-making skill-training program on decision-making styles. Considering that effective decision making will also engender advanced problem solving skills, psychological well-being and psychological endurance in coping with stressful life events (Momanyi, 2008), it can be understood how much it actually has common importance in the life courses of individuals. Through the course of the decision-skills map curriculum, students come to see that they are making decisions all the time: in defining their values, in making trade-offs across objectives, and in deciding how much information is necessary to do a credible job. Students begin to pay more attention to the costs of making poor decisions such as time wasted on useless map details, maps that are hard to read, or maps that fail to address the questions that users most wanted to answer.

According to (Orodho, *et al.*, 2013a) it is possible to state that a higher inclusion of effective decision making in psycho- educational programs as a teachable skill will produce significant benefits both on an individual and social basis. Decision-making helps students to deal constructively with decisions about their lives. This may have

consequences on health if young people positively make decisions about their actions in relation to health by assessing different options presented by the situations and what effects different decisions have on self (WHO, 2007). Decision making is a choice that one makes between two or more possible options. Students will need to make more and more decision as they go through life. Some of these decisions will affect them the rest of their lives. The decisions that students make affects their behavior either positively or negatively in their education endeavour (Opio, 2012). A review of the studies in the literature (Ithagi, 2017; Kaimuri, 2016; Momanyi, 2008; Mwita, 2014; Opio, 2012), showed that there are no studies that tested the effect of group practices that are based on conflict theory and conducted on the basis of psycho-educational groups on the decision-making styles of university students. However, such studies are important for secondary students in Maara Sub County with regard to achieving basic cognitive skills in the development of their decision-making skills.

2.4 Perception of Critical Thinking Training on Students' Behaviour

Critical thinking is perceived as a cognitive capacity that allows one to convey meaning to disperse ideas, capacitating people to meaningful dialogue with others (Annabel, 2010) and to experience satisfying feelings, both in their personal and social lives (Kendeli, 2014). Critical thinking is a process through which the students acquire makes judgments and decisions via considering the causes, analyzing the available consequence, and inferring results. Problem-solving is a self-regulated and purposeful process that leads to problem-solving and appropriate illation (Brown, 2011). This mechanism permits a better adjustment to the surrounding environment (Phan, 2010) becoming of great use in school and work contexts, for in both cases there is required a capacity to give a quick and efficient response to the more varied challenges. According to King and Kitchener (2014) in this area associates a higher degree of critical thinking to superior levels of control and proactivity in school education and daily life experience. Specifically in the school context, critical thinking skills allow students to organize their learning, and to supervise and evaluate their school tasks, which positively affect their academic performance (Phan, 2010 & Ku, 2010).

Guided by a goal to be achieved (the cognitive finality or direction), critical thinking translates the employment of cognitive aptitudes and the use of one's knowledge base to critically analyze facts or beliefs in order to produce rational knowledge that can direct behavior and sustain daily decision making and problem solving (Ku, 2010). Critical thinking implies a flexible and reflexive attitude, including the analysis, evaluation and correction of one's activity and progress towards the established goal, as well as the motivation to pursue that desired goal (Mutegi, 2012). Therefore, its relevance to school learning situations is clear: on the one hand, critical thinking is a resource that allows the student to adopt an analytical and evaluative attitude towards his/her performance, perfecting the quality of the learning process; on the other hand, the learning process allows the gradual improvement of the skills characteristic of critical thinking (Phan, 2010).

Annabel (2010) suggests that, more than the potential itself, the decisive element here is truly a proactive and motivated attitude. If the motivational component, which cultivates the application of theoretical and practical components, is absent, a strong knowledge about critical thinking skills and the mastery in their use will prove to be insufficient (Prinsloo, 2010). Critical thinking entails the translation of cognitive skills into behaviour, which will not happen if deprived of motivation (Facione, 2010). The motivational factor-emphasized by some authors as being the essential feature for the development of skill and success in school (Halpern, 1999; Sternberg, 1999) - might help to understand the reason why some students' execution quality isn't compatible with their cognitive potential, assessed, for instance, with intelligence assessment tests. This explains why some students, despite having potential, do not perform particularly well, and also why others less promising but more motivated perform better (Opio, 2012).

According to Moon, Anshelton and Steven (2011), critical thinking stands additionally on some level of creativity, which is accountable for the appetite to anticipate possible results, and also to produce and implement particular alternatives of action in each situation. The deliberation of arguments that are divergent of one's own or the analysis of an argument accordingly to multiple perspectives are visible in the person who reveals critical thinking as well as the acceptance of new ideas, and an

inquisitive and interested search for accurate knowledge regarding the situation at hand (Alam, 2013).

Moon, Annshelton and Steven (2011) the true mission of education is commonly described as being the promotion of thinking skills; critical thinking skills to be more precise. This issue is particularly significant in higher education, considering that it is by means of a university education, that students get equipped to enter the labour market, acquiring and perfecting resources with which they can face future challenges (Opio, 2012). Despite the importance conveyed by the education system about developing critical thinking skills, effective efforts to put such skills into practice and to promote their training hasn't been noticeable so far (Prinsloo, 2010).

More complex thinking skills aren't covered by conventional teaching and assessment formats, which are still too focused on data transmission, memorization of factual information and subsequent evocation of knowledge in evaluation situations (Koross, 2009; Githinji, 2011). This may be produced by some unawareness usually revealed by teachers about what critical thinking is in fact and how it can be integrated in their teaching and evaluating (Orodho et al., 2013b). Such a conventional approach, in which teaching and learning processes are centered on analytical skills and critical thinking is omitted, should be corrected, for it doesn't provide true opportunities for the students' cognitive development (Orodho *et al.*, 2013b). According to Otieno, (2009) and (Orodho *et al.*, 2013b), there should be an intentional effort to go beyond the curriculum and to implement changes in each teacher's pedagogic method and in the education system itself.

Orodho *et al.* (2013a) observes that, ideally, education system should permit each student's expansion in a number of curricular and cognitive areas, which is feasible by means of teaching the various thinking skills. These are susceptible of improvement, with the possibility of being learned, internalized and independently applied by students in multiple circumstances, assisting them to think more efficiently when dealing with distinct real-life situations. This is possible because this type of reasoning supports the development of analytical, critical and decision making skills, which are useful on a daily and transversal basis, and increase learning and problem solving quality (Orodho *et al.*, 2013a).

Thus, the teacher's role is to guide students, allowing them an active and regulated part in their way to developing critical thinking (Moon *et al*, 2011). Such a process encloses the theoretical, practical and motivational components of critical thinking: the introduction to the implied concepts and understanding, which provide for the enrichment of one's knowledge base; the familiarity, perfecting and expansion of a set of skills needed to reflective thinking; the strengthening of the disposition to put knowledge and skills into use (Githinji, 2011). Thus, critical thinking must be valued by education systems, in order to make an environment in the class-room that allows and stimulates the adoption of a reflexive attitude towards the quality of one's thinking (Koross, 2009).

However, the teacher should be aware of the students' beliefs regarding their skills, analyse how their thinking takes form, and support them to unravel and correct their thinking inaccuracies (Christian, 2005). Thus, critical thinking is a deeper understanding of a particular dimension of psychological functioning, it is equally important to analyse both functional and deviant areas. In other words, while trying to ascertain which skills are needed to become more efficient in task accomplishment, it is additionally necessary to discover if any cognitive errors are being made and preventing the fulfilment of one's full potential (Abobo, 2012). Critical thinking subject might even be equipped with the cognitive aptitudes necessary for an efficient performance but something is stopping him/her from appropriately directing his/her attitude and behaviour in order to be successful in the execution of personal and professional daily activity (Christian, 2005).

Critical thinking isn't an innate and intuitive ability, spontaneously sprouted, on the contrary, it emerges from the learning-teaching process, being gradually and deliberately acquired, and assuming a previous and symbiotic mastery of a set of basic skills, such as reading comprehension, argument analysis and production, or still, search for evidence to stand for a particular point of view (Tuttle & Campbell, 2014). According to Koross (2009) and Githinji (2011) concern to critical thinking definitely seems to rely on explicit, continued and persistent teaching. The perfecting of critical thinking requires time, for it is dependent of cognitive development and takes place with the appropriation of resources that allow the subject to give a more reflexive and efficient answer to circumstances (Phan, 2010). The relational

interaction that takes place in school settings seems to boost the quality of critical thinking; in the relationship with teacher and peers, the student grasps by modelling and receives feedback about his/her activity on behaviour (Githinji, 2011).

Aparna (2011) critical thinking, contributes to secondary school students both decision-making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It also helps the students to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help students to respond adaptively and with flexibility to the situations of their daily lives, as a result positive behavior is expressed (Aparna, 2011).

A review of the above studies in the literature by Abobo, (2012); Githinji (2011); Koross, (2009) and Opio, (2010) looked more on the role of teacher's perception of life skills education, rather than training. Githinji (2011) study on other hand was more concerned with cognitive development without little on critical thinking as a standalone factor influencing students' behaviour in secondary schools. However, Opio looked at critical thinking which would inform the current study. Thus, it would be imperative to fill the gaps and employ what is available from Opio (2010) to establish the impact of critical thinking training on students' behaviour in secondary school in Maara Sub County.

2.5 Perception of Problem Solving Training on Students' Behaviour

Education is the manifestation of perfection present already in man and it begins at home and continues in school (Brown, 2011). School education is an introduction of the world around us and is a gateway to the world of work that can bring independence to the adolescent entering adulthood (Mondo, 2006). According to Botvin and Griffin (2014), adolescence is very crucial stage in the development of students and in secondary school adolescents can be guided through the curriculum of different subjects. Problem solving skill is necessary to address the problems in daily life as well as environmental problems faced due to indiscriminate development. Problem solving skill is one of the generic life skills as published by World Health Organisation. Generic Life Skills as explained in the report of WHO for mental health

(1999) are the skills that can be developed over a period of time through Integrated Approach i.e. inculcating life skills through teaching of school subjects.

The term problem solving is used in numerous disciplines, sometimes with different perspectives, visuals, and often with different terminologies (Koross, 2009) and for instance, it is a mental process in psychology and a computerized process in computer science. Problems can also be classified into two different types (ill-defined and well-defined) from which appropriate solutions are to be made (Botvin& Griffin, 2014. Ill-defined problems are those that do not have clear goals, solution paths, or expected solutions. However, well-defined problems have specific goals, clearly defined solution paths, and clear expected solutions. These problems also allow for more initial planning than ill-defined problems (Fotana, 2011). Solving problems sometimes involves dealing with pragmatics (logic) and semantics (interpretation of the problem). The ability to understand what the goal of the problem is, and what rules could be applied, represents the key to solving the problem. Sometimes the problem requires abstract thinking and coming up with a creative solution (Fotana, 2011).

Miller and Sellar (2009), defined problem solving as a "cognitive–affective–behavioural process through which an individual (or group) attempts to identify, discover, or invent effective means of coping with problems encountered in everyday living. Problem solving has been defined as a higher-order cognitive process and intellectual function that requires the modulation and control of more routine or fundamental skills. It is an evolutionary drive for living organisms and an important coping skill for dealing with a variety of concerns. Brown (2011) problem solving specifically in psychology refers to a state of desire for reaching a definite 'goal' from a present condition that either is not directly moving toward the goal, is far from it, or needs more complex logic for finding a missing description of conditions or steps toward the goal. In each case "where you want to be" is an imagined (or written) state in which you would like to be and the solutions are situation- or context-specific. This process includes problem finding or 'problem analysis', problem shaping, generating alternative strategies, implementation and verification of the selected solution (Tuttle & Campbell, 2014). Distinguished feature of a problem is that there is a 'goal' to be

reached and how you get there depends upon problem orientation (problem-solving coping style and skills) and systematic analysis.

Adolescence is the span of years of life between childhood and adulthood. According to Botvin and Griffin (2014) in varied situations adolescent needs to practice new skills with peers and other individuals outside of the family. Some major characteristics of adolescents are stated here that shows the need to design activity based science educational program. According to Botvin and Griffin (2014) the major characteristics of middle age adolescents (ages 14-18) are: Experiencing restlessness and fatigue due to hormonal changes. Need daily physical activity because of increased energy. Seek to become increasingly independent, searching for adult identity and acceptance and are increasingly concerned about peer acceptance. Are concerned with many major societal issues as personal value systems develop. Are intellectually curious about the world and themselves. Prefer active over passive learning experiences and prefer interaction with peers during learning activities. Respond positively to opportunities to participate in real life situations. The characteristics of adolescents clearly suggest the investigator to design activity based program to develop problem-solving skill (Botvin & Griffin 2014).

Brown (2011) observes that attitude can be a valuable result of the problem solving approach to learning. It is encouraged when study of a subject is attacked through, identifying a problem, making valid observations, drawing objective conclusions and verifying the conclusions to a new but related problem.” Solving problems in orderly manner leads to the development of scientific attitude that is applicable to many solutions. Moon, *et al.*, (2011) listed the indicators of problem solving skill as, to be able to recognize that the problem exists and problem solving process is a worthwhile experience to be able to define the problem.

Shiundu and Omulando (2012) conducted an experimental study of teacher’s traditions on problem solving method. The study attempted to find out which of the two specific methods, traditional (conventional) or problem solving, provided for students’ gain in and retention of knowledge and abilities, and reveal that the problem solving method had positive favourable points as compared to the traditional method of teaching. However, the above study by (Shiundu and Omulando, 2012)

was more concerned with method of teaching life skills but did not look at how problem solving impact on secondary school students behaviour which is the case of the current study of Maara Sub Couty.

Mutegi (2012) did a study on school factors influencing the implementation of life skills education in public primary schools. The study indicated that problem-solving skills can enable primary school learners to deal constructively with problems in their lives unresolved can cause mental stress and give rise to accompanying physical strain and conflicts. Problem solving, as a skill, can be described as a series of steps to gone through such as defining the problem, think of all the different kinds of solutions to the problem, weigh up the advantages and disadvantages of each and chose the most appropriate solution and plan how to realize it (Mutegi, 2012). However, the study population was primary schools but the current study was concerned with students I secondary schools which is deferent, since secondary school students are in adolescent age.

2.6 Perception of Assertiveness Training on Students' Behaviour

Assertiveness has a long history within the field of behaviour therapy, dating back to the pioneering work of (Bandura, 2007) that recognized that certain individuals in society had specific problems in standing up for their rights. As a result, the skill of assertiveness was introduced during therapies, in an attempt to help such individuals function more effectively in their everyday lives (Cornstem & Hunkins, 2010). Assertiveness is a very important social skill both in professional contexts and in everyday interactions. Students feel hurt, aggrieved and upset if our rights have been violated. Some individuals find it difficult to be assertive. This is often related to upbringing in that they may have been raised under a very strict regime by parents, in which as children they were seen and not heard (Annabel, 2010).

Different researchers tried to explain the multi-faceted nature of assertiveness. Botvin and Griffin (2014) defined assertiveness as the cognitive, emotional and behavioural responses that maximize individual potential for reaching personal goals and gaining social approval. Tuttle and Campbell (2014) offered the following definition of assertion, assertive behaviour promotes equality in human relationships, enabling us to act in our own best interests, to stand up for ourselves without undue anxiety, to

express honest feelings comfortably, to exercise personal rights without denying the rights of others . All of these definitions emphasize important components of assertion, namely respect for the rights of other people and the skilled individual should be able to achieve a balance between ensuring personal rights and not infringing the rights of others.

Assertiveness can be conceptualized as comprising seven response classes (Bandura, 2007). Three of these are negative: expressing unpopular or different opinions; requesting behaviour change from others and refusing unreasonable requests. The remaining four are positive: admitting personal shortcomings; giving and receiving compliments; initiating and maintaining interactions and expressing positive feelings. Fontana (2011) regarded assertiveness as comprising four main components; the ability to refuse requests, ask for favours and make requests, express positive and negative feelings, and initiate, continue and terminate general conversations. People respond each other in different styles in a unique situation. Kendeli (2014) distinguished between three such styles, namely non-assertion, assertion and aggression.

Non-assertive responses involve expressing oneself in such a self-effacing, apologetic manner that one's thoughts, feelings and rights can easily be ignored (Aparna, 2011). In this style, person hesitates, speaks softly, looks away, tends to fidget nervously, avoids issues, agrees regardless of his own feelings, does not express opinions, values himself below others, lacks confidence and hurts himself to avoid any chance of hurting others. The objective here is to satisfy others and avoid conflict at any cost (Mutegi, 2012). Assertive responses involve standing up for oneself, yet considering the other person. The assertive style involves answering spontaneously, speaking with a conversational, yet firm tone and volume, looking at the other person, addressing the main issue, openly expressing personal feelings and opinions, valuing oneself equal to others, and hurting neither oneself nor others. The objective is to try to ensure to be equal (Opio, 2012).

