

FACTORS INFLUENCING LIFE SKILLS TRAINING IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) INSTITUTIONS IN KENYA. THE CASE OF NATIONAL YOUTH SERVICE-INSTITUTE OF BUSINESS STUDIES, NAIROBI COUNTY, KENYA

BY

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DECLARATION

This research project proposal is my original work and has not been submitted for any award in any other university.

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DEDICATION

I dedicate this study to my family especially my loving husband Abduba Abdulkadir and to my children Abdulkadir and Asmahan for their immense support my academic journey.

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LIST OF ABBREVIATIONS AND ACRONYMS

NYS	National Youth Service
IBS	Institute of Business Studies
TVET	Technical and Vocational Education and Training
TVETA	Technical Vocational Education and Training Authority
UNESCO	United Nations Educational, Scientific and Cultural Organization
KICD	Kenya Institute of Curriculum Development
MDG	Millennium Development Goals
MoE	Ministry of Education
KNEC	Kenya National Examinations Council
WHO	The World Health Organization
UNICEF	United Nations Children's Fund
SCT	Social Cognitive Theory

ABSTRACT

The purpose of this study was to investigate the factors influencing life skills training in TVET institutions. It was guided by four research objectives. They included determining the placement of life skills training in the curriculum at NYS-IBS; identifying the training resources used for life skills at NYS-IBS; establishing the training facilitators in life skills training at NYS-IBS and establishing the trainees' attitude towards life skills training at NYS-IBS. The study used a descriptive case study design. It also used purposive sampling in selecting the respondents for the study. The target population for this study was 1163 comprising of 5 administrators, 23 class lecturers, and 1135 trainees. The study targeted a sample size of 282 respondents. Random sampling was used to select a sample size of 270 trainees from NYS-IBS. Purposive sampling was used to select 5 class teachers who filled in questionnaires. Purposive sampling was also used to select one school administrator who was interviewed as a key informant for this study. A pilot study of 4 respondents was carried out before the main study. They comprised of a school administrator, a class lecturer and 2 trainees in NYS-IBS. This study used a structured questionnaire and an interview guide to collect data. Descriptive statistics and content analysis were used to analyze the data collected. Microsoft Excel was used as an aid for analysis. Results of analyzed data from 228 trainees and 11 class lecturers were presented in frequency tables. Findings show that there was life skills' incorporated within the TVET curriculum at NYS-IBS. Life skills training was offered as a stand-alone unit among the first years as well as integrated in the other levels of study. The study revealed that there were training resources which were allocated towards life skills training albeit the adequacy. The training facilitators were mostly the from the guidance and counseling department although there were efforts put in place to ensure specific lecturers are assigned life skills training at the institution. The findings also noted the majority of the trainees had a positive attitude towards life skills training at NYS-IBS. Although the institution offered life skills training, more could be done to ensure a robust training which is systematic, well organized and better implemented. The study recommends that the school administrators should ensure that institutions reinforce life skills training and also ensure that more resources are allocated to life skills training in the institutions. In addition, the head of academics should encourage and sponsor lecturers towards life skills training to ensure the facilitators are well equipped in life skills. In addition TVETA should carry out monitoring and evaluation to enhance life skills training in TVET institutions. Future researchers should conduct research on the impact of life skills training in TVET institutions.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In this chapter, a discussion on the background to the study is covered as well as the statement of the problem, purpose of the study, objectives and research questions. The chapter outlines the significance of the study, the scope and limitations, the assumptions and the operational definition of terms.

The youth comprise two-thirds of Kenya's population. Awiti and Scotts (2016) posit in The Kenya Youth Survey Report that young people between 18 and 25 are twice less likely to be employed compared to those between 26 and 35 years. The role of the youth towards the country's development cannot be overstated. As a result, there have been many efforts to address youth empowerment in the country. One of these efforts is through the education provided in the country.

Globally, the main objective of education is to provide learners with quality education that enables them to become literate and productive members of the society. The school is mandated to mold a learner into a productive member in the society. Education provides an important agent of socialization for an individual to be fully functional in the society. The aim of education is to enhance our ability to develop to the best that what is within us as argued by a renowned writer, Norman Cousins. Education is directed towards preparing the individual to make proper personal and social adjustment to his environment. This implies

that education should make the individual useful to himself and the society in which he serves (Annor, 1995).

Reforms in the educational system have continuously kept up with the emerging trends and the societal needs that crop up. Scholars like Dewey (1933) and Hopkins (1970) advocated for content in the curriculum to be relevant to the life of the learner. The planners hence think ahead of the developments that will happen and the manpower needs that would be required. The Government of Kenya continues to come up with policy towards the planning of the growth of the country. Some key policy documents are the Poverty Reduction Strategy Plan, the Economic Recovery Strategy Programme and the Vision 2030. All these policy documents emphasize the importance of education in development. At the moment, Kenya is gearing towards becoming an industrialized, middle-income nation by 2030.

Vision 2030 outlines education as one of the key pillars of achieving the blue print. The need for linkage between labour market and institutions of post basic education is clearly stated. The linkage is set to be achieved through the improvement of the Technical Vocational Education and Training (TVET). According to the Delors Commission (1996) set up by United Nations Educational, Scientific and Cultural Organization (UNESCO) states that human beings further progress depends less upon continued economic growth than upon an increase in a broader 'personal development' and empowerment that people need to steer overall developments in a sensible way.

Kenya is a signatory of the Dakar Framework for Action on Education for All (EFA) which has life skills in two out of the six goals. The third goal states that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs. The sixth goal looks at the improvement of the education's quality while enhancing excellence in all aspects so that the set learning goals in literacy numeracy and life skills are achieved by the trainees.

In Kenya, after basic education a trainee may opt to enroll in a TVET institution after they finish their primary level or secondary level. Technical education has been taking place since 1963 when the village polytechnics, the National Youth Service and Industrial Training centers were set up. Reforms in TVET were as a result of the Sessional Paper No. 14, 2012. This policy document dwells on educational reforms in Kenya. These reforms were enacted through Technical and Vocational Education and Training Act of 2013. The aim of the TVET program is to provide the trainees with the necessary skills for national development and change their thinking attitude from looking at being employed to create employment.

Bennell (2000) states that TVET is instrumental in providing employees who are an important workforce in the industries hence they need to have an all-round training. To achieve that the TVET curriculum must ensure that the learners are not only highly skilled in their technical field but also understand themselves as responsible young adults. Gutteridge (2001) reiterates that all students require skills of self- appraisal, communication and self-management to enable them cope at institutions of higher learning.

The life skills training thus involves reflection, increasing self-awareness, being informed, taking personal responsibility, and developing a strategy to get where one wants to be. Stress management, conflict management, interpersonal relationship skills are crucial personal skills that should be encouraged in all trainees (Van Heerden, 2005). The main objective of life skills is to assist and enhance the academic and personal wellbeing of each individual student.

Life skills provides a combination of cognitive, personal and interpersonal abilities that help the trainees to understand themselves, analyze their challenges and be able to arrive at informed decisions. Life skills is also instrumental in enhancing communication skills and building interpersonal relationships which are instrumental in creating networks. Life skill training aims to provide students with strategies to make better choices that contribute to a meaningful life. With life skills, a person is able to creatively maneuver in their daily challenges and cope within the environment they are in.

The youth particularly face a myriad of challenges due to their psychological, physiological, social and economic circumstances. The information overload from the internet, mass media and other sources often present a challenge to the learners in TVET institutions. Trainees in post school institutions have been grappling with arising issues in reproductive health issues, drug and substance abuse, and negative social media pressures. At the same time, they are entrusted with the weighty task of steering the country towards becoming a middle-economy nation.

Although life skills syllabus is non examinable in all the three levels of the Kenyan educational system, the implementation seems most ignored at the tertiary institutions. The focus is mainly on the pre-primary, primary and the secondary education. The emphasis is on the formative years between 3 years and 19 years for the development of values and skills in an individual. At the post school level, the introduction of Life skills training started in 2010 when the TIVET modular system was introduced. However, the subject is non-examinable just as in the other levels of education in Kenya.

1.1.1 Profile of National Youth Service-Institute of Business Studies

The National Youth Service-Institute of Business Studies (NYS-IBS) is one of the seventeen colleges within the National Youth Service that offers tertiary education to the servicemen and servicewomen that have undergone the paramilitary training and provided service to the nation. NYS-IBS is one of the TVET institutions accredited by the TIVET Authority and implements the formal TVET curriculum examined by the Kenya National Examinations Council (KNEC) under the Post School Technical and Business Education.

The learners join the institutions after successful completion of a six-month paramilitary course and a year's national building exercise. National building comprises of various interventions within the National Youth Service programs such as slum upgrading, farming, construction of dams among other duties. The servicemen and servicewomen would be selected for various courses depending on their performance and the cluster requirement of the courses offered in the seventeen NYS institutions. While undergoing their courses, the

learners still serve as service personnel within the camp and at any national function when the need arises.

NYS-IBS offers secretarial and management courses in both Diploma and Certificate level. It comprises of courses in management courses in the departments of Human Resource Management and Business Management, Supply Chain Management and Sales and Marketing, Secretarial and Information Communication Technology. Currently, NYS-IBS trains 800 learners under the TVET program. NYS-IBS has been performing well in the TVET examinations which are conducted in July and November each year students have sat for their exams.

1.2 Statement of the Problem

The overall research problem addressed in this study is that despite having a life skills syllabus in the TVET institutions, very little efforts are taken to ensure that the learners are able to benefit from the life skills training. Concentration is given to the cognitive domain which is examined and the learners complete their courses without the full capacity of coping with the challenges they face as young adults.

