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RESEARCH ARTICLE

INSTRUCTIONAL RESOURCES USED BY TEACHERS IN THE TEACHING AND LEARNING OF LIFE SKILLS EDUCATION IN SECONDARY SCHOOLS IN ELDORET EAST DISTRICT, KENYA

*Odongo Salome Awuor

Department of Curriculum Instruction and Education Media, Moi University; P. O. Box 3900-30100, Eldoret, Kenya

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ABSTRACT

Instructional resources or materials including human and audio-visual are essential components of a curriculum. They are designed to help the teachers to understand and implement the ideas contained in the new curriculum. The main purpose of the study was to investigate the factors that affect the teaching and learning of life skills curriculum in secondary schools within Eldoret East District. This paper evaluates the instructional resources used by teachers. The study was based on Gagne's theory of instruction which states that learning is influenced by both internal and external conditions of learning in an educational setting. The study adopted a descriptive survey research design. The techniques used to select the research sample were stratified, purposive and simple random sampling. Two hundred and forty (240) students, 45 teachers and 15 heads of humanities department were selected to participate in the study. To collect data, questionnaire and interview schedule were used. Data collected were coded in Statistical Package for Social Scientists (SPSSv 13.5) and analysed by non parametric Chi-square (χ^2) test, descriptive statistics and frequency distribution. The findings were presented in form of tables, charts and graphs. The findings revealed that textbooks were the most available resources for teaching life skills. It is recommended that schools should strive to provide adequate and appropriate instructional materials for LSE. The findings of the study is hoped to benefit teachers of life skills and to guide the policy makers in improving the quality and teaching of life skills curriculum.

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INTRODUCTION

Life skills education has been defined as interactive process of teaching and learning which enables the learner to acquire knowledge aimed at enabling them to develop attitudes and skills that support adoption of healthy behaviour (Ministry of Education, 2004). Gachuhi (1999) describes life skills as programmes arrived at fostering positive behaviours across a range of psycho-social skills and changing behaviours at a later stage of life. Such skills are best learnt through experiential activities which are learner-centred and designed to help young people gain information, examine attitudes and practice skills. Life skills can be described as skills for adaptive of positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life (World Health Organization, 2000).

The life skills approach is an interactive educational methodology that not only focuses on transmitting knowledge but also aims at developing attitudes and interpersonal skills. The goals of the life skills approach are to enhance young people's ability to take responsibility for making and avoiding

risky behaviour. Through life skills education learners acquire and develop skills like: critical thinking, problem solving, decision making, interpersonal relationships, stress and anxiety management, effective communication and self-esteem and assertiveness. For life skills building, strong emphasis needs to be placed on methods that give learners opportunities to observe, verbalize, interact and the capacity and motivation of teachers, which require that teachers are empowered and encouraged to use participatory approaches in their work. The teaching methods are therefore sensitive, interactive and participatory (KIE, 2008).

Objectives of Life Skills Education

According to Tiedrebeogo *et al.* (2003), life skills education should enable a learner to:

- i) Develop an awareness of himself/ herself
- ii) Make informed and appropriate choices on issues affecting him or her and others
- iii) Develop skills that will promote good behaviour and mannerism
- iv) Relate with others meaningfully
- v) Appreciate and improve his or her environment

*Corresponding author: Odongo Salome Awuor,
Department of Curriculum Instruction and Education Media, Moi University;
P. O. Box 3900-30100, Eldoret, Kenya.

- vi) Communicate effectively with peers and other people on issues and concerns that affect him or her
- vii) Effectively manage conflict situations
- viii) Demonstrate compassion and concern for those people in life threatening situations
- ix) Deal and cope successfully with stressful situations

Categories of Life Skills

According to Tiendrebeogo *et al.* (2003, p. 12), life skills is a body of knowledge that is divided into 3 categories. These include:

Category 1: Skills of Knowing and Living with Oneself

According to Tendrebeogo *et al.* (2003, p. 12), these are skills that enable individuals to know who they are and what they are capable of doing. They help individuals accept themselves and hence build their self control, confidence and esteem. They enable an individual to have positive feeling about personal attributes which lead to the development of a high esteem and vice versa. They help individuals cope with emotions by understanding the emotional state they are in, analyzing the cause and finding solutions to the cause. The skills also assist individuals to cope with stress. This involves knowing the source(s) of stress in our lives, how they affect us, and acting in ways that help to minimize stress.

Category 2: Skills of knowing and living with others (Interpersonal Skills)

These skills enable individuals to interact with other people effectively and meaningfully. They enable individual's state their feelings without expressing anger or being passive and also achieve what they want by being firm and focused. The abilities enable individuals to put themselves in the place of others and feel with them as they face various challenges and problems in life. The category also include the negotiation skills which helps individuals to discuss in a calm and open way so as to reach a consensus once given issue based on some mutual understanding. The abilities also help individuals to end disagreement peacefully. The skills of decision making fall in category three. These skills enable one to take rational actions based on adequate information, weighing options and appreciating consequences of choices made. The skills in this category are creative thinking, critical thinking and problem solving.