Aggressive responses involve threatening or violating the rights of the other person. The person answers before the other is finished speaking, talks loudly and abusively, glares at the other person, values himself above others and hurts them to avoid hurting

himself. The objective is to win regardless of the other person (Aparna, 2011). Assertiveness is often confused with aggression but the two are fundamentally different. Assertion is concerned with being open about our feelings, both positive and negative. The distinction between aggression and assertion is that assertion definitely does not include any intent to injure, but instead, a positive, purposeful, goal-directed action that serves the healthy function of self-protection (Moon *et al.*, 2011).

Unlike aggressive, assertive students do respond in generalized frustration. Rather, they utilize forthright, direct behaviours such as resisting what they consider to be unreasonable demands and suggesting solutions to conflict (Koross (2009). Assertiveness forms the midpoint of this continuum, and is usually the most appropriate response. Being assertive helps students to be more constructive and confident in dealing with situations and in building the sorts of relationships they want. By not being assertive, students can often experience a lot of anger, resentment, dissatisfaction and anxiety with themselves and others. (Prinsloo, 2010) claimed that anxiety may inhibit the expression of appropriate feeling of adaptive social acts. They also suggested that interpersonal anxieties and their consequences can be treated by assertive life skill training by teachers (Prinsloo, 2010).

According to Chege (2013), many secondary students ability to relate in a socially assertive manner has been affected by many other areas of his or her life, particularly school adjustment. For example, students who have interpersonal difficulties, who withdraw from social interactions and show little emotional expressiveness or social independence, were found to be low achievers in school (King & Kitchener, 2014) In contrast, assertive social behavior was shown to be positively correlated to IQ and healthy adjustment in the classroom (Phan, 2010). Young students who possess assertiveness make plans, set goals and try to reach them insistently (Ithagi, 2017).

According to Kaimuri (2016), students are required to learn a complex set of social skills to engage in effective, confident, and mutually beneficial interaction with other students and people. There has been little recognition of assertiveness as a valuable skill for students. Yet, students are frequently involved in situations which call for assertive behaviour. Students need to know how to respond effectively and how

appropriately ask others for help (Mwita, 2014). As a conclusion, assertiveness is a very important and useful social skill that has a power to enhance the social relationships, academic success and personal development. It is a necessity to empower young people with the knowledge, understanding and skills to choose their own appropriate and effective patterns of behaviour. Teaching these skills to the young people could ensure that unwanted paths and modes of behaviour are avoided. In this regard, early adolescence has been described as an optimum stage for intervention, with the aim of preventing subsequent problems of maladjustment and delinquency (Ku, 2010).

2.7 Theoretical Framework

The study was guided by Psychosocial Stages of Development Theory by Erick Erikson's (1968) and Social Learning Theory by Albert Bandura (2007).

2.7.1 Psychosocial Stages Development Theory

The theoretical framework for the study was based on Erikson's theory on psychosocial stages of development which was developed by Erick Ericson (1968). He argued that at adolescence stage, life gets more complex as one attempts to find his own identity, struggles with social interactions and grapples with moral issues. Most secondary school students are at this stage which is a volatile stage of human development and this may cause indiscipline (Moon *et al*, 2011). This is because if one is unsuccessful in navigating this stage, he experiences role confusion and upheaval (Mutegi, 2012).

Erikson (1968) put forward the psychosocial theory as an assets that people experience eight psycho social crisis which significantly affect each person's development and personality. He observed that the crisis is a sort of internal struggle or challenges which a person must negotiate and deal with in order to grow and develop. The crisis stages are not affected by age but rather by physical and sexual growth which prompts life issues that in turn create the crisis. Each of the eight psycho social crises is characterized by a conflict between the positive and negative dispositions, emotional forces or attitudes.

Erikson (1968), further on psychosocial theory identifies industriousness versus inferiority stage in youth or adolescent in which a sort of entrance to life begins, a period when an individual adolescent concentrates in purposeful or meaningful activity, usually leading to the development of competence and skills. “An adolescent who experiences the satisfaction of achievement of anything positive will move towards successful negotiation of this crisis stage.” Observed Erikson. “However extreme industriousness may result into an individual who is a workaholic and obsessive specialists”. He remarked. Thus like in every situation such adolescent will be lacking in other spheres of life, for instance friendship formation and can get difficulties socializing with others. This negatively impact on their life. Successful development through this stage require striking the right balance between the positive and negative dispositions and not total adoption of the apparent positive disposition. 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 training 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 is 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.

This theory is applicable in this study because students in public secondary schools are very much exposed to all sorts of behaviors in the society. Therefore, in an environment where leadership and guidance is not effectively offered, the discipline of the students becomes greatly jeopardized leading to uncondusive working and learning environment. Thus, the study intended to establish whether training life skills in secondary schools affect students’ behavior.

2.7.2 Social Learning Theory

The study was also guided by Social Learning Theory by Albert Bandura (2007) which states that, children learn to behave through both informal and formal instruction since they observe and copy behaviors of adults' peers. The children's behavior is therefore reinforced or modified by consequences of their actions and responses of others to their behavior. Students learn to behave, through observation and social interaction, rather than just verbal instruction. Bandura also stressed that self-efficacy, defined as confidence in one's abilities to perform appropriate behavior, is important to learning and maintaining behaviors.

In the school situation for example (Fontana, 2011) observes that, social learning theory for teachers handling life skills education need to create an appropriate environment where life skills teaching need to replicate the natural process by which students learn positive behavior through role-modeling, observation and social interaction. Teachers' reinforcement is important in the teaching and learning of life skills education and shaping students' behavior. Positive reinforcements by teachers are applied for behavior skills that need to be adjusted to build more positive actions in students.

Social learning theory contented that teachers have the challenges of improving the academic learning and confidence of the students in their charge. Using LSE as a framework, teachers can work to improve their student's emotional states and to correct their faulty self- beliefs and their habits (personal factors), improving their academic skills and self-regulatory practices(behavior), and alter the school classroom structures that may work to undermine students success. Social cognitive theory is rooted in a view of human agency in which individuals are agents proactively engaged in their own development and can make things happen by their actions.

Key to this sense of agency is the fact that, among other personal factors, individuals possess self-beliefs that enables them to exercise a measure of control over their thoughts, feelings and actions than what people think, believe and feel affects how they behave. Bandura (2007) provided a view of human behavior in which the beliefs that people have about themselves are article elements in the exercises of control and personal agency. These individuals are viewed both as products and as producers of

their own environments and of their social systems. Because human lives are not lived in isolation, Bandura expanded the conception of human agency to include collective agency. Teachers and students need to work together on shared beliefs about their capabilities and common aspiration to better their lives.

Teachers are important role-models in behavior modeling; they are standards setters and source of influence. Teachers need positive attitude towards life skills education so that they make students develop similar attitudes towards the subject. Teachers also need appropriate training to be able to handle life skills education and relevant teaching materials which can effectively help them handle life skills education effectively and finally students identify their own problems, discuss solutions, plan and carry out positive actions. In a school setting, inputs are resources in form of reference materials, teachers, and writing materials, school feeding programs, physical facilities and administration. According to social learning theory, there should be harmony in these resources so as to maximize their utilization for high production. Relevant and adequate content should be based on the official syllabus for public and private secondary schools

Bandura (2007) argues that, teachers should allow students to engage in class discussions, peer tutoring, and have respect for others, help students develop self-esteem, develop new knowledge based on background knowledge so as to help ensure success and develop a classroom environment where students are positive, on-judgmental among others. Social learning theory is therefore applicable in this study in the sense that, the manner in which the teacher views life skill training would influence the approach to teaching life skill training. If teachers felt that the teaching of life skills is not their responsibility they would not prepare relevant and suitable teaching and learning materials for life skill training as they would feel that it is an extra workload.

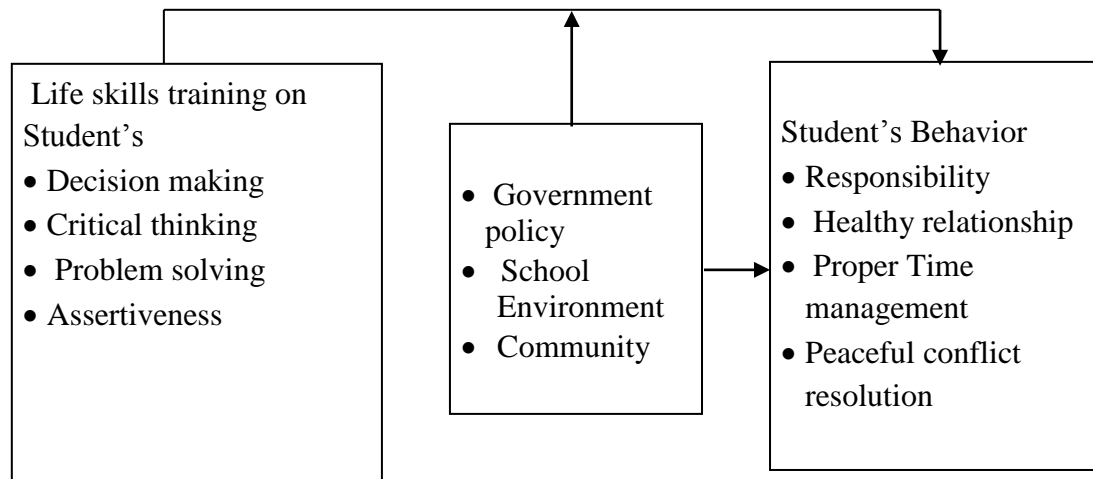
It is anticipated that if teachers consider life skills to be serious, teachers would motivate the learners to like it and learners would acquire Life Skills to cope with body changes for example skills for knowing and living with oneself (intrapersonal skills), skills of knowing and living with others (interpersonal skills) and skills of effective decision- making (KICD, 2014). Students would learn skills such as self-

awareness, self-esteem, coping with emotions, assertiveness, effective communication and negotiation skills. The outcome of these skills would be the reduction of teenage pregnancies, abortion, HIV/AIDs infection, school dropout, poor performance, drug and substance abuse and strikes in schools.

Both theories therefore acknowledge the fact that, in order for students to have good personal behavior, and students should learn through interactions in the school environment with teachers and other positive peers. This is the reason why life skills are taught in school. These theories were suitable for the study because, effective life skills education in secondary schools would impact positive behavior in students which is the researchers' interest.

2.8 Conceptual Framework

The Conceptual Framework in Figure 1 shows the interdependence of the study variables. The independent variable is a variable that a researcher uses in order to determine its impact on another variable (Cohen & Manion, 2006). Thus, the conceptual framework shows diagrammatically how the independent variables impacted on dependent variables.



Independent Variables

Intervening Variables

Dependent Variables

Figure 1: Conceptual Framework on teachers and students perception on the impact of life skills training on students' behavior in secondary schools

The independent variables are life skills education training on decision making, critical thinking, problem solving and assertiveness. Dependent variables are the positive behaviors like, being responsible, having healthy relationships, proper time management and peaceful conflict resolution. The intervening variables included government policy, school environment and the community.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Location of the Study

The study was carried out in Maara Sub-county secondary schools in Tharaka Nithi County, Kenya. The sub county has 52 public secondary schools and 2 private secondary schools. According to Best and Khan (2008) a study location is selected because of existence of a problem. The study location was chosen because of the persistence cases of students' negative behavior evidenced with many cases of schools unrest, drug and substance abuse, high pregnancy rate and high school dropout rate among others.

3.2 Research Design

The study aimed at establishing the teachers and students perception on the impact of life skills training on students' behavior in secondary schools in Maara Sub County, Kenya. The study used Descriptive survey design which is a scientific method that involves observing and describing the behavior of subjects without influencing them in any way. The research design was suitable because it was a fact-finding study and it would capture varied opinions at a given time. Descriptive research design also allowed for the generalization of the study findings from a small sample to a wider representation of the population as opined by (Kothari, 2003). Best and Khan (2008) also concurs by stating that, descriptive survey allows a researcher to gather information, summarize, present and interpret for the purpose of clarification. Amin (2005) also noted that descriptive surveys are best suited when gathering information, summarizing and interpreting for the purpose of classification. The design was easy to produce statistical information and more clearly. Descriptive design was used to establish the perception of teachers and students' on impact of life skills training on the behavior of students in secondary schools in Maara Sub County.

3.3 Population of the Study

According to Amin (2005), population is defined as entire groups of individual, events or objects having a common observable characteristic. The target population for the study was 54 secondary schools students in Maara Sub County, both public 52 and 2 private schools. The study population also comprised of 462 teachers since they are in charge of implementing the life skills syllabus in their respective schools.

Career guidance and counseling teachers were targeted because they would give detailed information as per their schools concerning the implementation of life skills training. The form three students were also targeted because they are the main beneficiaries of life skills education and they were in good position to satisfy the study objectives. According to records from Maara Sub County Director of Education, the Sub County had 54 secondary schools with 462 teachers and 19,857 students. The tabulation of the study population is shown in Table 1.

Table 1: Study Population

School category	Boys only	Girls only	Mixed boarding	Mixed day	Total population	Total schools	Total No of teachers
Public schools	5305	6,282	3,334	4,675	19,596	50	435
Private schools			261		261	2	27
Total	5,305	6,282	3,595	4,675	19,857	52	462

Source: Maara Sub County Educational Office (2018)

3.4 Sampling Procedures and Sample Size

Sampling procedure means selecting a given number of subjects from a defined population. Kothari (2003), states that, any statement made about the sample should also be true of the population and the larger the sample the smaller the sampling error. The study applied (Krejcie & Morgan 2011) Table for determining the needed sample size of a randomly chosen sample from a given finite population. The study applied simple random sampling method to select 20 schools in their different categories; boys, girls, mixed boarding, day schools 5 in each category and the 2 private schools were both be included. Simple random sampling was used to select the form three students, 15 in each school adding up to 330 students 44 teachers; 2 per selected school, making a total of 374 respondents. The sample size tabulation is shown in Table 2.

Table 2: Sample Size Distribution

Category of Schools	Students Sample	Teachers Sample	Total sample	Percent %	Sampling method
Boys Only	75	10	85	22.7	Simple random
Girls Only	75	10	85	22.7	Simple random
Mixed Boarding	75	10	85	22.7	Simple random
Mixed Day	75	10	85	22.7	Simple random
Private schools	30	4	34	9.2	Simple random
Total	330	44	374	100%	

Source: Author (2119)

3.5 Research Instruments

The study used self-administered questionnaires for the students, teachers and the deputy principals. Best and Khan (2008) maintains that questionnaires give respondents freedom to express their views or opinions, make suggestions and it is also anonymous therefore, the participants are able to produce more candid answers than is possible in an interview. Therefore, it becomes the most appropriate instrument for study because it sought to explore all of the domains. In order to examine the opinion and measure the perception, two set of questionnaires were developed one for teachers which sought information on LST implementation and another one for students as the beneficially of LST. The two set of questionnaires were constructed using a 4 Likert scale, where 1 stood for strongly agree, 2 for Agree, 3 for Neutral, 4 for Disagree and 5 for Strongly disagree. The questionnaire had both open-ended and close ended. Open-ended questionnaires gave the respondents the freedom of expressing their views while the close-ended ones facilitated the consistency of certain data from all the respondents. The questionnaire had four sections. Section A collected general information, Section B focused on decision making training, section C focused on critical thinking training, section D focused on problem solving training, while Section E focused on assertiveness training.

3.6 Pilot Study

Before the data collection, the research instrument was piloted in the neighboring Meru South Sub-County, which had similar characteristic like those of Maara Sub County. Five schools which are 25% of the sample schools in the county were included in the study sample. The aim of the pilot study was to calculate the validity and reliability of the research instruments. It was also to allow the researcher create familiarity with the instrumentation. Piloting was important because it helped in improving the questionnaires that were used in the main research as advised by (Kombo & Tromp, 2006).

3.7 Reliability

Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Kothari, 2003). Reliability was assessed using Cronbachs' alpha index with the help of statistical package for social sciences (SPSS). Kothari (2003) states that a reliability index of a

minimum of values of 0.8 or more indicates high degree of correlation and can be used to judge the instrument as reliable or consistent. The results obtained indicated an alpha index of 0.953 of reliability hence suitable for the study. With an alpha index of 0.953 the instruments were considered reliable for the study.

3.8 Validity

The research instruments were validated in two ways. The researcher formulated items in the instruments by considering the set objectives in order to ensure that they contained all the information that answered the research questions. Then researcher consulted the supervisor and other experts for their expert opinion on the instruments validity. This involved assessing the validity of items by comparing them and applying the Coefficient of Validity Index (CVI) for further validation using the Amin (2005) formula of validation. This involved dividing the items by the total number of items on the questionnaire and the validity index was computed as follows:

$$\begin{aligned} CVI &= \frac{\text{Number of items on the questionnaire that were agreed upon}}{\text{Total number of items on the questionnaire}} \\ &= 19/24 \\ &= 0.79 \end{aligned}$$

Since Amin, (2005) indicated that when a CVI is 0.6 or more, then the instruments are regarded as valid. With an index of CVI 0.79 which was above CVI of 0.6 the instruments were considered valid for use in the study.