The role that TVET has been mandated in the achievement of the Vision 2030 heavily depends on the level of empowerment that the trainees are given. The trainees are expected to be inculcated some values to understand who they are and how they value themselves. The trainee's life in school is pegged on certain attitudes that they have towards life and their

performance is definitely affected by their ability to cope with the challenges they may be facing in their lives.

The trainees at NYS colleges are unique because they have undergone paramilitary training and are expected to be tough. However they are just like any learners in other tertiary institutions have been unable to cope with some challenges they face. The guidance and counseling department has been handling cases that are related to certain challenges the trainees are going through. Some discontinue with their studies, others engage in crime, some resort to drug abuse while other suffer from stress related ailments.

The important task in the conferences discussing TVET has been the improving of the training to ensure it prepares learners to learn, how to learn and how to adapt, rather than simply preparing for specific occupations. The training must thus ensure a person has been emotional intelligence and technical skills they require in their trade.

Although life skills is non examinable at all levels of education, a lot of research on life skills is concentrated on the pre-primary, primary and secondary levels of education. The researcher thus wants to find out the factors that affect life skills training at NYS-IBS.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors influencing life skills training in TVET institutions. The case of National Youth Service-Institute of Business Studies (NYS-IBS)

1.4 Objectives of the Study

The specific objectives of the study were:

1. To determine the placement of life skills training in the curriculum at NYS-IBS.
2. To identify the training resources used for life skills training at NYS-IBS
3. To establish the facilitators of life skills training at NYS-IBS
4. To explore the trainees' attitude towards life skills training at NYS-IBS

1.5 Research Questions

The study was guided by the following research questions:

- 1) What is the placement of life skills training in the curriculum at NYS-IBS?
- 2) Which training resources are used for life skills training at NYS-IBS?
- 3) Who facilitates life skills training at NYS-IBS?
- 4) What is the attitude of the trainees towards life skills training at NYS-IBS?

1.6 Significance of the Study

This study hopes to contribute to the existing knowledge, address and provide the background information to research organizations, individual researchers and scholars who want to carry out further research in this area. The findings of the study would create

awareness among TVET institutions on the factors affect the implementation of life skills syllabus. The findings will also be instrumental to the academic heads in TVET institutions on the resource allocation of the life skills curriculum. It is hoped that it will have a direct bearing on learning situation in the classroom. It will enable facilitators modify their methods during inculcating life skills to the trainees. This may go a long way in changing trainees' attitudes in life skills. In addition, the TVET monitoring team would make use of the research findings to input on the implementation of the life skills curriculum.

1.7 Delimitations of the Study

The study was limited to the National Youth Service- Institute of Business Studies in Nairobi County that offers formal TVET training. The findings of the study may not be generalized to all the levels of TVET programs. Only the trainees, class lecturers and the institute's administrators were involved in the research. Parents are important for the research but they were involved because the trainees reside within the institution and the parents were inaccessible.

1.8 Limitations of the Study

The main limitation of the study was time; the researcher was not able to cover all the factors that affect implementation of life skills training in TVET institutions. Thus, the researcher identified the pertinent issues that affect life skills training at the TVET institution. The researcher outlined the objectives of the research and the value that the research was hoped to achieve.

1.9 Assumptions of the Study

The study assumed that respondents were receptive to the researcher and that they gave correct and valid information that gave valid data. The study also assumed that nothing would have changed significantly to influence study variables by the end of this study.

1.10 Definition of Key Terms

Attitude- refers to the opinion or feelings that one holds about something or someone

Challenges-refers to difficulties task that tests somebody's ability and skills

Facilitator- refers to the person who guides the trainees during life skills training.

Implementation- It is the process of carrying out the life skills program at school

Influence- the effect that a person has on someone's decisions, opinions, or behavior

Life Skills- Are abilities which enable an individual to develop adaptive and positive behavior so as to deal effectively with challenges and demands of everyday life.

Placement- in this study, placement refers to how life skills is embedded within the curriculum, it is takes as either a stand-alone or integrated within the curriculum

Resources- in this study were the physical facilities and materials, which aid in teaching and learning of life skills

Self-awareness-refers to the understanding of one's recognition of self, one's character and one's strengths and weakness

1.11 Organization of the Study

The study was organized into five chapters. Chapter one contains the background of the study, statement of the problem, purpose of the study, objectives, research questions,

significance of the study, limitations, delimitations, basic assumptions of the study and the organization of the study.

In chapter two, literature was reviewed in the following order; the concept of life skills training, life skills training in TVET, placement of life skills training in the curriculum, training resources, training facilitator, and trainees' attitudes. The chapter also presents a theoretical and conceptual framework showing the variables being analyzed in the study.

Chapter three outlines the research methodology that was used in the study and includes research design, target population, sample size and sampling procedures, data collection instruments, data analysis techniques and the ethical considerations.

Chapter four presents analysis, presentation and interpretation of data while chapter five entails summary of findings, discussions of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the review of literature related to life skills training with special emphasis with life skills training in TVET. The reviewed literature is presented under the following subtopics: The concept of life skills training, life skills training in TVET, placement of life skills training in the curriculum, training resources, facilitators involved in life skills training and trainees' attitudes. The chapter presents the theoretical and conceptual framework that guided the research study.

2.1 The Concept of Life Skills Training

The World Health Organization (WHO, 2004) defines life skills as the abilities for adaptive and positive behavior that enable people to cope with the arising demands and challenges of their daily lives. The United Nations Children's Fund (UNICEF) (2006), define life skill as a behavior development approach designed to address balance knowledge, attitudes and skills. WHO classifies the life skills as a combination ten different skills comprised of critical thinking, self-understanding, effective communication skills, interpersonal relationship, stress management, emotional quotient, empathy, creative thinking, decision making and problem solving skill.

Prajapati, R., Sharma and B. Sharma (2017) on the other hand, classify life skills into three broad categories. The first category consists of the thinking skills. These deal with the logical

faculty of the brain which uses creative thinking, solving problem skills and making informed decision. The second being social skills which include interpersonal communication skills, relationship building, working with people and groups. The third category is the emotional skills involve understanding oneself and being able to have some emotional quotient.

Life skill training is integral in the shaping of an all-round individual. Prajapati et al (2017) identifies life skills training as an avenue for providing psychosocial competencies and interpersonal skills which help students to come up with informed decisions, better problem solving, creative thinking, effective communication, sustained relationships and better coping mechanisms within their environments. According to Schultz et al (2012) the core purpose of a life skills programme is to enhance the ability of the trainees to understand themselves fully, act in a more purposeful way, and be able to gain some personal fulfillment and satisfaction by setting realistic goals and achieving the set goals. In relation to the purpose of life skills training, Van Heerden (2005) notes that the trainees develop stress management, conflict management and people set skills which are very helpful personal skill set in life.

2.2. Life skills training in TVET

UNESCO refers to TVET as an array of learning experiences which may be as a result of an interaction of the learning contexts provided by the environment. These may include the schools and employment places that the trainee goes through. According to the EU final report on TVET and Skills Development in EU Development Cooperation (2012), the TVET programmes are designed to assist trainees for work in a specific trade or occupation that may result to the job market which is recognized by the relevant bodies. A lot of emphasis

has been made in Kenya to ensure that the TVET is part of the steering of the country's economic development through the empowerment of the youth into blue collar opportunities.

Prajapati et al (2017) argues that the youth have a lot of potential but some of them are not able to use their potential in a beneficial way due to lack of self drive and adequate guidance. It is therefore the responsibility of higher educational institutions to effectively prepare students and tap into their potential as they are prepared to join the work force. Research conducted by the National Centre for Vocational Education Research (NCVER) (2003), established that the development of soft skills needs cooperation among the trainee, the institution of learning and the employer.

A life skills programme is one of the avenues that the TVET institutions provide knowledge, skills and attitudes on some essential soft skills required by the trainees. Life skills training in TVET is a means to bridge the gap between post-secondary schools to ensure the trainees adapt to their environment and ensure they are able to cope with their environment later on in their work. Kigwilu & Bwanali (2016) in their study conducted on graduates from St. Theresa Community College in Nairobi argue that employability of graduates was enhanced by of a multiplicity of core skills such as effective communication skills, interpersonal skills, team spirit, self-esteem and effective time management. The study findings posit that there was a difference among the graduates. They were able to better develop interpersonal relationships, handle their conflicts in a better way, emotional intelligent and better cope in their new work environments.

Life skills training envisions a holistic approach to ensure that the learners are well endowed with both the technical skills and soft skills as they are integrated into the job market. Deloitte (2016) support the role of soft skills in the selection process during recruitment of employees in organizations.

2.3 Placement of life skills in the curriculum

The placement of life skills in the curriculum affects the level of engagement of the trainee's in life skills training. Peace Corps (2001), reiterate that a life skills program is aimed at behavior change. The approach used should concentrate on the growth of the skills required for day-to-day life like effective decision making skills, creative and logical thinking, communication skills, emotional quotient, assertiveness, positive self-esteem, and networking skills.

Beverly (2005) argues that the success of any programme depends on the approach used to put the ideas across during the training process. Kigwilu and Bwanali (2016) point out that life skills can be offered in institution by using either the integrated approach or the separate approach .The integrated approach entails bringing the life skills training within the entire training programme. Life skills training uses a multi-disciplinary approach which seeks to include life skills in the entire training program. The separate approach seeks to have life skills as a single subject being taught within the training programme.