Challenges of Implementing Life Skills in Schools

According to KIE (2008, p. 5), life skills education programme was introduced in public secondary and primary schools for work and family life and to stem rising unrest in schools. The course which is not examined, cover interpersonal communication, problem-solving, decision-making, sexuality and HIV and AIDS. However, there are a number of challenges facing the implementation of the programme. These are: lack of a clear pedagogical framework and teaching resources. Although the arguments for why life skills are needed are fairly well defined, there is less conceptual clarity on what the desired life skills are and how they can be attained. Teaching in

most classrooms around the world tends to be didactic, non-participatory, inflexible and assessment driven. In contrast, life skills education is intended to be participatory and responsive raising questions rather than providing clear cut answers. Not enough thought has gone into how to bridge the gulf between these two different educational processes. Indeed it is often assumed that teachers will be able to teach a radically different curriculum in life skills with minimal packages of in-service training. Expecting teachers to adapt a different type of teaching, still within the confines of a classroom, is often unrealistic especially given the ever present pressures on teachers and the curriculum. Life skills curriculum has been seen as donor driven, hence has often not been put through the general curriculum planning and review (Tiendrebeogo *et al.*, 2003).

Formal education is increasingly assessment driven, while life skills not usually assessed, formalizing the approach through assessment may end up giving excessive structure to something that should be flexible. At the same time as advocating more additions in the curriculum, international pressure led many governments in the 1980s to cut public spending, undermining the ability of the education system to implement life skills effectively. Classes are often too large and schools under resourced which has rendered many teachers unmotivated and unable to cope. Life skills curricular look surprisingly similar throughout the world, with each country focusing on the same skills and similar ways of imparting these skills. Young people are the target audience and it is assumed that they think, act and learn in the same way. For example, young people growing up in rural and urban areas also live in very different contexts. Many countries have yet to begin the process of introducing life skills into the school curricular (Boler & Aggleon, 2004) which could be attributed to the fact that many ministries of education perceive the whole concept as donor driven hence giving a low priority in terms of policy development, capacity building or effective implementation. The team from Kenya Institute of Education (KIE, 2008) gave the following recommendations on the teaching and learning of life skills:

- i) Greater political commitment at national level for the life skills curriculum is needed.
- ii) There is need for clearer definitions of life skills and what is needed in the curriculum, to reduce confusion and misunderstanding.
- iii) Need for a clearly defined pedagogical framework for learning and teaching. It is important to clarify which skills should be taught as life skills, why the skills are chosen and how they should be taught.
- iv) Need for resources to train teachers to deliver life skills and to support them in their work.
- v) There is need for research to look at the circumstances under which life skills can be suitably adapted to the formal education system.

Ngugi (2006), states some of the benefits and indicators of life skills in her study, which are:

Educational benefits

The educational benefits includes strengthening teacher-pupil relationship, leads to desirable behaviour change, improves

discipline in schools, reduces learner problems such as truancy, absenteeism, drug and substance abuse and teenage pregnancies and helps learners to improve their performance.

Social benefits

The social benefits enables learners to choose good and reliable friends, helps learners to use their leisure time properly, assists learners to recognize and avoid risky situations, improves the socialization process among learners such as relating to others in a friendly way.

Health benefits

This leads to prevention and control of disease such as STIs, HIV and AIDs. It also contributes to a person's general well being (physical, mental, emotional and social).

Cultural benefits

It leads to high productivity due to a motivated, strong and energetic labour force. Savings are increased as money used e.g. on management and control of HIV and AIDs can invest elsewhere. Resources such as time and money are saved as learners acquire skills to manage themselves and their environment. Since the adolescents are dually affected directly or indirectly by various challenges in life, it is within context that study intends to make recommendations that may be useful to this group of people

Instructional Resource Materials

Instructional resources or materials including human and audio-visual are essential components of a curriculum. They are designed to help the teachers to understand and implement the ideas contained in the new curriculum (Situma, 2009). Situma studied the influence of audio-visual aids in the teaching of Christian Religious Education (CRE) in secondary schools in Webuye District. The aim of her study was to analyze and interpret the audio-visual aids materials used in the teaching of CRE in secondary schools in Webuye. According to her findings, the teacher hardly use the audio-visual aids in teaching CRE. Her findings also reveal that a well planned and imaginative use of audio-visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students' interest by giving them something practical to see and do, and at the same time helping to train them to think on their own. Situma (2009) recommends that the government through KIE should supply the audio-visual materials to schools to aid in learning.