3.9 Ethical Considerations

Ethical considerations are principles which should bind the researcher in conducting the research (Kombo & Tromp, 2006). The study was conducted after a research permit was obtained from National Commission for Science, Technology and Innovations (NACOSTI) with approval of Chuka University Ethics and Integrity Committee. Informed consent was sought from all the participants that agreed to participate. The names and any form of identification that would be associated with the respondents were not included in the study. Moreover, prior to volunteering information, the respondents were given enough information regarding the study and the participation of respondents was on voluntary basis. Participants were informed of the confidentiality of information they give. The principals were requested to allow administration of the questionnaires on the students.

3.10 Data Collection Procedures

Before data collection, the researcher sought permission from relevant officers through a letter of authorization from Ethics and Integrity Committee Chuka University, which was taken to NACOSTI seeking permission in form of a research permit to be allowed to proceed with the study. Subsequent clearance to carry out the study was obtained from the Sub County Director of Education Officer and Sub County Curriculum Implementation Support Officer (SCISO). Permission was also sought from secondary schools principals through a letter of introduction. The researcher then visited the institutions before actual data collection for familiarization and acquaintance with the respondents. During the visit, the principals and deputy principals were informed of the purpose of the study and appointment dates was booked for actual data collection. Confidentiality of the information obtained was assured and the respondents were given adequate time to respond to the questionnaire. After filing in the questionnaires, they were checked and ready for analysis. Secondary data obtained from the past reports was also used to authenticate the data. The whole process of data collection took a period of two weeks.

3.11 Data Analysis

The raw data collected was coded and analyzed. Since the questionnaire was mainly Likert scale the quantitative analysis was most appropriate for the study (Cohen & Manion, 2006). The data was analyzed using both descriptive and inferential statistics using the Statistical Package for Social Science (SPSS- version 25). Descriptive statistics of mean and standard deviation was used to summarize the responses into quantities for easy discussions and interpretation. The findings were presented in form of pie-charts, tables and graphs with varying percentages.

Table 3: Method of Data Collection

Research Questions	Independent Variable	Dependent Variable	Methods of Data Analysis
i. To what extent does perceptions of teachers and students' on decision making training influence students behavior in secondary schools in Maara Sub County, Kenya?	Decision Making	Students' behaviour	Frequencies, Percentages Means and Standard Deviations
ii. How do the perceptions of teachers and students' influence critical thinking training on students' behavior in secondary schools in Maara Sub County, Kenya?	Critical Thinking	Students' behaviour	Frequencies, Percentages Means and Standard Deviations
iii. What is the perceptions of teachers and students' on impact of problem solving training on students' behavior in secondary schools in Maara Sub County, Kenya?	Problem Solving	Students' behaviour	Frequencies, Percentages Means and Standard Deviations
iv. To what extent does perceptions of teachers and students' on assertiveness training influence students' behavior in secondary schools in Maara Sub County, Kenya?	Assertiveness	Students' behaviour	Frequencies, Percentages Means and Standard Deviations

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Demographic Characteristics of the Respondents

This section describes the demographic characteristics of the respondent such as gender, age of students and the category of school. To determine the distribution of the teachers and students by gender, the respondents indicated their gender in the research instruments as follows.

4.2. Gender of Student and Teachers

To find out respondents characteristics in regard to gender, helped to establish the impact of life skills training on student's by teachers which is related to gender distribution. Students response rate was 58% were females while 45% were male students. Teachers' gender indicated that 70% of the teachers were females with 30% being male. These findings imply that despite the fact that there are more female teachers than male teachers, more males are in school leadership than females. It is thus an indication that men are more authoritative than their female counterparts making them more efficient to deal with boys' and girls' discipline issues in public secondary schools. These findings agree with Shiundu and Omulando (2012) who noted that the teaching profession is dominated by women in Kenya. However, women are less well represented in administrative positions than they are in teaching jobs. The study used equal student representation across both genders to ensure equal representation of the boys and girls.

4.2.1 Age of Students

An item was included which sought to establish the age of students. Age determines behavior of students. The finding is presented in Figure 2.

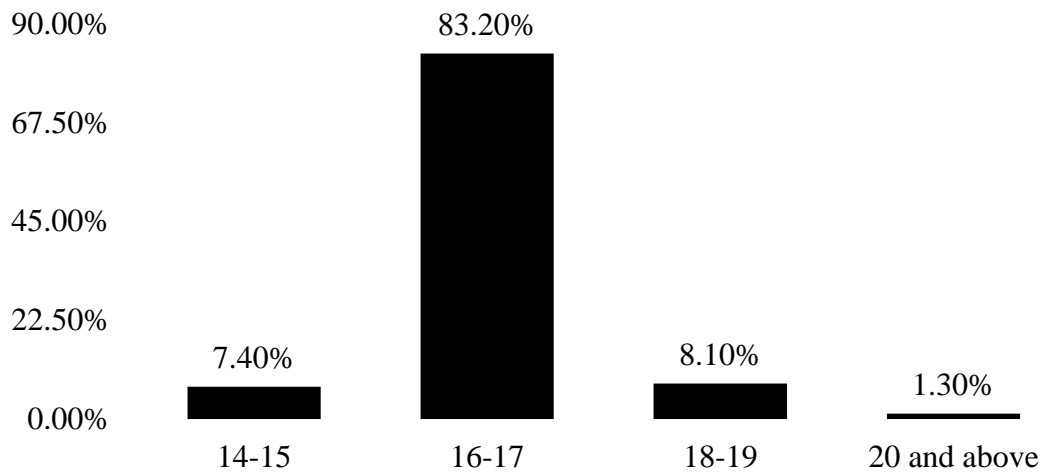


Figure 2: Age of Students

On students' age, 83% were in the age bracket of 16-17, while 7% were aged between 14-15 and another 8% were in the age group of 18-19. A very small number of students 1% were above 20 years of age. The age of students in secondary schools indicated that students had transited from primary school at the right age as per (KICD, 2014) recommended age. This is quite in order bearing the fact that most of the respondents were in form three. This age also reflects that younger students are likely to have less discipline issues than older students. The study was in line with (Ngugi, 2016) who indicated that secondary school students who are normally on adolescence stage represents the period between 14 and 19 years, and this period is when students manifest an identity crisis that may have an impact on their mental make-up and attitudes towards people and circumstances (Kendeli, 2014; Orodho *et al.*, 2013). Most students in secondary schools are between the ages of 14-20 years, an age bracket that requires life skill guidance services. The age factor influences the good relationship between teachers and students thus creating a cordial discharge of life skill education. This results to the observance of good discipline.

4.2.2 Highest Academic Qualification of Teachers Respondents

An item was included in the questionnaire which sought to establish the highest qualification of respondent teachers. The findings are shown in Figure 3.

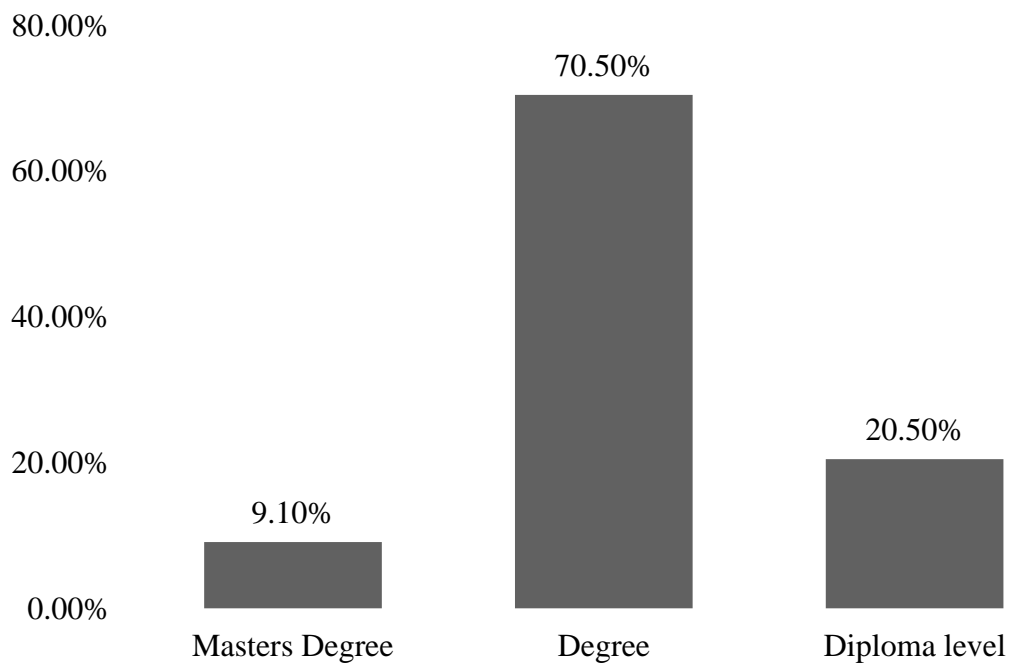


Figure 3: Highest Academic Qualifications of Teachers

The research found out that a significant portion 71% had degrees 21% had diploma and 9% had master’s qualification. These findings were an implication that teachers were qualified to carry on with their role in maintaining discipline among boys and girls in public secondary schools. This also showed that majority of teachers having degree had enough knowledge to teach life skills in schools. Therefore they are in the capacity to deal or solve discipline issues among boys and girls in public secondary schools. The level of Education is an important factor on teachers’ ability to provide efficient life skills in maintaining boys and girls discipline and particularly in management of discipline issues in day to day management of schools according to Tuttle and Campbell (2014).

4.2.3 Teaching Experience by Teachers

An item was included in the questionnaire which sought to establish the duration the teachers have been working and the findings are shown in Figure 4

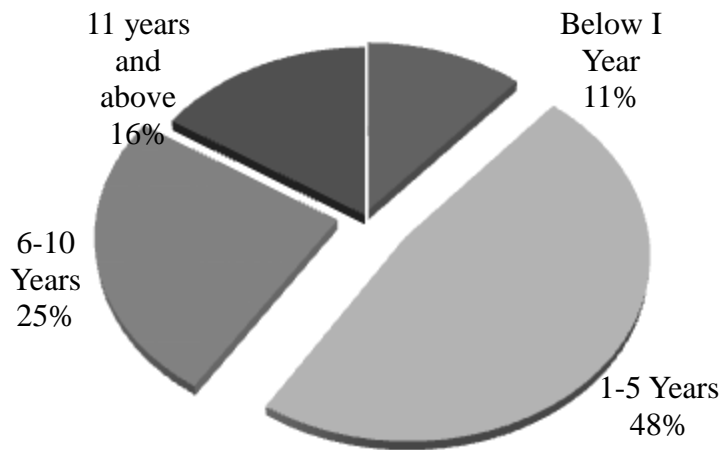


Figure 4: Teachers Teaching Experience in Years

The highest number of teaching had experience of 1-5 years, 25% had taught for 6-19 years, around 16% had taught for 11 years and above with only 11% having taught for below 1 year. The length of teaching shows that teachers had enough experience in infusing life skill knowledge to students and they are well acquitted with issues of indiscipline. The length of teaching experience also shows professional maturity that enables a teacher who has a longer teaching experience to handle students discipline issues more effectively than upcoming teachers. These teachers with higher experience are also comfortable to give information about their past experiences. This is an indication that the study sample was in a position to give correct data on student discipline in public secondary schools due to the length of teachers teaching experience. Teachers are also able to track down the records of discipline issues among boys and girls in the study area.

4.2.4 Teachers Respondents Designations in Schools

An item was included which sought to establish the teachers designation in respectfully schools and the findings are shown in Figure 5.

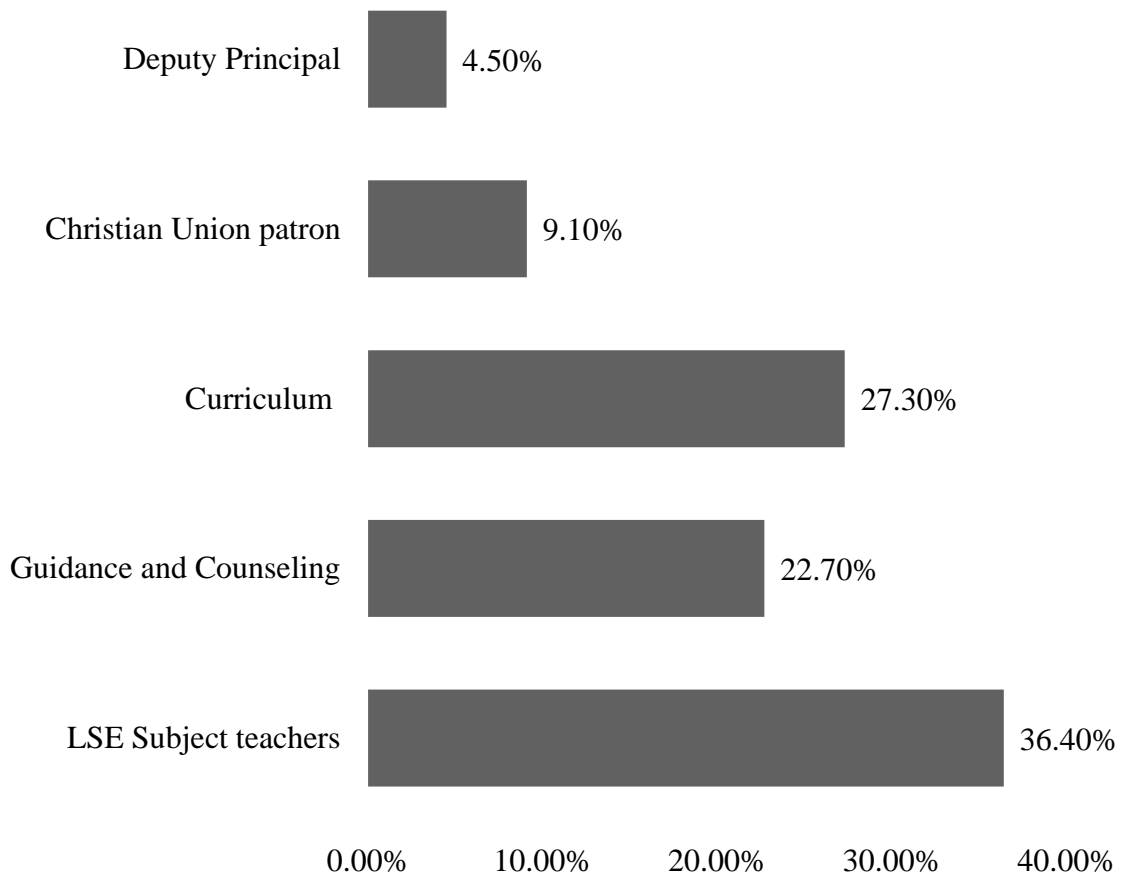


Figure 5: Teachers Designations

From the analysis, around 36% were LSE subject teacher, 27% were CC, around 23% were G& C, 9% were CU patron and 5% were deputy principals. The study findings indicated that there were enough life skill education teachers in majority of secondary schools in the region, while CC teachers were also available in schools. Guidance and counseling teachers were also available in some schools, while CU patrons were also available. The study confirmed that in the study area, there were adequate teachers to deal with life skill education regardless of many cases of unrest and other related behaviors in Maara Sub County.

4.2.5 Secondary School Students are Taught Life Skill

To compare on the variance of discipline across school types the researcher requested the students to state whether they are taught life skills as per their school category. The findings were presented as shown in Figure 6.