MOE (2009), points out that effective life skills training should allow the trainees understand the issues affecting them, set out strategies to gain information and adequately go through decision making and problem solving. This hence means that effective life skill training should select a training approach that the trainees would be engaged in what they are taught

to ensure that behavior change is achieved. Mwangi (2015) recommends participatory training methods to be used during life skills training. The trainee must be encouraged to be active during the training process. Dawe (2002) reveals that the best approach in the delivery of soft skills training should make use of a wide array of experiences, perspectives and teaching methods. This would enhance the trainee's ability to get the conceptual, technical and soft skills at the training and also for long-term learning. Good training practice in life skills training puts emphasis on a holistic approach, which involves integrating the development of skills, knowledge, values and attitudes. Bunyi (2000) notes that, while books provide information useful in life skills training, there are some key lessons in shaping values which might not be adequately written in books but can be conveyed better through the interactions among the trainees.

UNICEF, (2012) point out that life skills training should not be viewed in terms of the curriculum content only, the hidden curriculum is vital in the attainment of the learning objectives in life skills training. The activities carried out during life skills training are instrumental in shaping what the trainee gains during the training process. The use of multi-interactive training technique promotes the trainees' response and cooperation during the life skills training. The set activities should also elicit content matter that would shape the attitudes and skills during life skills training. Dawe (2002) argues that integrated approaches and team-based should be used to enhance soft skills.

Life skills training is non-examinable in the TVET syllabus which is meant to be covered in the module one stage. The training inculcates the knowledge, skills and attitudes of life skills using a single set subject under the formal curriculum set to be taught in the institution. The

alternative is usually devising a different approach of ensuring the life skills training is conducted in a multi-disciplinary form in ensuring the knowledge, skills and attitudes.

2.4 Training resources

Learning resources are very crucial in the implementation of any curriculum. The Global Monitoring Report UNICEF (2007) outlines learning resources as one important dimensions of quality in the learning process. KIE (2009) reiterates that an array of training materials enhances effective teaching of any subject. UNESCO (2005) further argues that the availability of a wide range of teaching materials, equipment supplies, and various forms of printed media for teachers and for learners is critical to facilitate teaching and learning worldwide.

Life skills training is affected by the content that is available for the learners to interact with. The material must be relevant and interesting to the learners for the full benefit to be acquired. KIE (2009) assert that resources are significant tools that can be used to enhance the teaching process. Resources are classified as being tangible or intangible. In life skills training, tangible resources include: the training materials, training equipment, facilitative and literary resources among other materials which are tactile. Intangible resources include the lessons time, facilitators' skill, knowledge and experience. Resources aid in improving the concentration of the learner thus enhancing the teaching and learning process. Teaching resources enhance teaching and learning of the trainees though getting concepts being taught in life skills training.

There is information burst among the youth due to technological growth. The learners in this case can access the information through the internet by accessing online platforms. The information acquired acts as a double edged sword. It is either positive or negative depending on the interpretation and usage. Life skills training in TVET institutions should thus harness the information that is in the learner's domain and use it to the benefit of internalizing the concepts being taught.

Aila (2005) emphasizes that training materials are important during learning something. They are useful in generating interest, increasing the attention and also involve more senses in the learning process. Barrett et al. (2007) in measures to enhance the quality of learning process, argue there is a link between course textbooks and other learning materials on student performance. WHO (2004) notes that a life skills programme is proven worthy of the resources allocated to it. The learning resources should be able to enhance the various learning styles of the learners. Learning materials should incorporate multiple senses used in the learning process.

2.5 Training facilitators

The facilitator is critical in determining the success of a training programme. Life skill training is a non-examinable in the Kenyan TVET curriculum making it face challenges in terms of the attention it is accorded by many teachers. Chimombo (2001) points out that life skills is considered inferior to other subjects because it is non examined thus the subject may not be allocation in the time table.

According to Nye, Konstantopoulos and Hedger (2004), quality facilitators are the single greatest determinant of trainee's achievement. Thus the facilitator specification for life skills

should be considered. Clarke and Aggleton (2012) emphasize that facilitators should possess specific personal skills and qualities required to teach life skills. Gichuru and Ongus (2016) argue that for a facilitator to be able to educate others, they must be well educated in the first place. The facilitator must have mastery of life skills concepts to be able to effectively facilitate life skills training. An effective facilitator passes knowledge and skills through what they are well acquainted with.

Ngugi (2006) points out that a facilitator has a major role in determining and implementing a curriculum. The facilitator interprets the training curriculum for the learners. This means that the facilitator needs to ensure they adequately prepare for the life skills training and the guidance guide on what is expected to be shared between the facilitator and the trainee.

The facilitator's level of preparedness shapes life skills training through the quality of the learning. This has a direct impact on the trainees' attitudes. Clarke & Aggleton (2012) argue that the facilitator's positive attitude towards a subject they teach is the knowledge they have on the content to be taught. The presentation of the life skills concepts shapes what the trainees' take from the discussion. Kaur (2016) points out that the teacher can play a vital and key role in building the attitude of the learners.

The facilitators often act as role models. They are vital in encouraging and empowering the trainees they work with. In this regard, the facilitators should be provided with adequate professional development to enhance their impact of their training. They will have increased levels of confidence and improve their imparting skills. Facilitators need to be able to

continue to check their own attitude and behaviour they exhibit. The facilitator hence has an important role in the way they prepare themselves on the impact of how they conduct themselves during life skills training.

2.6 Trainees attitude

Avramidis & Norwich (2002) defines attitudes as an evaluative judgment that an individual possesses and direct towards some attitude object. The evaluative judgment may either be favorable or unfavorable. Clore & Gormly (1974) adds on the aspect of response on the definition of attitude. He argues that an attitude is a tendency to react in a certain manner towards something which could be the facilitator or the content learnt in life skills training. Attitudes use the ABC model which focuses on the attitudes, behaviors, and cognition. Scholars argue that the attitudes are based on the information held and this affects the behavior that is exhibited by the person. Fazio (2007) defines an attitude as a construction which changes across time and situations.

In relation to training, attitude is greatly affected by the teacher's knowledge base, mastery of the subject content and the social-cultural context reality. Aoko (2012) argues that the facilitator is instrumental in shaping of the trainees' attitude. The facilitator affects the quality of the training session. The attitude of the facilitator has a ripple effect of the outcome of life skills training. The way the facilitator presents the concepts have an impact on the value that the trainees place on the life skills content.

The trainees' attitude is vital to the success of life skills training. When the trainees' attitude is positive, it enhances the training process but when it is negative, it hinders the process. As

the Kenyan education curriculum is mainly examination oriented, trainees' don't see the need for engaging in subjects that tend to waste their valuable time for study. The fact that life skills is not examined nationally makes trainees' view it as a less important subject hence do not take interest in it.

2.6 Theoretical Framework

The proposed study will be guided by the Social Cognitive Theory (SCT) as postulated by Albert Bandura. This theory states that a learner's knowledge acquisition can be directly related to what they are exposed to in the environment they are in. Bandura reiterates that learning takes place within a social context through modeling, observational learning and imitation. Learning takes place by an active acquisition, processing and structuring of experiences of the learners. Bandura states that learners have the ability to influence their behavior through the surroundings in a purposeful, goal-directed manner (Bandura, 2011).

Abobo (2012) points out that life skills training aims at equipping the learners with psychological and social abilities, effective communication skills, creation of better interpersonal relationships and networks. The learners are able to make use of their personal experiences to be able to be guided to become better in their psychosocial competencies and their ability to communicate effectively. The SCT notes the important of certain factors in the implementation of life skills training.

The facilitator is an important factor who influences the life skills learning during the training process. The facilitator is crucial in guiding the discussion in the life skills curriculum by understanding and interpreting the syllabus that has been laid out in the course. The teacher decides on the approach of the teaching after analyzing the nature and needs of the learners.

The teacher also has a direct impact on the learners by acting as a role model to the learners based on their level on engagement as they prepare for life skills training. The attitude of the trainee is thus affected by the environment and has a direct impact on the learning process.

This study therefore appreciates that for effective life skills training the environment should be critically evaluated as it has an impact on the learning process. Life skills training concentrate on building of crucial soft skills by focusing on what is taught in the syllabus and combining with the interactions in the environment. This is the basis of life training is to provide learners with the necessary skills to provide them with coping mechanisms with changes in the environment them with confidence and skill.

SCT explains how life skill training is affected by certain factors during the training process. It is therefore suitable for this study as it seeks to establish the factors that affect life skills training in NYS-IBS.

2.7 Conceptual Framework

The conceptual framework depicted below represents the conceptualized interaction among the training approaches, the training resources, the facilitators of life skills training and the trainees' attitudes. Therefore the conceptual framework shows the influence of training approaches, the training resources, the facilitators of life skills training and the trainees' attitudes on life skills training in NYS- IBS.