Otimoh (2002) carried out a study on the use of audio-visual aids in elementary schools in Northern Nigeria. His findings revealed that there are ever increasing numbers of audio-visual materials available to schools. He advises that teachers should take advantage of the opportunities to procure excellent films and recordings covering a wide range of subject matter in life skills curriculum. While acknowledging that the issue of instructional materials may not be easily resolved, it is important to remark that teachers should not use lack of instructional materials as an excuse not to teach well (Killen,

2008). He advises that alternatives are out there and teachers should refrain from depending solely on the local education council for the provision of ready-made materials. They should reach out for local materials in the environment and improvise whenever the need arises.

Education, according to Combs (as cited in Mutua, 2008), consists of two components. He classifies into inputs and outputs. According to him, inputs consist of human and material resources and outputs are the goals and outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined. Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. He cites problems such as limited time to cover the syllabus, too many students in class and lack of facilities to design teaching as some of the major constraints that teachers encounter in their instruction.

The strategic and vital role of instructional materials and resources in the successful implementation of life skills cannot be overemphasized. As noted by Gimoh (2009), the use of instructional materials is a *sine qua non* in affecting behaviour change in learners in every field especially life skills. Advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching/learning situation positively. Gimoh opines that new technological breakthroughs such as networked and non-networked; projected and non-projected, visual, auditory, audio-visual electronic materials are important landmark in knowledge transfer.

Teaching is not complete until knowledge has been successfully transferred which in most cases may not just be tied to teacher effectiveness or teaching skill but the instructional materials used in the learning process. According to Gimoh (2009), ordinary words or verbalization has been found to be inadequate for effective teaching. Instructional materials serve as a channel through which message, information, ideas and knowledge are disseminated more easily. They can therefore be manipulated, seen, heard, felt or talked about. These materials facilitate activities and they are anything or anybody the teacher turns to for help in learning process. Koross (2009) has carried out a study on factors that affect teaching and learning of life skills. The study sought to examine the role played by instructional resources in influencing the teaching of life skills. In her findings she noted that the type of instructional resources used to teach life skills are mainly teacher reference books and students' textbooks. The findings of this study concur with the findings of the present study in that teachers mostly use teachers and students reference books for teaching life skills. She found out that lack of these reference books limits the learning and teaching of life skills. However, Koross does not explain whether the textbooks were adequate or not. Other investigators including Timoh (2009), Zeager (2000), Sanyu (2007), Dozimio (2002) and Ongobe (2008) similarly emphasize the importance of

textbooks and other instructional resources in the effective delivery of life skills lessons in secondary schools. These views have been corroborated by international investigators including Bolick, Berson, Coutts and Heinecke (2003). Bolick *et al.* (2003) observe that while some educators are fascinated by the potential of instructional materials in enhancing teaching and learning, other teachers lagged behind in using instructional materials to teach. However, achieving these laudable goals of conscientious utilization of instructional materials and resources in life skills teaching and learning has been very challenging in developing countries such as Kenya (Ngugi, 2006).

Abdo and Semela (2010) have reported low use of instructional media in primary schools of Gedeo zone in Southern Ethiopia. In Malawi, Kadzera (2006) notes, there was infrequent use of higher order instructional technologies such as overhead projectors, videos and computers in Teacher Training Colleges. The author identified lack of creative thinking and initiative on the part of the teachers as factors responsible for failure to use the locally available instructional resources in their teaching. Dakar and Faize (2011) note that there is great deficiency in the use of instructional materials in schools in Punjab District in Pakistan. However, Dakar and Faize (2011) do not explain whether instructional resources have any benefit to the study or not. Visking (2002) has carried out a study on supplies of innovated instructional materials. He reports that schools with superior facilities, equipment, supplies and innovated instructional materials should be more successful than schools that are physically antiquated and dilapidated. Kochar (1990) adds that the teacher is the agent responsible for developing the training environment. He also notes that teachers who have adequate and relevant teaching materials and facilities are more confident, effective and productive.

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they make the lesson attractive to them, thereby arresting their attention and thus motivating them to learn. He advocates for the use of pictures which will help students in grounding their thoughts and feelings. He says that pictures are used as alternatives to real objects, and they do serve effectively than imagined activities. However, although Otieno has touched on pictures as resource materials, he did not carry out a study to ascertain whether pictures can enhance the teaching and learning of any subject. Lulei (2009) asserts that, visual illustrations arouse interest, stimulate imagination and raise questions, discussions and a desire to find out more or resolve some questions. A picture can sometimes be worth a thousand words; pictures can encourage visual thinking and carry some kind of information more than linguistic symbol systems. According to Arheim (as cited in Jepkoech, 2002), visual media can engage learners into active mental exercises. She adds that learners can be facilitated to learn if visuals are used appropriately and that there is a branch of human learning that cannot be helpfully displayed in some of its aspects by visual means.