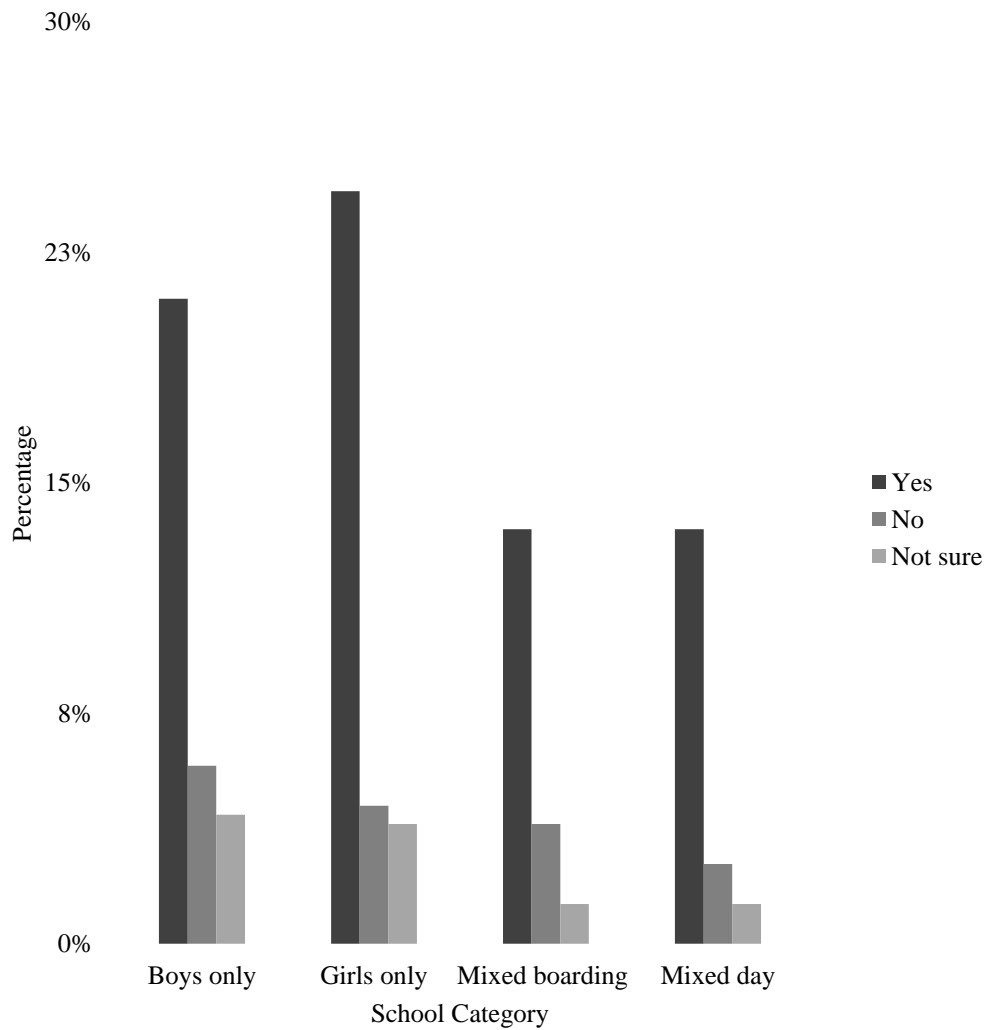


Figure 6: Students Taught Life Skills

The research found out that mixed day and mixed boarding had the lowest number of learners who said that they had been taught some life skills at around 16% each followed by boys only school at around 21% and on the top list was girls' school at around 25%. These findings confirm that life skills were mostly taught in girls only schools followed closely by boys only. In mixed day and mixed boarding schools, life skill education was moderately taught. This was common in many schools as established by Mondo (2006).

4.2.6 Times Taught Life Skills within the Term

An item was included seeking to establish number of lessons taught life skills within the term and categories of schools boy and girls which taught life skills per term. The findings are shown in Figure 7 and 8

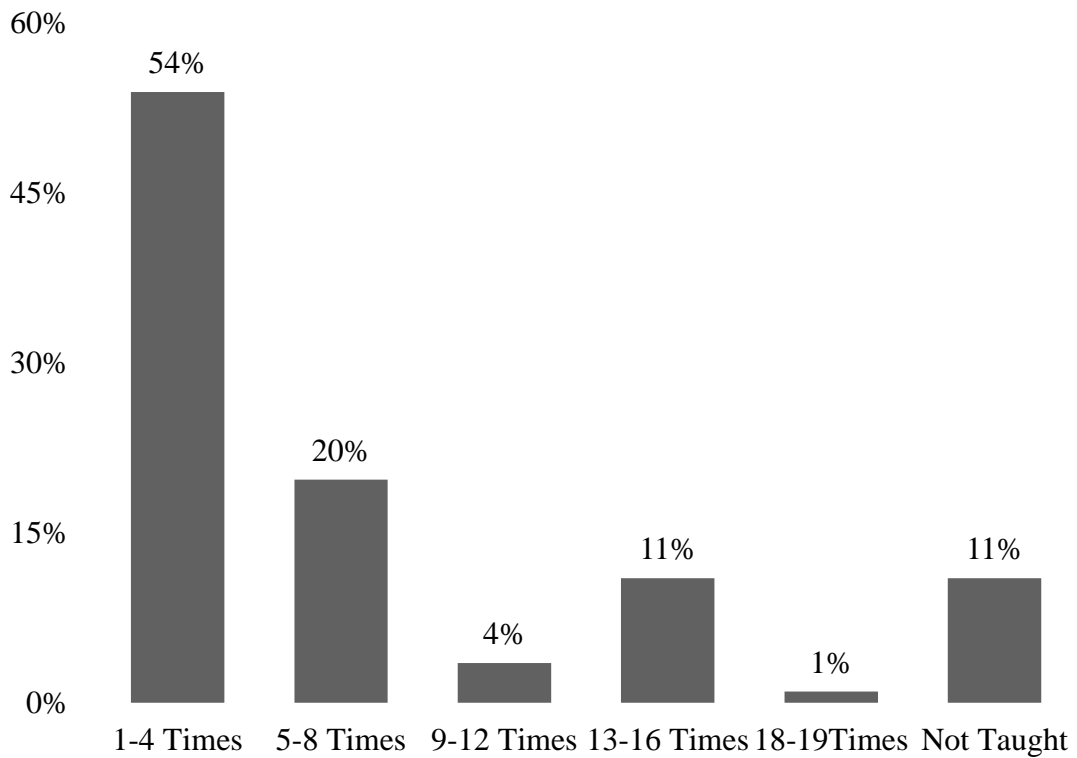


Figure 7: Times Taught Life Skills within the Term

Figure 7, indicated that a significant portion of around 11% had not been taught any life skill. That notwithstanding, most respondents said they had been taught very few hours with around 54% saying that they had been taught for 1-4 times a week, around 20% said they had been taught 5-8 times, 11% said they had been taught 13-16, around 4% said they had been taught 9-12 times and 1% said they had been taught 18-19 times. This is probably due to the reason that teachers and students had realized the benefits of teaching and learning LSE in their schools hence utilized the free time possible for LSE lessons. This implies that about half of the schools were adhering to the Ministry of Education rule which stated that life skills education should be allocated one lesson per week (KICD, 2014). However, it was notable that a number of schools were confirmed not to be implementing LSE in their schools. This could be perhaps due to teachers' negative attitude towards LSE because it is not an examinable subject. Life skill education is supposed to be taught one lesson per week in all Secondary schools according to (KICD, 2014).

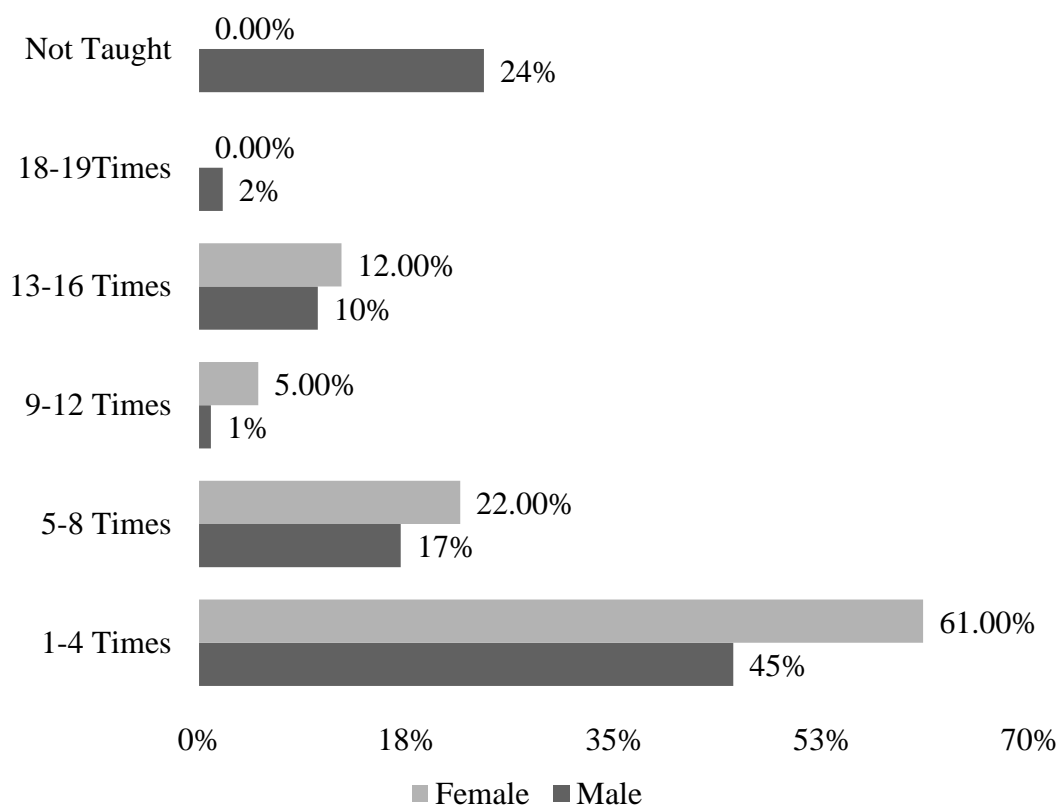


Figure 8: Times Taught Life Skills by Gender

Figure 8, indicate that majority of those not taught life skills per term at all was boys schools 24%, but in girls' schools life skills was highly taught per term representing 61%. The reason for girls being taught life skills might be to empower girls with psychosocial competencies that would help them make informed decisions to avoid early pregnancies above all. These findings indicate that life skills trainings lessons were not taken seriously nor taught in boys schools or formally organized on objective manner like examinable subjects in majority of schools. Poor teaching makes students not to learn, internalize and practice the formal knowledge and skills as planned in the life skill program (Mondo, 2006). It also confirms that there is lack of knowledge on the role that LS plays in imparting skills in students to cope with peer influence related behaviors. The findings also reveal that teachers are motivated to emphasize more on examinable subjects to gain glory and rewards that can only be achieved by having good results. According to UNICEF (2005), life skills are supposed to be taught in schools to influence behavior changes or behavior development approach designed to address and balance three areas of Knowledge, Attitude and Skills.

4.2.7 Life Skills Education Books Read by Students

The following item sought to establish the books available in respectful schools on life skill education and the books are shown in the Table 4.

Table 4: Life Skills Training Books Used in Schools

	Frequency	Percent %
None	123	39.7
Tuko pamoja	28	9.0
Gifted hands	27	8.7
How to pass exams in a short period of time	14	4.5
Road to destiny	14	4.5
Secrets of success	13	4.2
Saying no to relationships	11	3.5
Nothing is impossible but it is possible	10	3.2
African Social life	8	2.6
Forwardness forever	8	2.6
Career journal	7	2.3
Living with AIDS	7	2.3
Power within you	7	2.3
Ten facts about girls	7	2.3
Beyond limits	5	1.6
Hygiene	5	1.6
Self esteem	5	1.6
Think big	5	1.6
Assertiveness	2	.6
Critical thinking	2	.6
Seven pillars of success	2	.6
Total	310	100.0%

Source: Feld Study (2019)

Table 4, indicated that a large number of schools 39% did not have life skills book or any related to life scale education, while a small portion of schools had Tuko Pamoja at around 9% and the others as shown in the table in descending order had very little books on life skills. From the results, it is evident that there is no uniformity in the life skills teaching and learning materials in most secondary schools in the scope area. This is a great challenge since it indicates the disparity of the life skills training content that is taught. This finding can be explained by a study carried out by KICD (2014) which indicated that with infusion and integration approach, teachers at times find it difficult to create linkage between subject content and life skills and if not well planned they tend to deviate from the subject content due to lack of teaching resource,

thus teachers emphasize the academic knowledge at the expense of psychosocial issues. According to Shiundu and Omulando (2012), the way in which LSE content is delivered depends on how it equips learners with skills to cope with life challenges.

4.2.8 Would Students Like Teacher to Teach Life Skills

The following item sought to establish whether students would like to be taught life skill education and the findings are shown in Figure 9.

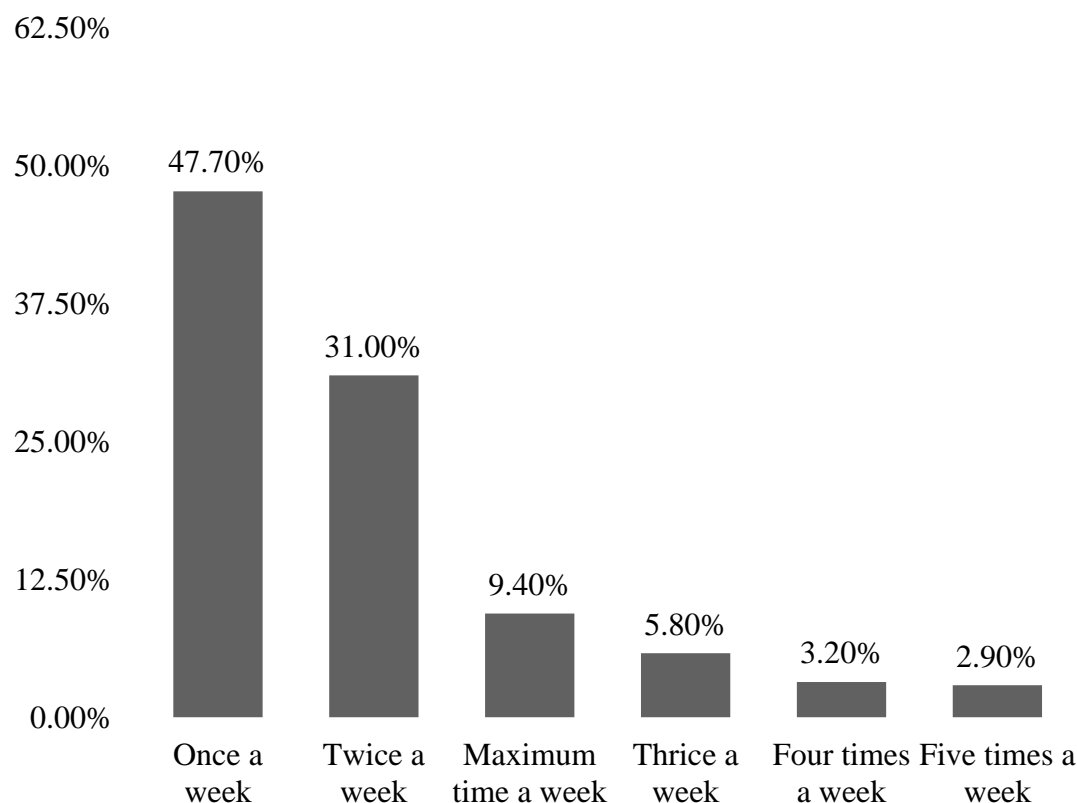


Figure 9: Number of Periods Student would like to learn LSE.

From figure 11, the study found out that a significant portion of around 48% prefer to be taught life skills at least once a week, 31% saying twice a week, 9% preferring maximum times a week, around 6% said they would love to be taught at least thrice, 3% said they wanted to be taught five times a week and around 3% said they wanted to be taught four times a week. This shows that most learners would like to be taught life skills even if it once a week. These findings depicted a negative attitude from teachers on the teaching of LSE as they viewed LSE as an extra burden due to the pressure to cover the syllabus of the examinable subjects. Although most teachers strongly disagreed that there is need for more time allocation for LSE to cover

psychosocial skills, Chege (2013), as mentioned in chapter two contends that successful inculcation of life-skills requires extended sessions for learning. When teachers were asked to rate the assessment level of life-skills acquisition among their students in helping them overcome peer related influences, their results were as follows.

4.3 Perceptions of Students' and Teachers on Decision Making Training and Behaviour of Students

This section sought to establish the impact of decision making process and the skills regarding the effective management of student's behaviour process that can affect their course of life, life satisfaction, and the social relations of individual students in course of their education. In this section responses of students and teachers were put on a 5-point Likert scale which was used to seek an insight into the Impact of Life Skills Training on Decision Making. A rating of "Strongly Agree" had a score of 1 assigned to it; "Agree" was assigned a score of 2; "Undecided" was assigned a score of 3; "Disagree" had a score of 4 assigned to it; "Strongly Disagree" was assigned a score of 5. A weighted mean score was used to interpret the results. A mean score range from 4 to 5 meant that the respondent strongly agreed with the statement. A mean score range from 3 to 3.9 meant that the respondent agreed with the statement. A mean score range from 2.5 to 2.9 meant that the respondent was undecided with the statement. A mean score range from 2 to 2.4 meant that the respondent disagreed with the statement. A mean score range from 1 to 2.3 meant that the respondent strongly disagreed with the statement.