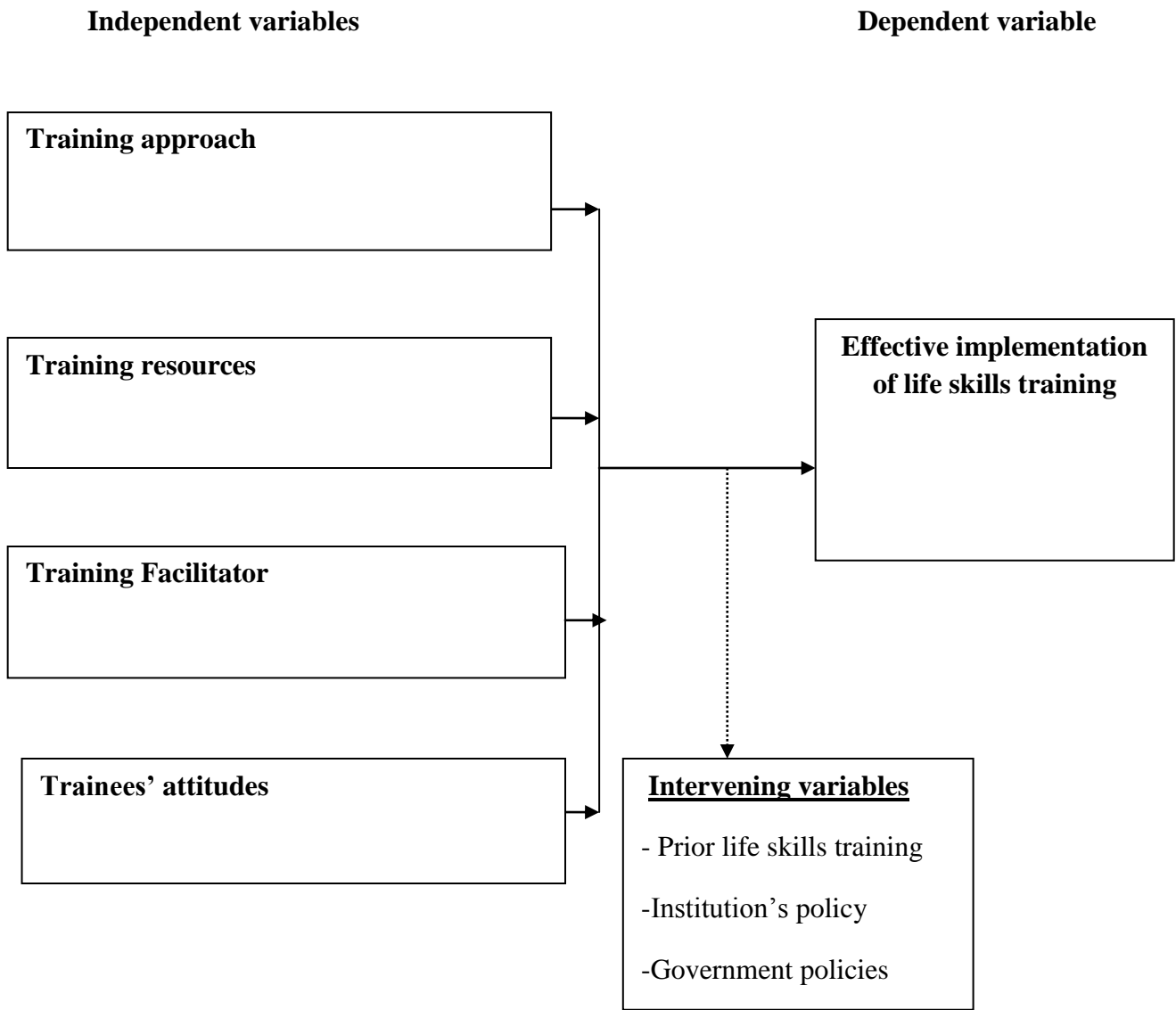


Figure 2. 1 Conceptual framework

2.8 Explanation of Variables

In this study, there are four independent variables that could determine the effectiveness of life skills training in a TVET institution. Life skills training is an important component that is meant to inculcate certain vital soft skills that enhance the ability of the trainees to understand themselves better and increase their coping mechanism within their environment.

+Life skills is also the only non-examinable unit in the TVET curriculum hence effectiveness of the learning process may not be easily established.

Life skill training is affected by the placement within the curriculum. It could be offered as a separate subject or be integrated within the other training subjects. For effective learning a multi-disciplinary approach is recommended. The placement of life skill training would determine the training method being employed and the teaching resources which would be required to facilitate the lesson.

The facilitator is instrumental in life skills training. The facilitator considers both the intended and hidden curriculum during the training process. In addition, a good facilitator appreciates the fact that life skills training should be more purposive according to the needs of the learners. This entails an understanding of the trainees and being able to use an appropriate training approach that taps into the experiences that these young adults already have. The facilitator should enhance the learning process by how they will adequately engage the trainees through properly crafted training resources. These resources would increase interest and attention given to life skills training.

The last variable is the trainee's attitude. The interest developed by the trainees is vital in developing a positive attitude on the learners. The positive attitude would help in converting the lessons shared in class into tangible behaviour change. The trainees' attitude is important to determine the strategies which could be used to increase the effectiveness of the life skills training.

2.9 Gaps in Literature

Reviewed literature has concentrated life skills training mainly on the primary and secondary levels on education. Prajapati et al, 2017; UNICEF (2007); WHO, (2004); Abobo (2012); Mwangi (2015); KIE (2009), Gichuru & Ongus (2016) among the other resources on life skills training lay emphasis on life skills training at the Primary and Secondary levels of education. Little has been done on the post school level of education Schultz & Chweu (2012) provides an insight into life skills in higher education in South Africa. Locally, Kigwilu & Bwanali (2016) studies employability of TVET graduates. Their study notes that multiplicity of core skills is crucial for employability of TVET graduates. This lays the foundation on looking at how life skills training can be implemented at the TVET institutions. To ensure that there are tangible results from the initiatives of the TVET programmes, life skills training should be given attention.

2.10 Summary of Literature Review

The literature reviewed focused on establishing the role of each variable in the life skills training in TVET institutions. The literature also reviewed theories that explain life skills training with a focus on TVET institutions. Social Cognitive Theory by Albert Bandura was used to explain life skills training in TVET institutions. This research will thus be instrumental in establishing how life skills' training in TVET institutions is carried out. It will also provide appropriate recommendations for improvements to be realized as life skills training is conducted in TVET institutions. The next chapter concentrates on the data collection that the researcher will use in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methods and procedures that were used to achieve the set objectives of the study. It comprises of research design, target population, sample size and sampling procedures, data collection instruments, data collection procedures, data analysis techniques and the ethical considerations.

3.2 Research Design

A research design is the data collection and analysis of data to provide useful information to answer the research goal. Babbie (2002) states that the research design refers to the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure. The researcher used the descriptive case study design. A case study is an investigation of an individual, group, institution or phenomenon (Mugenda & Mugenda, 2003). This design allows the generalization of findings from a sample to a wider representation of the population.

The research used a mixed method where there was a combination of quantitative and qualitative methods in the study. The research design was used to find out factors influencing the life skills training at the NYS-IBS.

3.3 Target Population

The target population has been defined by Mugenda and Mugenda (2003) as the whole group of people under study who share a common attribute. described population as. The target

population of this research comprised of trainees, class lecturers and the administrators of NYS-IBS. The administrators were chosen because they are in charge of the school curriculum implementation, the lecturers represent the curriculum implementers and the trainees represent the target of the life skills training.

Table 3. 1 Target Population

Category	Population
Administrators	5
Class lecturers	23
Trainees	1135
Total	1163

Source: NYS- IBS

3.4 Sample Size and Sampling Procedures

A sample is the portion of the study population that represents the whole. It is expected to have similar characteristics with the whole and findings in this sample are normally generalized to represent study population. Sampling is a process of selecting a sub-set of cases in order to draw conclusions about the entire set. During the process of sampling, the investigator seeks knowledge or information about a whole population. Sampling procedure is the method of selecting individual respondents who will form the sample. This procedure is important and is expected to provide every potential respondent with an equal chance of being selected to participate in the study.

3.4.1 Sample Size

The researcher used the sample size based on Krejcie & Morgan sample size table. The table gives sample sizes for finite population. The sample size for 1163 is 282 respondents. They were drawn from all the categories of respondents in NYS-IBS. The sample size of the research will be 282 respondents. The researcher collected data from 270 trainees, 11 class lecturers and one administrator who was a key informant in the research.

Table 3. 2: Sampling Frame

Respondents	Population	Sample	Methods of sampling
School Administrators	5	1	Purposive sampling
Class teachers	23	11	Purposive sampling
Trainees	1135	270	Random sampling
Total	1163	282	

3.4.2 Sampling Procedures

This study employed random sampling technique to select a sample size of 270 respondents from 1135 trainees from NYS-IBS. 11 class lecturers were involved in the research to correlate the information provided by the trainees. Purposive sampling was used to select the class lecturers. One (1) school administrator took part in the research through the interview method of data collection. Purposive sampling was used in selecting the administrator in NYS-IBS who was interviewed as a key informant for this study.

3.5 Data Collection Instrument

This study used two sets of structured questionnaires and an interview guide as data collection tools. Use of questionnaires is common among researchers as noted by Mugenda and Mugenda (2003). Using questionnaires is often beneficial because of the convenience as one can use the drop-and-pick-later method and also the affordability in a wider population. The researcher used two sets of questionnaires: one for the class lecturers and the other one for the trainees.

The questionnaire used different types of questions to solicit the information. There were closed ended, open ended as likert scale questions to allow standardization of responses and at the same time give respondents the opportunity to indicate their opinion on the phenomenon under study. It will have five sections. The first section sought information on the background information of the respondents. The second, third, fourth and fifth sections sought information on placement of life skills training in the curriculum, training resources, training facilitators and trainees' attitude.

In addition, the researcher used the interview method to allow for an interactive style of eliciting responses from the key informant. The interview guide was used to guide the interview with the administrator at NYS-IBS.