4.3.1 Students Perception on Decision Making and Behaviour

Table 4 shows the perception of students in relation to life skill training on student's decision making. The respondents were requested to state the level of agreement in relation to each of the given items on a five-point Likert Skill where SA= strongly agree, A= agree, U=neutral, D= disagree and SD= strongly disagree.

Table 5: Students Perception on Life Skill Training on Decision Making

Statements	(SA) F/%	(A) F/%	(U) F/%	(DA) F/%	(SD) F/%	Mean
We are able to weigh different options before making decisions	110 35%	157 51%	0 0%	43 14%	0 0%	3.87
We are able to determine how to attain one's goals in education	79 25%	231 75%	0 0%	0 0%	0 0%	3.58
We are able to make good conclusions on matters studies and general life	20 6%	237 76%	30 10%	23 7%	0 0%	3.28
We are able to solve personal problems without involving my teachers	67 22%	113 37%	59 19%	51 16%	20 6%	2.22
We consult family members and teachers before making major decisions	2 1%	99 32%	39 13%	63 20%	107 35%	2.90
We are able to take responsibility of the decisions you make	56 18%	182 59%	70 23%	2 1%	0 0%	3.41
We are known every decision we make has consequences	119 38%	191 62%	0 0%	0 0%	0 0%	3.68
We are excited after making right decision in life	9 3%	237 76%	0 0%	64 21%	0 0%	3.17
We are able to develop new ideas of doing things.	33 11%	234 75%	7 2%	0 0%	36 12%	3.52
Average	15	60	8	8.8	5.8	3.29

From the analysis of the first statement, 81% of respondents agreed that through life skill training students were able to weigh different options before making decisions. The statement posted a mean of 3.87. The finding agrees with that of Prinsloo (2010), that decision-making helps students to deal constructively with decisions about their lives, which may have consequences on health if young people positively make decisions about their actions in relation to health by assessing different options presented by the situations and what effects different decisions have on self.

Majority of respondents at 75% strongly agreed that through life skill training, students were able to determine how to attain their goals in education. The statement posted a mean of 3.58. Arnett (2014) decision-making skills had been previously

considered to be untouchable. It was thought that this skill was acquired over the course of time, and dependent on age. However, Tuttle and Campbell (2014) studies shows that decision-making skills can be taught through life skill training and students are able to make good conclusions on matters of studies and general life and 75% of respondents agreed with the statement with a mean of 3 .28. Through life skill training, they were able to solve personal problems without involving my teachers.

On statement life skill training has equipped them with adequate information before making decisions, 55% disagreed with it posting combined total mean of 2.22 supported the statement. However, 65% did not consult the family members and teachers before making major decisions, posting a mean of 2.90. This shows that a majority of students are not comfortable talking with their family members. A big number of respondents at mean 2.94 agreed that through life skill training, they were able to take responsibility of the decisions they made, with 23% being undecided. On the issue that through life skill training, students has known that every decision you make has consequences, 100% of respondents agreed with the statement. The statement posted a mean score of 3.41. The study finding are supported by (Mondo, 2006), that through the course of the decision-skills map curriculum, students come to see that they are making decisions all the time: in defining their values, in making trade-offs across objectives, and in deciding how much information is necessary to do a credible job. The concept of emerging adulthood refers to the transitional period between to adolescence and young adulthood. This period coincides with university life. The individuals between 14 and 18 years of age neither bear certain responsibilities and they are dependent on their families like a teenager (Atak & Çok, 2010).

Majority of the respondents posting a mean score of 3.17 agreed that they were excited after making right decision in life with 21% disagreeing with the statement. 86% of the respondents said that through life skill training, they were able to develop new ideas of doing things with mean of 3.52 disagreeing with the statement. According to the study analysis, decision making is a choice that students makes between two or more possible options and some of these decisions students make affects their behavior either positively or negatively in their education endeavor as supported by (Opio, 2012).

Students learn to communicate their personal values and to appreciate the trade-offs they and other students face. According to Botvin and Griffin (2014) students distinguish between what is important to them (their own internal value structure) and what is known about the consequences of the various alternatives (the factual information, available from external sources). A group learning environment also improves students' ability to work together towards desired project results, such as an enthusiastic reception to a presentation from classmates or compliments and a good grade from the teacher

4.3.2 Teachers Perception on Decision Making on Students Behaviour

An item was included in the questionnaire for teachers which sought to establish the impact of teaching life skill education on student's decision making. The respondents were requested to state the level of agreement in relation to each of the given items on a five-point Likert Skill where SA= strongly agree, A= agree, U=neutral, D= disagree and SD= strongly disagree. The Table 6 shows the response from teachers.

Table 6: Teachers Response on Students Decision Making Training on Behaviour

Statements	SA F/%	A F/%	U F/%	D F/%	SD F/%	Mean
Students are able to weigh different options before making decisions	6 14%	30 68%	0 0%	6 14%	2 5%	3.52
They are determined to attain their goals in studies	7 16%	29 66%	0 0%	4 9%	4 9%	3.23
They are able to solve their own problems without involving teachers	0 0%	6 14%	0 0%	36 82%	2 5%	2.32
Students endeavor in having adequate information before making decisions	2 5%	21 50%	0 0%	7 17%	12 29%	3.41
They seek counsel from knowledgeable people like teachers concerning issues that needs expertise	0 0%	30 68%	5 11%	2 5%	7 16%	3.01
They consider family, community and family values before making significant decisions	0 0%	28 64%	0 0%	12 27%	4 9%	3.17
They take responsibility of their decisions	2 5%	18 41%	0 0%	13 30%	11 25%	2.33
They have known that every decision has consequences	0 0%	26 59%	5 11%	9 20%	4 9%	2.94
They are normally so excited after making right decision in life	0 0%	35 80%	0 0%	5 11%	4 9%	3.72
They are able to develop new ideas of doing things	2 5%	28 64%	3 7%	5 11%	6 14%	3.12
Average	1.9	25.2	1.3	9.9	5.6	2.97

From the analysis on whether students are able to weigh different options before making decisions, mean 3.52 of teachers agreed that students are able to weigh different options before making decisions a finding early supported by (Prinsloo, 2010). On the issue of how students are determined to attain their goals in studies mean 3.23 of teachers were in agreement and 18% disagreed with the statement. Regarding the issue of how students were able to make good conclusions on their matters, a total of 31% of teachers were in agreement whereas a majority at 50% were in disagreement. Regarding the issue of how students were able to solve their own problems without involving teachers, a total of 87% were in disagreement representing a mean of 2.32. Regarding the issue of how students endeavor in having adequate information before making decisions, a total of 55% of teachers were in agreement whereas 46% were in disagreement, at a mean 3.41. The study finding

concur with (Momanyi, 2008), that through the course of the decision-skills map curriculum, students come to see that they are making decisions all the time: in defining their values, in making trade-offs across objectives, and in deciding how much information is necessary to do a credible job. Students begin to pay more attention to the costs of making poor decisions such as time wasted on useless map details, maps that are hard to read, or maps that fail to address the questions that users most wanted to answer.

Regarding the issue of how students seek counsel from adults or more knowledgeable people like teachers concerning issues that needs expertise, a total of 68% of teachers were in agreement whereas 21% were in disagreement. The statement had a mean of 3.01. On the issue regarding the how students consider their family, community and family values before making significant decisions, a total of 64% of teachers were in agreement whereas 36% were in disagreement. The statement rating was at a mean of 3.17. On the issue regarding how students take responsibility of their decisions, a total of 46% of teachers were in agreement whereas 55% were in disagreement. The study finding was supported by Kendeli (2014) and Brown (2011) who characterized the decision-making process of a person who meets all of the above criteria as vigilant decision making. It was concluded that the individual student whose decision-making skills were developed vigilantly had a higher level of self-esteem and life satisfaction and they could effectively perform their cognitive functions by being less affected by stressful life events.

From the analysis, 69% of teachers agreed that students have known that every decision has consequences. The statement posted a mean of 2.33. Students were also normally excited after making right decision in life this according to 80% of the teachers who agreed with the statement. The statement posted a mean of 2.94. When asked if students were able to develop new ideas of doing things, a majority of teachers at 69% agreed and the statement posted a mean score of 3.72. It is of great importance for secondary school students to acquire decision making skills, as these are the periods when decisions that affect and determine students life course are made, which in turn have an effect on the perception of one's own being and one's life. The findings are supported by Brown (2011) in his studies conducted on the students which concluded that the individual students whose decision-making skills

were developed vigilantly had a higher level of self-esteem and life satisfaction and they could effectively perform their cognitive functions by being less affected by stressful life events. Some of these decisions will affect them the rest of their lives. The decisions that students make affects their behavior either positively or negatively in their education endeavor and behavior (Opio, 2012).

4.3.3 Challenges Student Face in Decision Making on Behaviour According to Teachers

The following item sought to establish from the teachers some of the major challenges facing students in decision making process in schools. The findings are shown in Table 7.

Table 7: Main Challenges Facing Student in Decision Making in Relation to Behaviour

	Frequency	Percent
Peer influence-Students are influenced by others in making decisions	12	27.3%
Lack independence during decision making thus are influenced by peers	6	13.6%
Lack of information on possible options, consequences	6	13.6%
Not considering consequences before making a decision	5	11.4%
Lack of zeal to seek and acquire information	4	9.1%
Lack responsibility	4	9.1%
Lack skills in decision making	3	6.8%
Lack of purpose/looking at their background	2	4.5%
Students are influenced by others in making decisions	2	4.5%
Total	44	100%

Majority of teachers 27% indicated that peer influence was the main determinant of decisions making in schools and was the key challenge faced by student. Other identified factors were lack independence during decision making thus were influenced by peers and lack of information on possible options, consequences at around 14% each. Some 11% of teachers observed that students were not considering consequences before making a decision while, 9% indicated that students lacked zeal to seek and acquire information. Another 9% of teachers identified lack of responsibility. Other teachers indicated that it was lack skills in decision making at around 7%, around 5% of teachers opined that students lacked purpose by looking at their background. Another 5% stated that students were influenced by others in

making decisions. However, decision-making helped students to deal constructively with decisions about their lives. This may have consequences on health if young people positively make decisions about their actions in relation to health by assessing different options presented by the situations and what effects different decisions have on self.

4.3.4 Decision Making Challenges on Behaviour According to Teachers

The following item sought to establish from the teachers challenges faced by individual students on decision making process. The findings are shown in Table 8.

Table 8: Challenges Faced by Individual Students on Decision Making

Statements	Frequency	Percent%
Lack of knowledge on how decisions impact on their future life	8	18.2%
Student not understanding their role	6	13.6%
Peer influence-Students are influenced by others in making decisions	10	22.8%
Lack independence during decision making thus are influenced by peers	4	9.1%
Lack of purpose/looking at their background	4	9.1%
Loss of hope in making decisions	4	9.1%
Negative attitude-Students are against change	4	9.1%
Lack of honesty, self-realization and values among students	2	4.5%
Not considering facts in decision making	2	4.5%
Total	44	100%

Approximately 18% of the teachers observed that lack of knowledge on how decisions impact on their future life is the other challenge faced by student in decision making, other felt that; It was established that student do not understand their role at around 14%. 23% stated that students were influenced by others in making decisions. lack of purpose/looking at their background influenced their decision making, while others had lost hope and other students seemed against change. Other teachers said that it students were lacking skills in decision making. Lack of honesty, self-realization and values among students was evident. By working with peers, students are able to recognize diversity in the views of their classmates while being held accountable, on an individual basis, for their own learning. The study also concurs with Brown (2011) who stated that individual students whose decision-making skills

were developed vigilantly had a higher level of self-esteem and life satisfaction and they could effectively perform their cognitive functions by being less affected by stressful life events. Some of these decisions will affect them the rest of their lives. Opio, (2012) also indicated that the decisions that students make affects their behavior either positively or negatively in their education endeavor and behavior.

4.4. Perception on Critical Thinking Training and Students Behaviour

This section sought to establish the impact of training critical thinking skills in check title regard to student's behaviour in secondary schools. In this section responses of students and teachers were put on a 5-point Likert scale which was used to seek an insight into the Impact of Life Skills Training on critical thinking. A rating of "Strongly Agree" had a score of 1 assigned to it; "Agree" was assigned a score of 2; "Undecided" was assigned a score of 3; "Disagree" had a score of 4 assigned to it; "Strongly Disagree" was assigned a score of 5. A weighted mean score was used to interpret the results. A mean score range from 4 to 5 meant that the respondent strongly agreed with the statement. A mean score range from 3 to 3.9 meant that the respondent agreed with the statement. A mean score range from 2.5 to 2.9 meant that the respondent was undecided with the statement. A mean score range from 2 to 2.4 meant that the respondent disagreed with the statement. A mean score range from 1 to 2.3 meant that the respondent strongly disagreed with the statement.

4.4.1 Students Perception on Critical Thinking Training on Behaviour of Students.

The students were requested to state the level of agreement in relation to each of the given items on a five-point Likert scale where SA= strongly agree, A= agree, U=neutral, D= disagree and SD= strongly disagree. The following Table 9 shows the response from students

Table 9: Students Perception on Critical Thinking Training

Statements	SA F / %	A F / %	U F / %	D F / %	SD F / %	Mean
Has helped me have meaningful statements with others students	31 10%	168 54%	42 14%	39 13%	30 10%	2.96
Has helped makes sound judgments	80 26%	117 38%	40 13%	59 19%	14 5%	2.82
Has helped me analyse actions and consequences	40 13%	200 65%	18 6%	50 16%	2 1%	2.62
Has helped to acquire self-regulation	33 11%	171 55%	32 10%	66 21%	8 3%	2.79
Has helped me in problem-solving skills	38 12%	176 57%	32 10%	40 13%	24 8%	2.82
Has helped me to avoid haste in decision making	30 10%	121 39%	59 19%	70 23%	30 10%	2.80
Has helped me to avoid negative peers influence	7 2%	216 70%	0 0%	69 22%	18 6%	2.52
Has helped to stand by opinion	40 13%	176 57%	35 11%	29 9%	30 10%	2.88
Has helped me to develop sense of responsibility in school	64 21%	189 61%	0 0%	52 17%	5 2%	2.47
Has helped me in the roles entrusted by the teachers	14 5%	147 47%	62 20%	47 15%	40 13%	2.54
Average	12.3	54.3	19.3	16.8	5.3	2.72

From Table 9 analysis, 54% of students strongly agreed that critical thinking has helped students to have meaningful and helpful dialogue with other students. The statement posted a mean score of 2.96. Critical thinking has helped students to have sound judgments and decisions in life where 64% strongly agreed with the statement. The statement posted a mean score of 2.82. Further, a total of 78% were in agreement that through critical thinking training they were helped to analyze actions and their consequences, posting a mean score of 2.62. On self-regulation and purpose in school a total of 66% were in agreement posting a mean of 4.99. The study findings are in line with Moon, Annshelton and Steven (2011), findings that critical thinking stands additionally on some level of creativity, which is accountable for the appetite to anticipate possible results, and also to produce and implement particular alternatives of action in each situation. The deliberation of arguments that are divergent of one's own or the analysis of an argument accordingly to multiple perspectives are visible in the person who reveals critical thinking as well as the acceptance of new ideas, and an

inquisitive and interested search for accurate knowledge regarding the situation at hand

A total of 69% respondents were in agreement that critical thinking skill has helped them to solve problems in their daily routines, posting a mean of 2.79. Moreover, 56% were in agreement that they benefited by being able to develop self-awareness, whereas 36% were in disagreed. 49% were agreed that they were able to control hasty decisions, posting a mean of 2.82 whereas 33% were in disagreed, 19% were undecided. The study findings are in line with Koross (2009), who stated that critical thinking must be valued by education systems, in order to make an environment in the class-room that allows and stimulates the adoption of a reflective attitude towards the quality of one's thinking.

On negative peer-influence, a total of 72% were in agreement, posting a mean score of 2.80. From the analysis, 70% of respondents agreed that training on critical thinking has helped students to stand by their opinion on every issue, posting a mean score of 2.52. On other hand 82% of students agreed to have developed mutual responsibility; while 52% were in agreement that students had developed a sense of reliability on the roles given by teachers both representing a mean score of 2.88 and 2.47. From the findings it was concluded that critical thinking as a resource allowed student to adopt an analytical and an evaluative attitude towards their academic performance, perfecting their quality of the learning process as well as gradual improvement of the skills characteristic of critical thinking. The study is supported by findings of Orodho *et al.* (2013b), who observed that ideally, the education system should permit each student's expansion in a number of curricular and cognitive areas, which is feasible by means of teaching the various thinking skills.