3.5.1 Pilot Testing of the Instrument

A pilot study of 4 respondents was carried out before the main study. They comprised of 1 class lecturer, 2 trainees, and 1 administrator at NYS-IBS. These respondents did not take part in the main study to avoid chances of bias. They were selected using purposive sampling

method. The aim of this pilot was to test the data collection tools to be used in the main study.

3.5.2 Validity of the Instrument

Robinson (2002) defines validity as the degree to which result obtained from the data analysis as factual to the variables under study. Validity was achieved by setting objective questions in the questionnaire tool. The validity of data collection tools used in the study was done by reviewing and discussing them with the supervisor who is an expert in research. The supervisor was able to advice on the most appropriate indicators that measured variables of the study.

3.5.3 Reliability of the Instrument

Mugenda and Mugenda (2003) assert that, reliability highly depended on the data collection instruments. This is because the data to be collected is affects the accuracy of the data to be used in the research. Reliability is the degree to which a research instrument is consistent in capturing information on a phenomenon. This was done through by pre-testing of the data collection tools used to ensure they sought to elicit the required responses through checking of the language used as Cooper and Schindler (2003) notes. In this study, reliability was ensured through pilot testing of the research instruments.

3.6 Data collection Procedures

The data collected was from both primary and secondary methods. Primary data was collected from the class lecturers and trainees using questionnaires. The questionnaires were given out using drop-and-pick-later method. The researcher sought assistance from the class representatives to increase the response rate of the questionnaires. This method gave

respondents ample time to fill their questionnaires. Face-to-face interview technique was used to collect data from the administrator who was the special key informant.

Secondary data was obtained from Government of Kenya publications TVET reports, journals, published and unpublished research work, dissertations among others.

3.7 Data Analysis Techniques

The study made use of quantitative and qualitative data. Quantitative data was analyzed using descriptive statistics. Descriptive statistics such as frequencies and percentages was used to analyze quantitative data. Results of quantitative data analysis were presented in frequency tables. Content analysis was used to analyze qualitative data. Responses from open ended questions in the questionnaire and interviews were laid out according to the emerging themes. Later on, these emerging themes were used to supplement quantitative data and made conclusions in the study. The researcher used Microsoft Excel as an aid in data analysis.

3.8 Ethical Considerations

The researcher sought informed consent from the respondents. The respondents were requested not to indicate any identifying information in the questionnaires that they filled. Confidentiality was upheld throughout the study from data collection to report writing. The researcher informed the respondents that the information was only to be used for the research.

3.9 Operational definition of variables

Research objective	Independent variable	Indicators	Data Tools	Scale of Measurement	Type of analysis
To determine the placement of life skills training in the curriculum at NYS-IBS	placement of life skills training in the curriculum	Teaching mode Teaching methodology	Questionnaire Interviews	Frequency Percentage	Descriptive statistics
To identify the training resources used for life skills training at NYS-IBS	training resources used for life skills training	Resources used Resources allocation	Questionnaire Interviews	Frequency Percentage	Descriptive statistics
To establish who facilitates life skills training at NYS-IBS	who facilitates life skills training	Facilitators used Efficiency of staff	Questionnaire Interviews	Frequency Percentage	Descriptive statistics
To explore the trainees' attitude towards life skills training at NYS-IBS	trainees' attitude towards life skills training	Purpose of learning Value attached of learning	Questionnaire Interviews	Frequency Percentage	Descriptive statistics

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter provides the data presentation, analysis and interpretation of data collected in the study. It seeks to categorize the data collected using the questionnaire and interview methods in-line with the research questions. The general objective of this research project was to investigate the factors influencing life skills training in TVET institutions; a case of NYS-IBS. The chapter outlines the data collection instruments, demographic information of the respondents, presentation of findings, interpretation and discussions of findings. The presentations were laid out according to the research objectives.

4.1.1 Data collection instruments

The researcher administered 281 questionnaires to both categories of respondents. 270 (96%) questionnaires were given to trainees, 11 (4%) were given to class lecturers. In this study, all the 11 sampled lecturers (100 percent) filled and returned the questionnaires. Although there was 100% return rate from the trainees since the class representatives were involved in ensuring the trainees completed and submitted the questionnaires, only 228 questionnaires had all the sections duly completed. The duly completed questionnaires were more than 85% hence the researcher was able to carry on the data analysis. Questions in the questionnaire that analyzed the factors that influence life skills training were presented as frequency tables.

Table 4. 1 Response Rate

	Frequency	Percentage
Filled questionnaires	239	85
Unfilled questionnaires	42	15
Total	281	100

In addition to data collected through questionnaires, there was an interview with one (1) administrator of the institute to be able to get an expert in the curriculum implementation of life skills training at NYS-IBS. This interview was guided by the interview guide formulated using the research questions.

4.2 Demographic characteristics of the respondents

This section represents the demographic nature of the respondents in this study. It sought to identify the characteristics of the respondents involved in the study. The information outlined on both the lecturers and the trainees who were the respondents in the study.

4.2.1 Gender

The response in regard to gender of trainees shows that 48% were male whereas 52% of the respondents were female. The composition was balanced to allow for the trainees to respond to life skills training at NYS-IBS.

82% of the lecturers were male and 18% were composed of females. The lecturers who were available for the study were picked across the departments that offer the courses under the TVET programme. There are more males allocated the class lecturer roles than females at

NYS-IBS. At the point of the research, there were more male lecturers who were available hence the high numbers of the male lecturers involved in the research.

Table 4. 2 Gender of the respondents (Lecturers)

	Frequency	Percentage
Female	2	82
Male	9	18
Total	11	100

Table 4. 3 Gender of the respondents (Trainees)

	Frequency	Percentage
Female	110	48
Male	118	52
Total	228	100

4.2.2 Age

The majority of trainees who participated in the research were aged between 23-25 years (47%). That age bracket was closely followed by trainees who below 23 years; comprised of 46% of the respondents. Trainees above 27 years composed 6% of the respondents while those between 25-27 years made up the least age category (4%). Most the trainees were between 23 to 25 years because they had spent 6 months for paramilitary training and about one year for national building before they enrolled at NYS-IBS where they would spend wither two years or three years depending on whether they are studying a craft certificate course or diploma course.

Table 4. 4 Age of the trainees

	Frequency	Percentage
Below 30 years	105	46
23-25	107	47
25-27	7	3
Above 27	9	4
Total	228	100

The lecturers involved in the study had the majority between 31-40 years (55%). Lecturers between 41-50 years had 36% and the least was 9% which represented those lecturers who were below 30 years. The representation of the lecturers depicted a representation of the various age groups of the lecturers at NYS-IBS.

Table 4. 5 Age of the lecturers

	Frequency	Percentage
Below 30	1	9
31-40	6	55
41-50	4	36
51-60	1	0
Total	11	100

4.2.3 Level of study of the respondents

The majority of trainees who participated in the research were studying diploma courses (88%) whereas 12% were enrolled in craft certificate courses. The courses offered within NYS-IBS were mainly at either craft certificate level or the diploma level. There are many

trainees in the diploma classes studying various courses than the craft certificate classes which are only two which offer secretarial course and supply chain management course. Hence only 12% of the trainees were from the craft certificate level.

Table 4. 6 Level of study of the trainees

	Frequency	Percentage
Certificate	201	88
Diploma	27	12
Total	228	100

The academic qualification of the lecturers showed that 55% were degree holders. 36% of the lecturers had masters' degree and 9% were diploma holders. Very few lecturers held diploma certificates because the institution trains craft and diploma courses. Most of the trainees were degree holders with more than a third of the respondents who had masters' degree.

Table 4. 7 Academic qualifications of the lecturers

	Frequency	Percentage
Certificate	0	0
Diploma	1	9
Bachelors	6	55
Masters	4	36
Total	11	100

4.2.4 Duration of stay at NYS-IBS among the respondents

The majority of trainees (41%) who participated in the research had been in the institution between one to two years. Those who had been in the institution less than a year comprised of 33% whereas the least of the respondents (27%) were those who had been over two years. Most of the trainees in session during the data collection process were mainly those in module one and module two. The ones who had completed module two were mostly on industrial attachment thus were not available to be included in the research.

Table 4. 8 Duration of stay at NYS-IBS among the trainees

	Frequency	Percentage
Less than a year	75	33
1-2 years	93	41
Above 2 years	59	27
Total	228	100

Among the lecturers, those who were involved in the study almost shared the categories of the duration they had served at NYS-IBS. Those who had spent less than three years were 18%; they were the least in the respondents in the study. Those who had been 3-5 years, 5-8 years and above 8 years comprised of 27% each. The lecturers cut across the various job groups within NYS-IBS as represented in the study.

Table 4. 9 Duration of stay at NYS-IBS among the lecturers

	Frequency	Percentage
Less than 3 years	2	18.2
3-5 years	3	27.3
5-8 years	3	27.3
Above 8 years	3	27.3
Total	11	100

4.3 Placement of life skills training in the curriculum

The research sought to examine the placement of life skills training in the curriculum. Both the lecturers and trainees responded to whether there was a form of life skills training within the institution. 63% of the trainees responded that there was some form of life skills training within the curriculum while 37% responded that there was no form of life skills training within the curriculum. The research shows that there is definitely some form of life skills training within the curriculum but with a 37% of the trainees unaware of the life skills training shows that there is a gap within the life skills training within the institution.