4.4.2 Teachers Perception on Critical Thinking Training and Students Behaviour

An item was included which sought to establish the impact of life skill training on students critical thinking which influence behaviour. The respondents were requested to state the level of agreement in relation to each of the given items on a five-point Likert Skill where SA= strongly agree, A= agree, U=neutral, D= disagree and SD=

strongly disagree. The Table 10 shows the response from teachers on the impact of life skill teaching on student's critical thinking.

Table 10: Teachers Perception on Critical Thinking Training and Students Behavior

Statements	SA F /%	A F/%	U F/%	D F/%	SD F/%	Mean
Critical thinking has capacitated students to have meaningful dialogue with others	7 16%	27 61%	4 9%	2 5%	4 9%	3.50
Has helped the students makes judgments and decisions	10 23%	19 43%	6 14%	4 9%	5 11%	2.76
Has helped the students acquire and analyse the consequences	2 5%	24 55%	6 14%	12 27%	0 0%	3.21
Has helped the students acquire self-regulated and purposeful process in school	2 5%	29 66%	3 7%	8 18%	2 5%	2.11
Has helped students to develop their self-awareness	14 32%	15 34%	4 9%	7 16%	4 9%	3.29
Has helped student to avoid haste in decision making	7 16%	12 27%	7 16%	14 32%	4 9%	2.56
Has made the students not to be influenced easily by negative peers	10 23%	21 48%	0 0%	9 20%	4 9%	2.08
Has helped students to stand out on their opinions	20 45%	16 36%	2 5%	4 9%	2 5%	4.21
Has helped students to develop virtue of responsibility in school	14 32%	18 41%	0 0%	10 23%	2 5%	2.72
Has made many students to be reliable in the roles they are entrusted with by the teachers	0 0%	26 59%	7 16%	5 11%	6 14%	1.84
Average	8.6	23	3.9	7.5	2.4	2.62

From Table 10, the analysis indicated that critical thinking has capacitated students to have meaningful dialogue with others, a mean of 3.50 of teachers agreed. 66% of teachers were in agreement that students are able to make right judgments and good decisions. The statement posted a mean score of 2.76. Also 60% of teachers were in agreement that, students were able to analyze actions and their consequences before making decisions with a mean of 3.21. A total of 71% of teachers were in agreement that students were able to regulate themselves and make purposeful processes, whereas it posted a mean of 2.11. The study finding are possible because this type of reasoning supports the development of analytical, critical and decision making skills, which are useful on a daily and transversal basis, and increase learning and problem solving quality as observed by (Orodho *et al.*, 2013a).

Regarding how critical thinking has helped the students to have problem-solving skills, a total of 61% of teachers agreed that it has helped, posting a mean score of 3.29. Further, a total of 66% of teachers agreed that the students developed self-awareness posting a mean score of 3.29. On whether critical thinking has helped students not to make hasty decision making, a total of 43% of teachers were in agreement whereas 41% were in disagreement. This statement posted a mean score 2.56. On negative peers influence, a total of 70% of teachers were in agreement whereas 29% were in disagreement, posting a mean score of 3.08. 81% of teachers agreed that training on critical thinking has helped students to stand out on their opinions, posting a mean score of 4.21. Through critical thinking students developed the virtue of responsibility in school as was agreed by 73% of the teachers posting a mean score of 3.97 .59% of teachers disagreed that students became more reliable in the roles they are entrusted, which posted a mean of 1.84. The study showed that majority of teachers strongly agreed that critical thinking training is important in molding students' behaviour. The study findings relate to what (King & Kitchener 2014) observed, that to a higher degree critical thinking controls proactivity in school education and specifically in the school context critical thinking skills allow students to organize their learning, to supervise and evaluate their school tasks, which positively affect their behaviours in schools as well as better their academic performance.

4.4.3 Teacher's Role on Critical Thinking Training and Students Behaviour

An item in the questionnaire sought to determine the role of teachers in guiding the students on critical thinking. The findings were shown in Table 11

Table 11: Teacher's Role to Guiding Students on Critical Thinking

	Frequency	Percent%
Helping student to exercise critical thinking	14	31.8%
Explaining concepts and experiences involving critical thinking	11	25.0%
Helping learners to become open minded on whatever challenges they encounter	10	22.7%
Provide avenue for student to exercise critical thinking	9	20.5%
Total	44	100.0

Around 32% of the teachers indicated that the teachers' role in guiding student on critical thinking was helping student to exercise their skill, while 25%, observed that critical thinking was helping learners to become open minded on whatever challenges they encountered. Teachers in the region seem to have been helping student to exercise critical thinking by explaining concepts and experiences involving critical thinking. However, according to Prinsloo (2010) despite the importance conveyed by the education system about developing critical thinking skills, effective efforts to put such skills into practice and to promote their training hasn't been noticeable so far and that could be the cause of students indiscipline.

4.4.4 Challenges Faced by Students on Critical Thinking and Behaviour

An item in the questionnaire sought to establish from the teachers the challenges faced by students on critical thinking. The findings were shown in Table 12

Table 12: Challenges Faced by Students on Critical Thinking

	Frequency	Percent
Thinking after acting	12	27.3%
Lack of exposure	10	22.7%
The concept critical thinking appears ambiguous to students	10	22.7%
Slow in decision making	9	20.5%
Lack of commitment from students	3	6.8%
Total	44	100.0%

Around 27% of the teachers indicated that, challenges faced by students on critical thinking was thinking after acting, 23% lack of exposure, 23% blamed the ambiguity of critical thinking concept to students, around 21% slowness in decision making and around 7% lack of commitment from students. The teacher agreed that, the challenge on critical thinking in the schools was due to students not taking critical thinking seriously. The study findings concurs with what Opio, (2010) observed that, some principals indicated that, it was difficult for them to support the implementation of life skills education because many learners in their schools were careless, irresponsible and had no vision or mission in life. A study by Wanjama, Muraya and Gichaga (2010) showed that, regardless to the introduction of life skills education in secondary schools in Kenya, the productive benefits that should come with it is not evident, as the students have continued to display negative behaviors. The study findings are

supported by Abobo (2012) and Aparna (2011) who states that, critical thinking, contributes to secondary school students both decision-making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It also helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help students to respond adaptively and with flexibility to the situations of their daily lives, as a result positive behavior is expressed

4.5 Student's and Teachers Perception on Problem Solving Training and Students Behaviour

This section sought to establish the perception of teachers and students on impact of problem solving skills training on student's behaviours that can affect their course of life, life satisfaction, and the social relations of individual students in course of their education. A weighted mean score was used to interpret the results. A mean score range from 4 to 5 meant that the respondent strongly agreed with the statement. A mean score range from 3 to 3.9 meant that the respondent agreed with the statement. A mean score range from 2.5 to 2.9 meant that the respondent was undecided with the statement. A mean score range from 2 to 2.4 meant that the respondent disagreed with the statement. A mean score range from 1 to 2.3 meant that the respondent strongly disagreed with the statement.

4.5.1 Students Perception on Problem Solving Training and Behaviour.

Another item sought the perception of students on problem solving. The students were requested to state the level of agreement in relation to each of the given items on a five-point Likert Skill where SA= strongly agree, A= agree, U=neutral, D= disagree and SD= strongly disagree. The Table 13 shows the response from students

Table 13: Students Perception on Life Skill Training on Problem Solving

Statements	SA F/ %	A F/ %	U F/ %	D F/ %	SD F/ %	Mean
Trainings on problem solving skill has promoted peaceful coexistence among us students	108 35%	101 33%	63 20%	38 12%	0 0%	3.62
Has helped us students to have high self esteem	0 0%	167 54%	88 28%	55 18%	0 0%	3.91
I can identify peer counselors in the school	37 12%	127 41%	69 22%	47 15%	30 10%	3.22
Has helped me to develop responsiveness	33 11%	182 59%	42 14%	26 8%	27 9%	3.84
Has makes the work of dealing with students' issues and challenges easier	20 6%	42 14%	19 6%	159 51%	70 23%	2.42
Has helped me to have ample time for studies	8 3%	199 64%	46 15%	16 5%	41 13%	3.76
Has helped me to be self-appreciative and to appreciate others students in school	8 3%	203 65%	26 8%	57 18%	16 5%	3.32
Has helped me to develop creative skills	11 4%	171 55%	57 18%	30 10%	41 13%	2.55
Has helped me to make constructive contribution in solving issues in the school	0 0%	114 37%	28 9%	108 35%	60 19%	2.13
Average	7.4	37.3	14	17.2	7.9	3.196

From the analysis in Table 13, a mean of 3.62 of the respondents agreed, that training on problem solving skills has promoted peaceful coexistence among students. High percentage of students 54% agreed that, training on life skill has helped them in solving problems in their daily lives. The statement posted a mean score of 3.91. On the issue of how training on problem solving has helped students to have high self-esteem a mean of 3.91 was attained were in the statement. The study finding concurs with Steven (2011), who insisted that problem solving skill assists in recognizing the problem exists that and problem solving process is a worthwhile experience for students , to be able to define the problem for example, to think about how the current situation is different than what it ought to be, to be able to think of as many possible alternatives as one can, even if some of them may seem to be unrealistic, to be able to verify the result of the solution and to be able to verify the process attempted to solve the problem.

Regarding the issue of how problem solving training has helped to select peer counselors in the school, a total of 53% of students were in agreement, posting a mean of 3.22. Whereas on whether students had development on responsiveness among themselves after problem solving skills, a total of 70% students were in agreement. The statement posted a mean score of 3.84. On whether problem-solving skill training has made the work of dealing with students' issues and challenges easier, a total of 51% disagreed whereas 40% were in agreement that it has made it easier, representing a mean score of 2.84. Mondo (2006) also insisted that problem solving help students learn to communicate their personal values and to appreciate other students, and they also distinguish between what is important to them (their own internal value structure) and what is known about the consequences of the various alternatives the factual information, available from external sources.

On whether problem solving skill training has helped students have ample time for studies a total of 67% were in agreement at a mean score of 3.76, while about 68% agreed that students are able to appreciate themselves and others although 23% disagreed, where the statement posted a mean score of 3.32. On other hand 59% of students disagreed that, problem solving training has helped students to develop creative skills. The statement posted a mean of 2.55. Problem solving skills have helped students to make constructive contribution in solving issues in the school according 37% of students, while 54% disagreed with the statement. The statement had a mean score of 2.13. From the analysis, it was concluded that problem solving skills are very important on addressing the problems facing students in their daily life as well as schools environmental problems faced by students

4.5.2 Teachers' Perception of Problem Solving Training and Students Behaviour

An item from the questionnaire sought to establish the impact of Life Skill on Students problem solving. The respondents were requested to state the level of agreement in relation to each of the given items on a five-point Likert scale where SA= strongly agree, A= agree, U=neutral, D= disagree and SD= strongly disagree. The Table 14 shows the response from teachers on life skill teaching in relation to students' problem solving skills.

Table 14: Teachers' Perception on Problem Solving Training

Statements	SA F/ %	A F/ %	U F/ %	D F/ %	SD F/ %	Mean
Training students on problem solving skill has promoted peaceful coexistence	8 18%	27 61%	0 0%	9 20%	0 0%	3.86
Has helped students have very high self esteem	9 20%	35 80%	0 0%	0 0%	0 0%	4.73
Students are able to select peer counselors without problems	9 20%	33 75%	0 0%	2 5%	0 0%	3.98
Has helped students to develop responsiveness	3 7%	39 89%	0 0%	2 5%	0 0%	3.85
Has made the work of dealing with students' issues and challenges easier	8 18%	32 73%	0 0%	4 9%	0 0%	3.41
Has helped the school to produce responsible school leavers.	4 9%	36 82%	0 0%	4 9%	0 0%	3.14
Has helped the students to have ample time for studies	4 9%	40 91%	0 0%	0 0%	0 0%	3.89
Has helped students to appreciate themselves and others	0 0%	38 86%	0 0%	6 14%	0 0%	3.57
Has helped the students to develop creativity skills	12 27%	26 59%	0 0%	6 14%	0 0%	3.21
Problem solving skills have helped students to make constructive contribution in solving issues in the school	9 20%	35 80%	0 0%	0 0%	0 0%	4.06
Average	14.8	77.6	0	7.6	0	3.77

Table 14 the response from teachers indicated that training students on problem solving skill promotes peaceful coexistence between them where 79% of teachers agreed with a mean of 3.86. 80% of teachers were in agreement that students developed high self-esteem after problem solving skill training. This statement posted a mean of 4.73. Teachers were also able to select peer counselors without problems as supported by a total of 95% of teachers, which produced a mean score of 3.98. The study findings was in line with Shiundu and Omulando (2012) which indicated that that the problem solving method had positive favourable points as compared to the traditional method of teaching.

On responsiveness, a total of 96% of teachers were in agreement that through problem solving skills trainings students have developed responsiveness, posting a mean of 3.85. Majority of teachers at 91% agreed that problem solving has helped them to deal with students issues and challenges in an easier way, posting a mean score of 3.41. Another 91% of teachers agreed that the problem solving skill had helped produced responsible students. The statement produced a mean score of 3.14. All the teachers agreed that problem solving skill helped students to have ample time for study, where the statement posted a mean of 3.89. 8% of teachers agreed that students trained on problem solving skills appreciate themselves and others posting a mean of 3.57. 86% of teachers agreed that problem solving training has helped the students to develop creative skills although 14% disagreed. The statement posted a mean of 3.21. Problem solving skills have helped students to make constructive contribution in solving issues in the school where all teachers 100% agreed. The statement posted a mean of 4.06. The study findings indicated that majority of teachers agreed that, problem solving skill is necessary to address the students' problems in their daily life as well as schools environmental problems. The study finding also concurs with Brown (2011), who observes that attitude can be a valuable result of the problem solving approach to behaviour problem. It should be encouraged to students to identifying a problem, making valid observations, drawing objectives, conclusions and verifying the conclusions to a new but related problem.

4.5.3 Teachers' Approaches on Training on Problem Solving and students' Behaviour

An item in the questionnaire sought to establish whether teachers had approached life skill training on student's problem solving. The findings were shown in Table 15

Table 15: Approaches of teaching life skill on Problem Solving

Statements	Frequency	Percentage %
Equipping Learners with problem solving skills	10	22.7%
Class/Group discussions for students to make conclusions on problem solving	6	13.6%
Through peer counselors	6	13.6%
Helping students come up with solutions to their problems	5	11.4%
Naive approach-because no real curriculum covering life skills is available	5	11.4%
By talking about issues affecting life during class lessons	4	9.1%
Helping learners identify Pros and Cons of every decision	4	9.1%
Through case study analysis with students	4	9.1%
Total	44	100%

On how teachers approached life skill training on students' to help them on problem solving, around 23% indicated that it was by equipping learners with problem solving skills, around 44% used class or group discussions for students to make conclusions on problem solving, 14% through peer counselors and 11% through helping students come up with solutions to their problems. Another 11% of teachers identified covering real curriculum in life skills, while 9% indicated by talking about issues affecting life during class lessons. Another 9% of teachers identified helping learners identify Pros and Cons of every decision and 9% used case study analysis with students. According to teachers problem solving skill are discussed in schools, and they are taught in series of steps to define problem, think of all the different kinds of solutions to the problem, weigh up the advantages and disadvantages of each and chose the most appropriate solution and plan how to realize them. Shiundu and Omulando (2012) experimental study of teacher's traditions on problem solving method reveal that the problem solving method had positive favourable points as compared to the traditional method of teaching.

4.5.4 Challenges Facing Students on Problem Solving According to Teachers

An item in the questionnaire sought to establish from teachers the challenges facing students on problem solving and the findings were shown in Table 18

Table 16: Challenges Facing Students on Problem Solving

Statements	Frequency	Percent
New problems and challenges are experienced	10	22.7%
Students being unable to identify real issues affecting them	10	22.7%
Lack of self-esteem and courage to make independent decision	6	13.6%
Peer influence	6	13.6%
Drug and substance abuse and peer influence	4	9.1%
Identification and acceptance of a problem to be solved	4	9.1%
Lack of patience- not analyzing merits and demerits	4	9.1%
Total	44	100%

On opinion by teachers on the challenges facing students on problem solving, around 23% of the teachers identified new problems and challenges were experienced. Around 23% identified students being unable to identify real issues affecting them, while 14% identified lack of self-esteem and courage to make independent decisions. 14% of the teachers identified peer influence and 9% identified drug and substance abuse and peer influence, 9% said identification and acceptance of a problem to be solved and 9% identified lack of patience-other reasons included, not analyzing merits and demerits, great pressure from social economic disparities, peer group pressure, an increasing competitive environment and others. This makes it paramount to train learners coping skills to enhance their behavior in school and out of schools. The study findings are also supported by Pooja (2009), who observed that problem-solving skills can enable secondary school students to deal constructively with problems in their lives unresolved can cause mental stress and give rise to accompanying physical strain and conflicts. Problem solving, as a skill, can be described as a series of steps to go through such as defining the problem, think of all the different kinds of solutions to the problem, weigh up the advantages and disadvantages of each and chose the most appropriate solution and plan how to realize it (Fontana, 2011).