Table 4. 10 Form of life skills training in the curriculum (trainees' perspective)

		Frequency	Percentage
Form of life skills training	Yes	144	63
	No	84	37
	Total	228	100

Among the lecturers the figures correlated where 82% of the lectures responded that there was some form of life skills training within the curriculum whereas 18% felt that there was no form of life skills in the curriculum. The lecturers are the curriculum implementers and their awareness levels of life skills training is an indication of the implementation. The 82% of the lecturers being aware of life skills training is a positive effort that life skills' training is incorporated within the curriculum. Effective implementation is achieved when there is team effort among all the lecturers and brings in synergy to improve on implementation of life skills training.

Table 4. 11 Form of life skills training in the curriculum (lecturers' perspective)

		Frequency	Percentage
Form of life skills training	Yes	9	82
	No	2	18
	Total	11	100

The study sought to further examine how the form of life skills training in the curriculum is done. Kigwilu and Bwanali (2016) point out that life skills training can be offered in institution by using either the integrated approach or the separate approach. 56% of the trainees responded that life skills' training is offered as a stand-alone subject in the institution. However, 44% of the trainees responded that although life skills' training is offered in NYS-IBS, it is mainly through the integrated method. Most of the trainees stated that life skills' training is integrated mostly with communication skills unit which is offered as an examinable subject. A good number of the trainees who filled the questionnaires

mentioned ICT and entrepreneurship as subjects which provided a basis for life skills training integration.

Table 4. 12 Placement of life skills training in the curriculum (trainees’ perspective)

		Frequency	Percentage
Placement of life skills in the curriculum	Stand alone subject	128	56
	Integrated with other subjects	100	44
	Total	228	100

On the contrary, majority of the lecturers 78% responded that life skills’ training is offered as an integrated approach in the institution. 22% of the lecturers responded that life skills’ training was through a stand-alone subject. This discrepancy was explained when carrying out the interview with the institute’s administrator. There is a life skills unit in the first module in all courses although it is non-examinable which is meant to be taught once a week. However to make a more sustained impact, the government policy was clear that life skills training should be provided through the integrated approach in the TIVET curriculum.

Table 4. 13 Placement of life skills training in the curriculum (lecturers’ perspective)

		Frequency	Percentage
Placement of life skills in the curriculum	Stand alone subject	9	78
	Integrated with other subjects	2	22
	Total	11	100

The study sought to further analyze the training methodologies which are employed in life skills training in NYS-IBS. Beverly (2005) argues that the success of any programme

depends on the approach used to put the ideas across during the training process. The mostly used method in life skills training was class discussion (66%), closely followed by lecture method at 65%, then question and answer method at 43%, storytelling was at 18% and the least used method was the invited guest speaker at 8%.

Table 4. 14 Training methods used in life skills training (trainees’ perspective)

Training Method		Mostly Used	Used once in a while	Not used at all	Total
Story telling	Freq.	41	114	73	228
	%	18	50	32	100
Class Discussion	Freq.	150	57	21	228
	%	66	25	9	100
Lecture method	Freq.	148	59	21	228
	%	65	26	9	100
Question and Answer Method	Freq.	98	68	62	228
	%	43	30	27	100
Invited guest speaker	Freq.	18	119	91	228
	%	8	52	40	100

According to the lecturers involved in the study, the teaching method with the highest popularity is question and answer method (80%) followed by the lecture method at 70% then class discussion method at 64% and storytelling method at 40%. Invited guest speakers were not frequently engaged.

Life skills training should be participatory and include the experiences of the trainees because they are in their twenties. This could be the reason why the question and answer

method could be the most popular among the lecturers. This finding ties to what MOE (2009), points out that effective life skills training should allow the trainees find out their own issues that they are grappling with, establish problem solving and decision making as they come up with effective solutions towards their problems. Invited guest speakers is often instrumental to show the effort that the institution plays towards establishing other renown persons who may be instrumental to shape the life skills training once in a while. This shows that apart from the usual resource persons in the institution other resource persons could be used to make life skills training more active.

Table 4. 15 Teaching methods used in life skills training (lecturers' perspective)

Teaching Method		Mostly Used	Used once in a while	Not used at all	Total
Story telling	Freq.	4	7	0	11
	%	40	60	0	100
Class Discussion	Freq.	7	4	0	11
	%	64	36	0	100
Lecture method	Freq.	8	3	0	11
	%	70	30	0	100
Question and Answer Method	Freq.	9	1	1	11
	%	80	10	10	100
Invited guest speaker	Freq.	0	7	4	11
	%	0	64	36	100

4.4 Training resources used in life skills training

KIE (2009) assert that resources are significant tools that can be used to enhance the teaching process. Resources are crucial in the implementation of life skills training. In terms of adequacy, 48% of the trainees responded that the resources used in life skills training were adequate. 35% of the trainees felt that the resources were inadequate yet 17% of the trainees responded that the resources were very adequate.

Table 4. 16 Adequacy of resources life skills training (trainees' perspective)

		Frequency	Percentage
Adequacy of resources	Very adequate	39	17
	Adequate	109	48
	Inadequate	80	35
	Total	228	100

The lecturers were of a different view. None of the lecturers ticked the very adequate response in the resource availability question. In fact, 55% of the lecturers felt the inadequacy of the resources availed in the life skills training. 45% of the lecturers responded that the training resources were adequate.

Table 4. 17 Adequacy of resources in life skills training (lecturers' perspective)

		Frequency	Percentage
Adequacy of resources	Very adequate	0	0
	Adequate	5	45
	Inadequate	6	55
	Total	11	100

The lecturers as curriculum implementers would mostly improvise training resources to ensure the trainee learn. This explains why the trainees felt some resources were adequate as compared to the lecturers' perspective. The interview with the administrator sought to find out the resource allocation for life skills training. It was noted that the resources are finite and are never enough according to the need. Life skills was affected because it was non examinable and most of the resources had to be prioritized especially in examinable areas.

The study wanted to look at the resources that were mainly used in life skills training at the institution. The majority of the trainees (52%) responded that text books were used in life skills training. Magazines and newspapers were second most popular with 22% of the trainees followed by power point slides at 11% . The least popular method was the audio tapes at 2% among the trainees.

Table 4. 18 Resources used in life skills training (Trainees' perspective)

Resources used in life skills training	Frequency	Percentage
Text books	119	52
Magazines/ Newspapers	50	22
Video tapes	7	3
Audio tapes	5	2
Power point slides	25	11
Online resources	23	10
Total	228	100

According to the response from the lecturers, 33% of the lecturers said that textbooks and power point slides were mostly used. Magazines/newspapers, video tapes, audio tapes and online resources were least popular each having 8% of the responses. This could be explained by the culture of encouraging the trainees to read. It was noted that there were some life skills books in the library to avail information to those who will get the books. Power point presentation was also popular because of the ease of the presentation of the information in life skills training. The trainees would come across magazines which are availed from the peer education where some trainees were involved in.

Table 4. 19 Resources used in life skills training (Lecturers' perspective)

Resources used in life skills training	Frequency	Percentage
Text books	4	33
Magazines/ Newspapers	1	8
Video tapes	1	8
Audio tapes	1	8
Power point slides	4	33
Online resources	1	8
Total	11	100

4.4 Facilitators used in life skills training

According to Nye, Konstantopoulos and Hedger (2004), quality facilitators are the single greatest determinant of trainees' achievement. The study sought to investigate who facilitates life skills training at NYS-IBS. 66% of the trainees responded that guidance and counseling

department was instrumental as they facilitated life skills training at the institution. 20% felt that specific facilitators were used in life skills training whereas 14% said that the class teachers were the facilitators of life skills training.

Table 4. 20 Adequacy of resources life skills training (Trainees' perspective)

Who facilitates life skills training	Frequency	Percentage
Class teacher	32	14
Specific facilitators	46	20
Guidance and counseling department	150	66
Total	228	100

Similarly, 46% of the lecturers responded that guidance and counseling department were the main facilitators of life skills training at the institution. 31% felt that specific facilitators were used in life skills training whereas 23% said that the class teachers were the facilitators of life skills training. It is no doubt that there is strong connection between the guidance and counseling department and life skills training. As a means to integrate life skills, guidance and counseling seemed to play an important role in life skills training at NYS-IBS. The class teachers also helped in providing crucial knowledge, skills and attitudes in life skills training through both the known curriculum and hidden curriculum. The facilitators often act as role models and more conscious effort should be put in place in determining who facilitate life skills training at the institution.

In addition, the interview with the administrator provided information that shows that although life skill training facilitators are selected. The selection lacks proper criteria since it is based on willingness from the lecturers. The institution integrates life skills training through guidance and counseling department and other extra-curricular activities scheduled in the school programme.

100% of the lecturers expressed their willingness to facilitate life skills training. However, it was noted that from the administrative point of view, the trainings in life skills would enhance the productivity of the lecturers who facilitate life skills training. The fact that life skills unit was non-examinable; it was difficult to gauge the performance of delivery of life skills training from the administrative point of view. Although life skills' training was noted to be effective from the interview with the administrator, there was room for a more robust training.

Table 4. 21 Adequacy of resources life skills training (Lecturers' perspective)

Who facilitates life skills training	Frequency	Percentage
Class teacher	3	23
Specific facilitators	3	31
Guidance and counseling department	5	46
Total	11	100

4.5 Trainees attitude on life skills training

The trainees' attitude is vital to the success of life skills training. Positive attitude enhances learning whereas negative attitude hinders the learning process. The study sought to establish the attitudes held by the trainees on life skills training. Life skills' training is the only non-examinable component in the institution. The Kenyan educational system has been criticized for being too examination oriented and whatever may be non-examinable may not be taken seriously.