4.6 Teachers and Students' Perception of Assertiveness Training and Students' Behaviour

Information on the impact of life skill training on students' assertiveness was gathered in the questionnaire. Assertiveness is a very important social skill both in professional contexts and in everyday interactions. Some individuals find it difficult to be

assertive. Non-assertive responses involve expressing oneself in such an apologetic manner that one's thoughts, feelings and rights can easily be ignored. A weighted mean score was used to interpret the results. A mean score range from 4 to 5 meant that the respondent strongly agreed with the statement. A mean score range from 3 to 3.9 meant that the respondent agreed with the statement. A mean score range from 2.5 to 2.9 meant that the respondent was undecided with the statement. A mean score range from 2 to 2.4 meant that the respondent disagreed with the statement. A mean score range from 1 to 2.3 meant that the respondent strongly disagreed with the statement.

4.6.1 Students Perception of Assertiveness Training on Behaviour

The students were requested to state the level of agreement in relation to life skill training on assertiveness, each of the given items on a five-point Likert Skill where SA= strongly agree, A= agree, U=neutral, D= disagree and SD= strongly disagree. The Table 17 shows the response from students

Table 17: Students Perception of Assertiveness on Training and Students 'Behaviour

Statements	SA F/%	A F/%	U F/%	D F/%	SD F/%	Mean
Training on assertiveness skill has helped me to express personal opinions on different issues	14 5%	188 61%	26 8%	70 23%	12 4%	3.45
Has helped me to be firm on decisions I make	14 5%	188 61%	16 5%	92 30%	0 0%	3.32
Has helped me to keep away from bad peer pressures	22 7%	229 74%	43 14%	16 5%	0 0%	3.51
Has helped me understand and request for my rights without fear	12 4%	147 47%	23 7%	22 7%	106 34%	2.55
Has helped us to avoid violence as a way of expressing our dissatisfaction	19 6%	200 65%	2 1%	57 18%	32 10%	3.32
Has helped me to resist drug and substance abuse push from peers and those who have dropped out of school	19 6%	199 64%	21 7%	66 21%	5 2%	3.29
Has made us to protect the newcomers, especially form ones from being bullied	22 7%	186 60%	38 12%	26 8%	38 12%	3.12
Has enabled me to avoid irresponsible sexuality	12 4%	230 74%	4 1%	64 21%	0 0%	3.08
Training on assertiveness has helped me to pursue my studies without problems	11 4%	115 37%	73 24%	20 6%	91 29%	2.77
Average	5.3	67.8	6.8	15.4	10.1	3.156

From the analysis, 61% of the respondents agreed that training on assertiveness skills had helped students to express personal opinions on different issues, posting a mean of 3.45. On firmness in decisions made, 61% agreed with the statement, while 30% disagreed, posting a mean score of 3.32. Assertiveness skills helped students to avoid bad peer pressures and by 81% of respondents agreed, posting a mean of 3.51. On whether assertiveness skills helped students to understand and request for their rights without fear, there was a mixed response where 47% agreed and another 34% strongly disagreed with the statement. The statement posted a mean score of 2.55. The study findings are in line with Chege (2013), who noted that many secondary students ability to relate in a socially assertive manner has been affected by many other areas of his or her life, particularly school adjustment. For example, students who have interpersonal difficulties, who withdraw from social interactions and show little emotional expressiveness or social independence, were found to be low achievers in school.

Regarding the issue of how training on assertiveness has helped students to avoid violence as a way of expressing their dissatisfaction a total of 65% were in agreed, posting a mean of 3.32. Majority agreed that assertiveness has helped students to resisting drug and substance abuse push from peers and those who have dropped out of school, a total of 64% agreed, posting a mean score of 3.29. Majority agreed that assertiveness has helped students on protection of the newcomers, especially form ones from being bullied a total of 60% agreed were in agreement with the statement, posting a mean score of 3.12. The study findings are supported by Opio, (2012), who observes that assertiveness responses involve standing up for oneself, yet considering the other person. On whether assertiveness scale training has enabled students to avoid irresponsible sexuality 74% of respondents agreed. The statement posted a mean of 3.08. Assertiveness has helped students to pursue studies without problems had 37% agreed and 29% disagreed. The stamen posted a mean score of 2.77. Assertiveness is a very important social skill in education setting and on students' daily interactions. Assertiveness is a very important social skill both in professional contexts and in everyday interactions. Students feels hurt, aggrieved and upset if their rights are violated and some even find it difficult to be assertive as indicated by (Annabel, 2010).

4.6.2 Teachers Perception of Assertiveness Training and Students Behaviour

An item was included to establish how life skill training helped students on assertiveness. The respondents were requested to state the level of agreement in relation to each of the given items on a five-point Likert Skill where SA= strongly agree, A= agree, U=neutral, D= disagree and SD= strongly disagree. The following Table 18 shows teachers response on life skill teaching in relation to students assertiveness skills.

Table 18: Teacher's Responses on Students on Assertiveness

Statements	SA F/ %	A F/ %	U F/ %	D F/ %	SD F/ %	Mean
Assertiveness has helped students to be firm on their decisions	9 30%	35 70%	0 0%	0 0%	0 0%	3.87
Has helped students to refuse unreasonable pressures from their peers	9 20%	35 80%	0 0%	0 0%	0 0%	3.78
Has helped students to express their feelings well	7 16%	25 57%	0 0%	12 27%	0 0%	3.20
Assertiveness has helped students ask for their rights without fear	9 10%	35 80%	0 10%	0 0%	0 0%	3.11
Has helped students to resist drug and substance abuse push from their peers who have dropped out of school	6 14%	38 86%	0 0%	0 0%	0 0%	3.52
Has made the students to protect the newcomers, especially form ones from being buried	7 16%	37 84%	0 0%	0 0%	0 0%	4.12
Has helped many students to avoid bad company	7 16%	37 84%	0 0%	0 0%	0 0%	3.22
Has helped students to avoid violence as a way of expressing their dissatisfaction	0 0%	44 100%	0 0%	0 0%	0 0%	3.59
Has enabled students to avoid irresponsible sexuality	7 16%	37 84%	0 0%	0 0%	0 0%	4.57
Assertiveness has helped students to pursue their studies to the end	7 16%	22 50%	0 0%	15 34%	0 0%	2.15
Average	15.4	85.7	1	6.1	0	3.513

From Table 18 the analysis shows that 80% of teachers agreed that assertiveness had helped students to be firm on their decisions. The statement posted a mean of 3.87.

Another 80% of teachers agreed that assertiveness skill has helped students to refuse unreasonable pressure from their peers, posting a mean score of 3.78. On expressing their feelings well, a total of 57% of teachers agreed with the statement, whereas 27% of respondents disagreed. This statement posted a mean of 3.20. According to Kaimuri (2016), students are required to learn a complex set of social skills to engage in effective, confident, and mutually beneficial interaction with other students and people.

Assertiveness had helped students to be able to ask for their rights without fear, where 81% of teachers agreed with the statement posting a mean score of 3.11. Prinsloo (2010) concurs with the findings that, assertive students do respond in generalized frustration. Rather, they utilize forthright direct behaviours such as resisting what they consider to be unreasonable demands and suggesting solutions to conflict. Yet, students are frequently involved in situations which call for assertive behaviour. Students need to know how to respond effectively and how appropriately ask others for help (Mwita, 2014).

Majority of teachers 86% agreed that students who learnt assertiveness were able to resist drugs and substance abuse, students are also able to protect the newcomers, especially from ones from being bullied avoid bad company, violence as a way of expressing their dissatisfaction, avoid irresponsible sexuality. This statement posted a mean of 3.52. On whether assertiveness had helped students to pursue their studies to the end 50% of teachers agreed, while another 34% disagreed. The statement posted a mean of 2.15. The study finding are in line with Fontana (2011) that students respond in different styles in a unique situation, thus distinction between aggressiveness and assertiveness is very important among students. The study also shows that being assertive helps students to be more constructive and confident in dealing with situations and in building the kind of relationships they want. By not being assertive, students can often experience a lot of anger, resentment, dissatisfaction and anxiety with themselves and others.

4.6.3 How Life Skills Training has Helped Students to be Assertive

An item in the questionnaire sought to establish from teachers how life skills training have helped students to be assertive and the findings were shown in Table 19

Table 19: How Life Skills Training Has Helped Students to be Assertive

	Frequency	Percentage
Firmness in life goals	12	27.3%
Learners have acquired life skills values thus building their esteem, acceptance and confidence	10	22.7%
Creating self believe in students to know they can be successful	5	11.4%
Helped to protect from irresponsible sexual behavior and drug abuse	5	11.4%
Students have become firm in their decisions	5	11.4%
Awareness of skills to apply in many situations	4	9.1%
Learners are able to stand firm against peer pressure	3	6.8%
Total	44	100.0

Majority of teachers 27% indicated that assertiveness assisted students to have firmness in life goals targets and around 23% indicated that learners had acquired life skills values to build their esteem, acceptance and confidence through assertiveness. Another 11% indicated that assertiveness assisted students to have self believe in success, around 11% indicated that assertiveness assisted to protect students from irresponsible sexual behavior and drug abuse while, 14% of the teachers indicated that through assertiveness training students have become firm in their decisions. A small percentage of teachers indicated that assertiveness assisted students to have awareness of skills. The study concludes that, assertiveness was important and useful social skill that has a power to enhance the social relationships, academic success and personal development of students. It is a necessity to empower young people with the knowledge, understanding and skills to choose their own appropriate and effective patterns of behaviour. The study finding was in line with Ithagi (2017) who observed that secondary school students who possess assertiveness make plans, set goals and try to reach them insistentlly

4.6.4 Challenges Facing Students on Assertiveness on Behaviour

An item was included to establish the challenges facing students on assertiveness. The respondents were requested to indicate the main challenges. The Table 20 shows the findings.

Table 20: Challenges Facing Students on Assertiveness

Statements	Frequency	Percentage
Lack of mentorship and role models	10	22.7%
peer influence especially from school drop outs	9	20.5%
Constant need for guidance-lack of independence during decision making	6	13.6%
Lack of confidence because of poor backgrounds and lack of mentorship	6	13.6%
Some students are so afraid of their environment	5	11.4%
Environment- both at home and in school which does not provide room for student's assertiveness	3	6.8%
Family issues such as single parenthood making some students have low self esteem	3	6.8%
Lack of openness and courage to express oneself	2	4.5%
Total	44	100%

Majority of teachers 23% indicated that through assertiveness students were able to deal with challenges facing students, while around 23% of the teachers indicated that lack of mentorship and role models was a challenge because of lacking assertiveness. Another 21% of teachers opined that due to lack of assertiveness there was peer influence especially from school drop outs, while 14% indicated that students lacked constant guidance to be independence during decision making. Another 14% of teachers indicated that students lacked confidence because of their poor backgrounds and lack of mentorship. 11% of teachers indicated that some students were being afraid of their environmental background both at home and in school which does not provide room for student's assertiveness. Another observed issue by 7% of teachers was family issues such as single parenthood which made some students to have low self-esteem and lack of openness and courage to express oneself. The finding indicates that assertiveness is a very important and useful social skill that has a power to enhance the social relationships, academic success and personal development. It is a necessity to empower young people with the knowledge, understanding and skills to choose their own appropriate and effective patterns of behaviour. Teaching these skills to the young people could ensure that unwanted paths and modes of behaviour are avoided. As such early adolescence has been described as an optimum stage for intervention, with the aim of preventing subsequent problems of maladjustment and delinquency (Ku, 2010).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The study was to establish teachers and students perception on the impact of life skills training on students' behavior in secondary schools in Maara Sub County, Kenya. The demographic characteristics of respondents indicated that there were more female teachers in the study areas and majority of teachers were above 30 years of age at 83%. The study indicated that there were enough life skill education teachers in majority of secondary schools in the region, while curriculum coordinators were also available in schools. Guidance and counseling teachers were also available in some schools, while CU patrons were also available. Mixed day and mixed boarding schools had the lowest number of learners who indicated that students had been taught life skills. This confirms that life skills were mostly taught in girl's schools followed closely by boys only. In mixed day and mixed boarding schools, life skill education was moderately taught. Most students indicated that they had been taught life skills very few hours, while others indicated that students had been taught for 1 to 4 times a week. This does not concur with students' desire with significant portion of around 48% who preferred to be taught life skills at least once a week, 31% would prefer being taught twice a week. This indicated that most learners wanted to learn life skills even if it was once per week.

According to the Likert's scale for analysis of attributes and judgmental analysis, the study established that through life skill training students were able to weigh different options before making decisions. Through life skill training students were able to determine how to attain their goals in education and were able to make good conclusions on matters of studies and on their behavior as indicated by students. Through life skill training, students were able to solve personal problems without involving teachers. Life skill training had equipped students with adequate information before making decisions. Majority of students did not consult the family members and teachers before making major decisions while only few consulted with family. This indicated that a majority of students are not comfortable talking with their family members. On whether through life skill training students known that every decision students make had consequences majority agreed with the statement. A big number of students stated that students were excited after making right decision in

life where others students agreed that through life skill training they were able to develop new ideas of doing things.

Teachers raised issues that had affected students' decision making which included peer influence, lack of independence during decision making, lack of information on possible options and consequences. Also lack of zeal to seek and acquire information was influencing irresponsibility in schools. Lack of skills in decision making influenced lack of purpose in life among students leading to bad behavior. Teachers also identified lack of knowledge on how decisions making impact on their future life as a major challenge faced by student in decision making. Teachers indicated that students did not understand their role and peer influence among student's groupings that influenced others in making decisions. Teachers also indicated that lack of purpose led to loss of hope in making decisions, while others identified negative attitude among students that led to bad behaviors.

On whether life skill training had affected critical thinking among students, majority of respondents indicated that critical thinking had helped students to have meaningful and helpful dialogue and statements with other students. Also noted was that, critical thinking had helped students to makes sound judgments and decisions in life. Critical thinking helped majority of students to acquire and analyses actions, their consequences and helped students to acquire self-regulation and purpose in school. Critical thinking had helped students to have problem-solving skills in their daily routines and to develop self-awareness. Critical thinking had helped students to avoid haste in decision making as well as avoiding negative peers influence, although still some students agreed that peers influenced their critical thinking. Critical thinking had helped Student's to stand by opinion on every issue and develop sense of responsibility in school. Teachers raised issues that had affected students' critical thinking, as teachers' being role model in guiding student on critical thinking. Teachers indicated that by explaining the concepts and experiences in critical thinking helped learners to become open minded on whatever challenges they encountered and it provided an avenue for student to exercise critical thinking. Majority of teachers indicated that challenges faced by students on critical thinking was students thinking after acting which is opposite of what it is supposed to be due to lack of exposure.

On whether life skill training had assisted students problem solving skills majority of students disagreed. This indicated that a high percentage of student's do not think training on life skill has helped them in problem solving. However, students agreed that through training on problem solving had helped them to have high self-esteem and to develop responsiveness in school. Students agreed that problem-solving skill training had made the work of dealing with students' issues and challenges easier for teachers. Training on problem solving had helped students to have ample time for studies and to be self-appreciative and to appreciate others students in school. Also students agreed that problem solving training had helped students to develop creative skills and to make constructive contribution in solving issues in the school.

Majority of teachers stated that they equipped learners with problem solving skills through class/group discussions for students to make conclusions, use of peer counselors and helping students come up with solutions to their problems. Teachers also approached the topic by talking about issues affecting life during class lessons, by helping learners identify Pros and Cons of every decision and through case study analysis with students. Teachers identified challenges facing students on problem solving as, experiencing new problems and challenges, students being unable to identify real issues affecting them, lack of self-esteem and courage to make independent decision and peer influence. Another challenge was drug and substance abuse through peer influence, lack of patience, not analyzing merits and demerits of decisions made in school.

On how life skill training had affected students 'assertiveness, majority of students agreed that training on assertiveness skill had helped them to express personal opinions on different issues. Majority of students indicated that training on assertiveness had helped students to be firm on decisions made. Majority of student's indicated that through assertiveness training had helped them to keep away from bad peer pressures. Training on assertiveness had helped students to express their feelings, understand and request for their rights without fear. Training on assertiveness had helped students to avoid violence as a way of expressing their dissatisfaction. . Training on assertiveness had helped students to resist drug and substance abuse push from peers and those who have dropped out of school. . Training on assertiveness had helped students to protect the newcomers, especially form ones from being bullied.

Respondents agreed that training on assertiveness had enabled them to avoid irresponsible sexuality and had helped me to pursue studies without problems.