Table 4. 22 Trainees attitude towards life skills training (Trainees' perspective)

Trainees' Attitude	Frequency	Percentage
To gain knowledge	217	95
For leisure	11	5
Total	228	100

95% of the trainees responded that they gain knowledge during life skills training. %5 of the trainees termed life skills as a leisure activity. Similarly, 90% of the lecturers responded that the trainees had a positive attitude towards life skills training and the remaining 10% felt that the trainees had a negative attitude. The ones who through life skills' was not important wanted to utilize that time for other examinable subjects in their courses.

Table 4. 23 Trainees attitude towards life skills training (Lecturers' perspective)

Trainees' Attitude	Frequency	Percentage
To gain knowledge	10	90
For leisure	1	10
Total	11	100

The study included some statements which were mean to get qualitative data on what the respondents felt as a means to gauge the attitude held by the trainees towards life skills. The researcher further required the respondents to indicate the extent to which they agreed to the following statements on either SD-Strongly Disagreed, D- Disagreed, U-Undecided, A-Agreed and SA-Strongly Agreed.

Table 4. 24 Trainees' attitude towards life skills training (Trainees' perspective)

STATEMENT		SD	D	U	A	SA	Total
I appreciate what I gain from life skills training	Freq.	16	21	7	105	80	228
	%	7	9	3	46	35	100
I would rather learn examinable subject instead of life skill training	Freq.	71	105	11	32	9	228
	%	31	46	5	14	4	100
Life skills training helps me develop good behavior	Freq.	11	2	2	114	98	228
	%	5	1	1	50	43	100
Life skills' training is a waste of my valuable time.	Freq.	109	100	5	5	9	228
	%	48	44	2	2	4	100
Life skills training helps me cope with my everyday life	Freq.	32	2	7	107	80	228
	%	14	1	3	47	35	100

The first statement was meant to measure whether the trainees appreciate what they gained from life skills training. 81% of the trainees agreed to the statement whereas 16% did not appreciate what they gained from life skills training. 3% were undecided on whether they appreciated or not what they gained in life skills training. The lecturers' responses correlated by stating that 73% of the trainees appreciated what they gained from life skills training whereas 18% who did not appreciate what was gained in life skills training.

The second statement was on whether the trainees would rather learn examinable subjects instead of life skills training. 77% of the trainees disagreed with the statement whereas 18% of the trainees preferred learning examinable subjects than life skills training. However, 48% of the lecturers responded that trainees preferred learning examinable subjects as compared to 43% of the lecturers who felt trainees would learn life skills equally compared to other examinable subjects. The difference could be attributed to the behavior which was exhibited by the trainees which proved that they would rather learn examinable subjects than life skills. The feedback in the interaction between the lecturers could have made the lecturers concentrate on the examinable subjects than life skills training.

The third statement sought to examine whether life skills training had a correlation with good behavior among the trainees. 93% of the trainees felt that life skill training shaped their good behavior as compared to 6% who felt life skills training did not have an impact on their behavior. Similarly, 90% of the lecturers felt there was a strong connection between life skills and molding of good behavior. The soft skills learnt would help the trainees understand themselves and shape their behavior. 10% of the lecturers did not see a direct connection between life skills training and good behavior.

The fourth statement was to establish the notion that life skills training was a waste of time considering the fact that the trainees are above 20 years and could have been exposed to life skills training from the primary level of education. 92% of the trainees disagreed with the statement to show that life skills training is indeed valuable and is not a waste of time. Life skills training is important and a life-long learning process.

The last statement sought to find out whether life skills' training has an impact in how the trainees adjust to changes in their everyday life. 82% of the trainees noted that life skills' training helps them to cope with their everyday lives as compared to 15% of the trainees who felt there was no connection between what is learnt in life skills training and how they cope with day to day life processes. Similarly, 100% of the lecturers noted that life skills training helped the trainees cope with their everyday life.

Table 4. 25 Trainees attitude towards life skills training (Lecturers' perspective)

STATEMENT		SD	D	U	A	SA	Total
I appreciate what I gain from life skills training	Freq.	2	0	1	7	1	11
	%	18	0	9	64	9	100
I would rather learn examinable subject instead of life skill training	Freq.	3	2	1	2	3	11
	%	27	21	9	16	27	100
Life skills training helps me develop good behavior	Freq.	0	1	0	7	3	11
	%	0	10	0	60	30	100
Life skills' training is a waste of my valuable time.	Freq.	7	4	0	0	0	11
	%	64	36	0	0	0	100
Life skills training helps me cope with my everyday life	Freq.	0	0	0	6	5	11
	%	0	0	0	55	45	100

Based on the responses, the trainees attitude is shaped by the benefits they are able to get from the life skills training. When life skills training has practical use in the trainees day to day life they are able to relate with what is offered and in the process there is direct value between what is taught and the choices they make in their lives. More could be done to enhance the attitude of the trainees who felt life skills was a waste of time and use leave their classes when it was time for life skills training.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, draws conclusion and makes recommendations and suggestions for further research.

5.2 Summary of the findings

This analysis was set to try to answer the research question and to achieve the objectives of the study. This section discusses the results from the findings in relation to research questions and existing knowledge. It helps to highlight how the research reflects, differs from and extends knowledge of the study area. It outlines, interprets and explains the findings of the study. The purpose of this study was to investigate the factors influencing life skills training in TVET institutions: a case of National Youth Service-Institute of Business Studies (NYS-IBS). The study involved 228 trainees and 11 lectures who completed and returned the questionnaires. In addition, there was an interview with the institute's administrator to provide information from the interview guide.

5.2.1 Placement of life skills training in the curriculum

The first objective of the study was to determine the placement of life skills training in the curriculum at NYS-IBS. From the research findings 63% of trainees and 82% of lecturers agreed that they had some form of life skills training with the institution. This shows that there are efforts to ensure that life skills training takes place at NYS-IBS. It is important to note that, the 37% of trainees and 18% of lecturers who responded that there was no form of life skills training shows that although life skills training takes place, more effort should be places to ensure all the lecturers and trainees are involved in the life skills training.

56% of the trainees and 22% of the lectures responded that life skills' training is offered as a stand-alone subject whereas 44% of the trainees and 78% of the lecturers said that life skills training took an integrated approach. The difference could be that life skills training is not streamlined and individual lecturers would engage the learners in different ways. The implementation of life skills training at TIVET level may not have the attention as compared to the primary and secondary levels of education. The lack of monitoring may have contributed to the discrepancy in the mode of placement within the curriculum. In addition, it was noted that life skills was not included in the time table as compared in the previous term's time table. This could also have affected how the trainees responded as life skills training is included in the curriculum in the first module in most of the TIVET courses at the craft and diploma levels. Most of the trainees felt that communication skills and ICT had some life skills integrated during the teaching and learning process of those subjects.

Regarding the teaching methods used in life skills training, lecture method and question and answer method was the most popular among the lecturers at 80% each. Among the trainees the most favored training method was class discussion rated at 66% closely followed by the lecture method at 65%. This hence shows that there is participation between the trainee and the lecturer as encouraged in life skills training. The least used training method was invited guest speaker which received 0% from the lecturers and 8% among the trainees. This could be attributed to the resources which could be pegged and the logistics of inviting guest speakers. However, it could be construed that less effort is placed by the administration to source for experts once in a while.

5.2.2 Training resources used in life skills training

The second objective of the study was to identify the training resources used for life skills training at NYS-IBS. From the research findings 48% of trainees and 45% of lecturers responded that the training resources were adequate. 55% of the trainees and 45% of the lecturers felt that the training resources were inadequate. Resources are finite and are usually scarce and need to be prioritized. It is encouraging to note that at least resources are slotted for life skills training in the institution although more resources should be considered in future.

Text books seemed most popular among the trainees and lecturers as the resource used in life skills training at the institution. 52% of the trainees and 33% of the lecturers selected text books as the used training resource in life skills training. In addition, 33% lecturers felt power point slides were used during life skills training. The least used training resources were the audio tapes at 8% among the trainees and 8 among the lecturers.

5.2.3 Facilitators involved in life skills training

The third objective of the study was to establish the facilitators involved in life skills training at NYS-IBS. From the study findings the guidance and counseling department was seen as a facilitator of life skills training. 66% of the trainees and 46% of the lecturers responded that life skills' training was facilitated by the guidance and counseling department. 20% of the trainees and 37% of the trainees said that life skills facilitators were specific lecturers who had been given the mandate to train life skills. The least popular was the class teacher facilitating life skills training where 14% of the trainees and 23% of the lecturers point out the class teacher as a facilitator.

5.2.4 Trainees attitudes towards life skills training

The fourth objective of the study was to explore the trainees' attitude towards the life skills training program at NYS-IBS. From the study findings a good number of the trainees showed a positive attitude towards life skills training. 95% of the trainees and 90% of the lecturers agreed that life skills' training was for gaining knowledge and not just a leisure activity. 81% of the trainees and 73% of the lecturers agreed that the trainees appreciated what they gained from life skills training. 77% of the trainees and 43% of the lecturers disagreed that would rather learn examinable subject instead of life skill training. 93% of the trainees and 90% of the lecturers agreed that life skills training helps the trainees develop good behavior. 92% of the trainees and 90% of the lecturers were not in agreement that life skills training was a waste of my valuable time. 82% of the trainees and 100% of the lecturers agreed that life skills training helped the trainees cope with their everyday life.