Majority of teachers indicated that assertiveness training had helped students to be more firm on their life goals and assertiveness had helped learners acquire life skills values thus building their esteem, acceptance and self-confidence. Teachers also indicated that assertiveness helped students on creation of self believe to know that they can be successful , while other teachers agreed that it help protect students from irresponsible sexual behavior and drug abuse. Teachers indicated that assertiveness helped students become firm in their decisions and be able to stand firm against peer pressure. Teachers on challenges facing students on assertiveness, teachers identified lack of mentorship and role models that influenced the bad behavior especially from school drop outs. Majority of teaches identified lack of confidence, while others identified lack of mentorship, students environment both at home and in school, compounded by issues such as single parenthood which made some students to have low self-esteem leading to lack of openness and courage to express oneself affecting their behavior.

5.2 Conclusion

The main objective of the study was to establish teachers and students perception on the impact of life skills training on students' behavior in secondary schools in Maara Sub County, Kenya. Based on the findings of the study as summarized above, it can be concluded that: Through life skill training student are able to weigh different options before making decisions which impacted on their behavior. However, life skills training which is meant to equip students with adequate information before making decisions was not well implemented in many secondary schools in Maara Sub County. The teachers have been teaching life skills at a random or once per week which impacted negatively on behavior of students.

Critical thinking help majority of students to have meaningful life. It also helped students make sound judgments, acquire and analyses actions and their consequences. Due to laxity or ignorance of teachers training on critical thinking was not well developed among students to have a sense of responsibility on their actions and

behavior. Teachers' role in guiding students on critical thinking was not evident in many schools in secondary schools in Maara Sub County.

Problem solving skill helped students to promote peaceful coexistence among them and had students to have high self-esteem and develop responsiveness in school. However, teachers opined that students were not able to identify real issues affecting them and they lacked self-esteem. To avert such behavior then life skills need to be allocated more time and more emphasized so that the intended objectives of equipping the students with abilities for adaptive and positive behavior to deal with demands and challenges may be realized.

Assertiveness which was meant to help students to express personal opinions on different issues and to be firm on decisions they made was not well infused among students in the schools. However, assertiveness did not help students keep away from bad peer pressures, which shows that it was not well achieved in many schools leading to misbehavior in schools. Training on assertiveness had not helped students to avoid violence as a way of expressing their dissatisfaction in schools. Students lacked mentorship and role models which influenced bad behavior especially from school drop outs.

5.3 Recommendations

- i. The schools administrations to avail all the necessary teaching and learning materials for life skills training.
- ii. Ministry of education to ensure that Life skills education to supervise on the ground to ensure life skill training takes place in schools.
- iii. Teachers to ensure life skills training is done on the allocated time instead of teaching other subjects.

5.4 Suggestions for Further Research

From this study it is clear that, life skills training seem to be very critical on the behavior of secondary school students;

- i. A similar study to examine the perceptions of the parents and community on impact of life skills on students behavior
- ii. Another study should be carried out to investigate effects of life skills training on the students' with special needs behaviour.

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APÉNDICES

Appendix I: Introduction Letter

MARY WAWIRA MUTEGI
CHUKA UNIVERSITY
P.O. BOX 109-60400
CHUKA

THE PRINCIPAL,

Dear Sir/ Madam,

I'm a student at Chuka University pursuing Master Degree in Education in Counseling. I'm conducting a research on "**Teachers and students perception on the impact of life skills training on students' behavior in secondary schools in Maara Sub County, Kenya**". Your school has been identified to participate in this study. I hereby request you to allow me administer the questionnaires to teachers and in your school. The information gathered is meant for educational purposes only and will be treated with utmost confidentiality.

Thank you

Yours faithfully

Mary Wawira Mutegi
(Researcher)

Appendix II: Questionnaire for Teachers

Instructions

You are kindly requested to respond to the Questionnaire given. This study forms part of my master's degree at Chuka University. There are no wrong or right answers; I am only interested in your own opinion. The response you give will be treated confidentially. Thank you in advance for assisting me in my survey-

SECTION I: Basic Biographical Information

Indicate your response by a tick () against the appropriate box at each question

1. Your Gender? Male Female

2. Which of the following grades indicate your highest professional training?
Diploma
Bachelor's Degree
Master's Degree
PhD
Approved status
P1
Others, please specify.....

3. Teaching experience in years?
Below 1 year
1 – 5 years
6 – 10 years
11 years and above

4. Position held in the school
Principal
Deputy Principal
G & C
LSE Subject Teacher
CC
Any other Explain

SECTION II: Students Decision Making Training on Behaviour

1. You are requested to state your level of agreement in relation to each of the given items on a five-point Likert scale. Insert a tick (√) in the most appropriate column. The five points are: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

Statements	SA	A	U	D	SD
Students are able to weigh different options before making decisions which influence behavior					
Students are determined to attain their goals in studies which influence behavior					
Students are able to make good conclusions on their matters which influence behavior					
Students are able to solve their own problems without involving teachers which influence behavior					
Students endeavor in having adequate information before making decisions which influence behavior					
Students seek counsel from adults or more knowledgeable people like teachers concerning issues that needs expertise which influence behavior					
Students consider their family, community and family values before making significant decisions which influence behavior					
Students take responsibility of their decisions which influence behavior					
Students have known that every decision has consequences which influence behavior					
Students are normally so excited after making right decision in life which influence behavior					
Students are able to develop new ideas of doing things which influence behavior					

2. What are the main challenges facing student in decision making?

Explain.....

.....

3. What are the challenges you face with students on decision making? Explain

.....

.....

SECTION III: Students on Critical Thinking Training on Behaviour

1. You are requested to state your level of agreement in relation to each of the given items on a five-point Likert scale. Insert a tick (√) in the most appropriate column. The five points are: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

Statements	SA	A	U	D	SD
Critical thinking has capacitated students to have meaningful dialogue with others influencing their behavior.					
Critical thinking as helped the students makes judgments and decisions influencing their behavior.					
Critical thinking as helped the students acquire and analyze the consequences influencing their behavior					
Critical thinking as helped the students acquire self-regulated and purposeful process in school and influencing their behavior					
Critical thinking as helped the students to have problem-solving which influence behavior					
Training in critical thinking has helped students to develop their self-awareness which influence behavior					
Critical thinking has helped student to avoid haste in decision making influencing their behavior					
Training in critical thinking has the students nit to be influenced easily by negative peers					
Training on critical thinking has helped students to stand out on their opinions which influence behavior					
Training on critical thinking has helped students to develop virtue of responsibility in school					
Training on critical thinking has made many students to be reliable in the roles they are entrusted with by the teachers.					

2. What is the teacher's role is to guiding students on critical thinking? Explain

.....

3. What are the challenges you face with students critical thinking

.....

SECTION IV: Students Problem Solving Skills Training on Behaviour.

1. Each of the statement below seeks your view on students problem solving.
 You are to express on five point scale the extent of agreement both on the feeling expressed in each statement and your own optional feelings.

The five points are: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

Statement	SA	A	U	D	SD
Training students on problem solving skill has promoted peaceful coexistence which has influenced their behavior					
Training students in problem solving has helped them to have very high self-esteem which influence behavior					
Through problem solving training in schools, teachers are able to select peer counselors without problems which influence behavior					
Training students on problem solving helps them to develop responsiveness which influence behavior					
Problem solving skill training has made work of dealing with students issues easier which influence behavior					
Training on problem solving skills has helped the school to produce responsible school leavers.					
Training on problem solving has helped the students to have ample time for studies					
Problem solving skill has helped students to appreciate themselves and others					
Problem solving training has helped the students to develop creativity skills.					
Problem solving skills have helped students to make constructive contribution in solving issues in the school.					

2. How have you approached life skill training on students problem solving?

Explain.....

3. What are the challenges facing students on problem solving.....

SECTION V: Assertiveness Training on Students Behaviour

1. Each of the statement below seeks your view on students Assertiveness. You are to express on five point scale the extent of agreement both on the feeling expressed in each statement and your own optional feelings.

The five points are: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

Statement	SA	A	U	D	SD
Assertiveness skill has helped students to express different opinions which influenced their behavior					
Assertiveness has helped students to be firm on their decisions which influence behavior					
Assertiveness has helped students to refuse unreasonable pressures from their peers which influence behavior					
Assertiveness has helped students to express their feelings well which influence behavior					
Assertiveness has helped students ask for their rights without fear which influence behavior					
Assertiveness has helped students to resist drug and substance abuse push from their peers who have dropped out of school which influence behavior.					
Assertiveness has made the students to protect the newcomers, especially form ones from being buried.					
Assertiveness has helped many students to avoid bad company which influence behavior.					
Assertiveness has helped students to avoid violence as a way of expressing their dissatisfaction which influence behavior.					
Assertiveness has enabled students to avoid irresponsible sexuality					
Assertiveness has helped students to pursue their studies to the end.					

2. In general explain how life skills training have helped students be assertive.

Explain.....

3. What are the challenges facing students on assertiveness

Explain.....

.....

Thank you

Appendix III: Questionnaire for Students

Instructions

Kindly respond to the questionnaires given. There are no wrong or right answers. I am only interested in your own opinion. The response you give will be treated confidentially. Thank you in advance for assisting me in my survey. The identity of the respondent will be treated with strict confidentiality.

SECTION I: Personal Information

Please respond to all questions items as instructed.

1. Indicate your gender
Male () Female ()
2. Students Age
14 – 15() 16 – 17() 18 – 19() 20 and above ()
3. Type of school (Tick appropriately)
Boys only () Girls only () Mixed schools () Mixed day ()
4. Some of the life skills contents are infused/ taught in other subjects
Yes () No Not Sure ()
5. How many times have you been taught Life Skills this term?
1. – 4() 5- 8() 9 – 12() 13 – 16() Not taught ()
6. Write down any Life Skills Education Books that you have read?
.....
7. How often would you like the teacher to teach Life Skills? Tick appropriately
Once a week ()
Twice a week ()
Thrice a week ()
Four times a week ()
Five times a week ()
Maximum times a week ()

SECTION II: Life Skill Training on Students Decision Making

1. You are kindly requested to state your level of agreement in relation to each of the given items on a five-point Likert scale. Insert a tick (√) in the most appropriate column. Use the key below when responding. **Key: SA=strongly Agree, A=Agree, Undecided=U, D=Disagree, SD= Strongly Disagree**

Statements	SA	A	U	D	SD
Through life skill training i am able to weigh different options before making decisions					
Through life skill training i am determined to attain my goals in education					
Through life skill training i am able to make good conclusions on matters studies and general life					
Through life skill training i am able to solve personal problems without involving my teachers					
Through life skill training i equipped with adequate information before making decisions.					
I consult the family members and teachers before making major decisions.					
Through life skill training i am able to take responsibility of the decisions i make.					
Through life skill training i known that every decision i make has consequences.					
I am excited after making right decision in life					
Through life skill training i am able to develop new ideas of doing things.					

SECTION III: Life Skills on Critical Thinking

1. You are kindly requested to state your level of agreement in relation to each of the given items on a five-point Likert scale. Insert a tick (√) in the most appropriate column. Use the key below when responding. **Key: SA=strongly agree, A=Agree, Undecided=U, D=Disagree, SD= strongly disagree**

Statements	5	4	3	2	1
Critical thinking has helped students have meaningful and helpful dialogue with others students.					
Critical thinking has helped me to makes sound judgments and decisions in life.					
Critical thinking has helped me to acquire and analyze my actions and their consequences					
Critical thinking as helped me to acquire self-regulation and my purpose in school					
Critical thinking as helped me solve problems in my daily routines.					
Training in critical thinking has helped me to develop self-awareness.					

Critical thinking has helped me to avoid haste in decision making					
Training in critical thinking has helped me to avoid negative peers influence.					
Training on critical thinking has helped me to stand by my opinion on every issue					
Training on critical thinking has helped me to develop sense of responsibility in school					
Training on critical thinking has helped us to be reliable in the roles entrusted to me by the teachers.					

SECTION IV: Life Skill Training on Student's Problem Solving

1. You are again kindly requested to state your level of agreement in relation to each of the given items on a five-point Likert scale. Insert a tick (√) in the most appropriate column. Use the key below when responding. Key: SA=Strongly agree, A=Agree, Undecided=U, D=Disagree, SD= Strongly disagree

Statement	5	4	3	2	1
Trainings on problem solving skill has promoted peaceful coexistence among students					
Training on problem solving has helped us students to have high self esteem					
Through problem solving training one can identify peer counsellors in the school					
Problem solving training has helped me to develop responsiveness.					
Problem solving skill training has makes the work of dealing with students issues and challenges more easier					
Training on problem solving skills has helps in producing responsible leavers.					
Training on problem solving has helped me to have ample time for studies					
Problem solving skill has helped me to be self-appreciative and to appreciate others students in school					
Problem solving training has helped me to develop creative skills.					
Problem solving skills have helped me to make constructive contribution in solving issues in the school.					

SECTION IV: Life Skill on Student's assertiveness

2. You are again kindly requested to state your level of agreement in relation to each of the given items on a five-point Likert scale. Insert a tick (√) in the most appropriate column. Use the key below when responding. Key: SA=Strongly agree, A=Agree, Undecided=U, D=Disagree, SD= Strongly disagree

Statement	5	4	3	2	1
Training on assertiveness skill has helped me to express personal opinions on different issues.					
Training on assertiveness has helped me to be firm on decisions i make.					
Training on assertiveness has helped me to keep away from bad peers pressures.					
Training on assertiveness has helped me to express my feelings more bitter.					
Training on assertiveness has helped me understand and request for my rights without fear					
Training on assertiveness has helped me to avoid violence as a way of expressing our dissatisfaction.					
Training on assertiveness has helped me to resist drug and substance abuse push from peers and those who have dropped out of school.					
Training on assertiveness has made me to protect the newcomers, especially form ones from being buried.					
Training on assertiveness has enabled me to avoid irresponsible sexuality					
Training on assertiveness has helped me to pursue my studies without problems.					

Appendix IV: Sample Size Determining Table

Table for Determining the Needed Size of a Randomly Chosen Sample from a Given Finite Population

Population	Sample	Population	Sample	Population	Sample
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10 000	370
150	108	750	254	15 000	375
160	113	800	260	20 000	377
170	118	850	265	30 000	379
180	123	900	269	40 000	380
190	127	950	274	50 000	381
200	132	1000	278	75 000	382
210	136	1100	285	1 000 000	384

Krejcie, R. V., & Morgan, D. W. (2011). Determining Sample Size for Research activities. *Educational and Psychological Measurement*, 30, 607-610.

Appendix V: Chuka University Ethics Committee Authorization

CHUKA



UNIVERSITY

INSTITUTIONAL ETHICS REVIEW COMMITTEE

Our Ref: CU/IERC/NCST/19/21

19th March, 2019

THE CHIEF EXECUTIVE OFFICER
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
P.O. BOX 30623-00100
NAIROBI

Dear Sir/Madam,


**RE: RESEARCH CLEARANCE AND AUTHORIZATION FOR MARY WAWIRA
MUTEGI. REG NO EM16/9/05**

The above matter refers:

The Institutional Ethics Review Committee of Chuka University met and reviewed the above MED Research Proposal titled **Impact of Life Skills Training on Students Behavior in Secondary Schools in Maara Sub-County, Kenya** The Supervisors are Dr. Beatrice M. Mburugu and Dr. Grace G. Murithi

The candidate has amended the issues which were proposed by Institutional Ethics Review Committee. We request you to issue the permit to the student

Yours faithfully,


Prof. Adiel Magana
CHAIR

INSTITUTIONAL ETHICS REVIEW COMMITTEE

cc: BPGS



Appendix VI: NACOSTI Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/54311/29852**

Date: **29th May, 2019**

Mary Wawira Mutegi
Chuka University,
P.O. Box 109-60400,
CHUKA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Impact of life skills training on students’ behavior in secondary schools in Maara Sub County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Tharaka Nithi County** for the period ending **27th May, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Tharaka Nithi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Tharaka Nithi County.

The County Director of Education
Tharaka Nithi County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix VII: NACOSTI Permit

THIS IS TO CERTIFY THAT:
MR. MARY WAWIRA MUTEGI
of CHUKA UNIVERSITY, 109-60400
CHUKA, has been permitted to conduct
research in Tharaka-Nithi County

on the topic: IMPACT OF LIFE SKILLS
TRAINING ON STUDENTS' BEHAVIOR IN
SECONDARY SCHOOLS IN MAARA SUB
-COUNTY, KENYA

for the period ending:
27th May,2020


Applicant's
Signature

Permit No : NACOSTI/P/19/54311/29852
Date Of issue : 29th May,2019
Fee Recieved :Ksh 1000




Director General
National Commission for Science,
Technology & Innovation