5.3 Conclusion

Based on findings the study concludes that life skills' training is important at TVET institutions. Although life skills in included at primary and secondary levels of education. It should be a life ling process that seeks to help the trainees cope with their surrounding as they sharpen their soft skills. Although life skills was being implemented at NYS-IBS, there is room for improvement especially in the mode in which it is offered so that the trainees are able to obtain the objective intended by the subject.

Emphasis on examinable subjects by both the trainees and the lectures has affected life skills training. Time, resource allocation and facilitator selection has been carefully executed for the examinable subjects but life skills has been left out because of the priorities and the

continuous scarcity of the training resources. This led to lack an organized mode of life skills training in terms of the time allocation in the time table, resources allocated to life skills and careful selection of who facilitates life skills training. Although life skills training is carried out at NYS-IBS, more could be done to ensure a robust training which is systematic, well organized and better implemented.

Effective Implementation of life skills training is influenced by the confusion in the placement of life skills within the curriculum, inadequacy of the training resources or even less appealing resources to the trainees, the type of facilitators who handle life skills and the negative attitude of the trainees towards life skills training in TIVET institutions.

5.4 Recommendations

To ensure improved life skills training at the TIVET institutions, the study recommended the following:

5.4.1 School administration

The school administrators should ensure that institutions reinforce life skills training. Although the curriculum includes life skills at module one, there should be emphasis to have life skills training through integration at the entire two years or three years at the craft certificate and diploma courses respectively.

The administrators should also ensure that more resources are allocated to life skills training in the institutions. The training resources should be practical and interesting to the trainees at this level of study.

In addition, the head of academics should encourage and sponsor lecturers towards life skills training to ensure the facilitators are well equipped in life skills. Facilitators of life skills should also be more organized to give the trainees the best facilitators so as they are able to appreciate what they are exposed to during life skills training.

5.4.2 Lecturers

Lecturers should develop an interest in life skills training. It is noted that soft skills are crucial in the work place today hence apart from the technical skills that the lecturer seeks to impart the trainees, they should also look at life skills. The lecturers should thus be proactive on the training of the learners and not assume that guidance and counseling is sufficient in life skills training. Lecturers should also be willing to go improvise training materials even where there are inadequate resources.

5.4.3 TVETA

As an oversight authority of TVET institutions, TVETA should emphasis the need for life skills training. More research should be done to reiterate the importance of life skills training at this level of learning. More training should be organized with partners to ensure the trainees acquire life skills training. There should also be monitoring and evaluation unit that enforces what is outlined in the curriculum of life skills training. Lastly, making life skills examinable as the other subjects might increase the seriousness of life skills training in TVET institutions.

5.6 Suggestion for further research

The researcher recommends that more extensive research be done examining life skills training in TVET institutions. The research findings should be used to provide a paradigm shift on life skills training in post school institutions. The following research topics are suggested:

1. The impact of life skills training in TIVET institutions on employability
2. Attitudes of lecturers and its effect of life skills training in TVET institutions.

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APPENDICES

Appendix I: Letter of Introduction

Dear Respondent,

RE: Data Collection on PGDE Project

I am a Post Graduate student at the University of Nairobi studying Post Graduate Diploma in Education. As part of the requirement for course, I am undertaking a research on the factors influencing life skills training in TIVET institutions.

In this regard, I am kindly requesting for your cooperation by responding to the attached questionnaire. Your response will be instrumental in ensuring an objective research. All the information that is provided in this research will be treated with utmost confidentiality. In addition, the findings of the study will only be used for academic research purposes and to enhance knowledge in the field of education. Thank you for your cooperation.

Yours faithfully

FATMA AMIYO MOHAMMED

L40/76648/2014

Appendix II: Questionnaire

QUESTIONNAIRE FOR LECTURERS

The researcher will treat all the information provided with utmost confidentiality and your identity will not be revealed. This is solely for academic purposes. The research is meant for research on the topic: Factors influencing life skills training in TVET institutions. Thank you for your participation.

Section A: Basic Demographic Data

1. Your gender; Male Female
2. How old are you? (Years) Below 30 31 – 40 41 – 50 51 – 60
3. What is your academic/professional qualification? Certificate Diploma Degree
] Master Degree Others (Specify).....
4. How long have you worked at NYS-IBS? Less than 3 years 3 – 5 years 5 – 8
years 8 years and above

Section B: Placement of Life Skills in the Curriculum

5. Do you have any form of life skills training in your institution? Yes No
6. If yes, how is the placement of life skills in the curriculum?
Stand alone subject Integrated within other subjects
7. If life skills' is integrated within the other subjects, which subject is it integrated with?

9. Frequently used approaches in used in life skills training are indicated below. Please indicate with a tick (√) the frequency of used training method in your institution.

	Training methodologies	Mostly used	Used once in a while	Not used at all
i	Story telling			
ii	Class discussions			
iii	Lectures from the lecturer			
iv	Question and Answer sessions			
v	Invited guests speakers			

Section C: Training Resources

9. In your opinion what is your overall rating in regard to life skills training resource availability in your institution? Very adequate [] adequate [] inadequate []

10. What are some of the resources that you use during life skills training?

Text Books [] Magazines/Newspapers [] Video tapes [] Audio tapes [] Power point slides [] Online resources [] any other resources not stated _____

Section D: Training Facilitators

11. Who facilitates life skills training in your institution?

[] Class teacher handles life skills training [] specific facilitators are assigned life skills training [] Guidance and Counseling facilitators

12. Would you feel excited if you were to facilitate life skills training?

Yes [] No []

Section E: Trainees Attitude

13. In your opinion, what is the trainees’ attitude of life skills training?

Positive attitude [] Negative attitude []

14. Kindly mark by putting a tick (√) if you agree or disagree with the views on the following statement about life skills training. SD-Strongly Disagree, D- Disagree, U- Undecided, A-Agree and SA-Strongly Agree

	STATEMENT	SD	D	U	A	SA
i	Trainees appreciate what they gain from life skills training					
ii	Trainees would rather learn examinable subject instead of life skill training					
iii	Life skills training helps trainees to develop good Behavior					
iv	Life skills’ training is a waste of the trainees’ valuable time.					
v	Life skills training helps trainees cope with their everyday life					

21. What suggestion would you make concerning the improvement of life skills training at your institution?

Thank you for your contribution to this research

QUESTIONNAIRE FOR TRAINEES

The researcher will treat all the information provided with utmost confidentiality and your identity will not be revealed. This is solely for academic purposes. The research is meant for research on the topic: Factors influencing life skills training in TVET institutions. Thank you for your participation.

Section A: Basic Demographic Data

1. Your gender: Male [] Female []

2. How old are you? Below 23 Yrs [] 23 – 25 Yrs [] 25 – 27 Yrs [] Over 27 Yrs []

3. Which is your level of study? Craft [] Diploma []

4. How long have you been at NYS-IBS? Less than a year [] 1-2 years [] Over 2 years []

Section B: Placement of Life Skills in the Curriculum

5. Do you have any form of life skills training in your institution? Yes [] No []

6. If yes, how is the placement of life skills in the curriculum?
As a stand-alone subject [] Integrated within other subjects []

7. If life skills' is integrated within the other subjects, which subject is it integrated with?

8. Frequently used approaches in used in life skills training are indicated below. Please indicate with a tick (√) the frequency of used training method in your institution.

	Training methodologies	Mostly used	Used once in a while	Not used at all
I	Story telling			
ii	Class discussions			
iii	Lectures from the lecturer			
iv	Question and Answer sessions			
V	Invited guests speakers			

Section C: Training Resources

9. In your opinion what is your overall rating in regard to life skills training resource availability in your institution? Very adequate [] adequate [] inadequate []

10. What are some of the resources that you use during life skills training?

Text Books [] Magazines/Newspapers [] Video tapes [] Audio tapes [] Power point slides [] Online resources [] any other resources not stated _____

Section D: Training Facilitators

11. Who facilitates life skills training in your institution?

[] Class teacher handles life skills training [] specific facilitators are assigned life skills training [] Guidance and Counseling facilitators

Section E: Trainees Attitude

12. What is the purpose of learning Life Skills according to your view?

Leisure activity [] to gain knowledge []

13. Kindly mark by putting a tick (√) if you agree or disagree with the views on the following statement about life skills training. SD-Strongly Disagree, D- Disagree, U- Undecided, A-Agree and SA-Strongly Agree

	STATEMENT	SD	D	U	A	SA
i	I appreciate what I gain from life skills training					
ii	I would rather learn examinable subject instead of life skill training					
iii	Life skills training helps me develop good behavior					
iv	Life skills’ training is a waste of my valuable time.					
v	Life skills training helps me cope with my everyday life					

14. What suggestion would you make concerning the improvement of life skills training at your institution?

Thank you for your contribution to this research

Appendix III: Interview Guide

INTERVIEW GUIDE FOR THE ADMINISTRATORS

1. What is the government policy on life skills training in TVET institutions?
2. How is life skills incorporated in the training curriculum in the institute?
3. Are the current teaching resources used in teaching life skills curriculum adequate?
4. What are the factors that determine how the facilitators for the life skills training are selected?
5. Are the lecturers ready and willing to support life skills training?
6. How effective has life skills training been in your institute?
7. What is the attitude held by the trainees' on life skills training?
8. What are the challenges facing successful life skills training in the institute?
9. What is your suggestion on the way forward to life skills training at the institute?

Thank you for your contribution to this research.