Wasanga (2005) has carried out a study on free primary education. He notes that teachers should make use of instructional resources alongside other instructional methods and techniques. This would enable learners to learn with a lot of ease and improve on their performance. A study carried out by Muoma and Nasongo (2009) reveals that good performance and behaviour change does not just happen. It is a result of good teaching method, availability of resource materials and effective leadership. Research findings show that moral development can be realized through contributions made by various inputs. According to Mingat (as cited by Chitavi, 2002), the inputs which are crucial to moral development include availability of resource materials and effective teaching. It is noted that through the use of instructional resources in life skills lessons, learners would acquire information and skills that would enable them to face life's challenges effectively. Mukwa (1979) has investigated the availability of audio-visual media in Kenyan secondary schools and the role played by some media in improving classroom teaching. The study showed that the main media available in schools were printed media, flat pictures, tape recordings, radio programmes and techniques such as drama and folk media. He found out that most media available in most schools were perceived to be effective in up-grading teaching and learning.

Holden and Westfall (2006) add that instructional media provide for learning environment. The teacher can hold the attention of the learners who could be bored with verbal teaching by using media such as pictures, videos, diagrams and models. He points out that the use of instructional media help the teacher and learners to save time and avoid wordy explanation. The secondary school life skills syllabus gives a special emphasis to practical outcome of the subject to achieve moral development, thus providing the learner with the opportunity to demonstrate the ability to be behaviourally upright in the society. It also stresses a learner centred approach and use of varied learning resources (KIE, 2008). The emphasis by the Kenya Institute of Education clearly shows that effective teaching skill that can lead to good behaviour is

only possible when the learning resources are used to support the teaching methods.

According to Chemutai (2008), the teacher in this new technological age should encourage the learners to access their own learning programmes on the internet and learn at their own pace to successful completion. Internet has become a very useful resource since the students can refer to it and get the most current information on the topic of their own interest. All these views on the strategic role of instructional materials and resources in the effective delivery of the subject matter were succinctly captured by Cheron (2006) who summarizes the purposes of using instructional materials in the teaching of life skills to include: Making the subject matter more real; Explicating difficult concepts; Making the learners to experience what is being learnt; Helping to fire the imagination of the learners; Preventing misconceptions; Preventing boredom, and Making learning interesting.

As noted by Situma (2009), the Kenyan teacher operates from a deficient environment where teaching and learning is seriously impoverished particularly in the rural set up. And even in the urban areas only few schools are connected to the national grid while virtually all the rural schools do not enjoy basic facilities like water and electricity. Since the inception of life skills education programme in Kenya, few studies have been devoted to evaluating the availability and utilization of instructional materials and resources in the teaching of life skills in secondary schools in Kenya. At the threshold of the new millennium, life skills teachers face both old and new challenges and need to evolve strategies to engage learners in activities that are active, meaningful and challenging. This study sought to fill the void through addressing the following research questions:

- i) Are the instructional materials and resources available for the teaching of life skills in secondary schools in Kenya?
- ii) Are they adequate and fully utilized by the teachers teaching life skills in Kenyan secondary schools as required?

Limitations of the Study

The study was limited to selected secondary schools in Eldoret East District. Other schools in Rift Valley Province were excluded as time and resources would only allow a sample of schools and not all schools to be covered. It was, however, hoped that the information obtained from the sampled schools was representative and can be generalized to cover Rift Valley Province and other parts of the country since anti-social behaviour would follow the same pattern. The study went as far as investigating and analyzing data given by the sources. The study had no control over the exact information teachers of life skills chose to give or withhold. The schools were sparsely located and making many visits was difficult.

MATERIALS AND METHODS

The study area covered secondary schools in Eldoret East District. It is located in the North Rift Region of the greater Rift Valley Province of Kenya. Marakwet District borders

Eldoret East District to the north, Keiyo District to the east, Koibatek District to the south and Wareng District to the west. The District is divided into twenty locations. It lies along the latitude $0^{\circ}40'$ north and longitude $45^{\circ}02'$ east at an altitude of 3,075 metres above sea level. A pragmatic philosophical stance informed the study on the factors affecting the teaching and learning of life skills education. On this platform, the focus is on the research problem and finding practical solutions to it. The study therefore adopted a mixed methods approach using both quantitative and qualitative methods. The study also employed a descriptive survey research design. The target population comprised secondary schools in Eldoret East District. According to the Ministry of Education data bank, there are forty-five schools in the District. The target population for the study consisted of all the 45 heads of department, 135 teachers in the District who teach life skills and 800 Form Four students from the 45 public secondary schools in Eldoret East District. The Form Four students were chosen to participate because they had been taught life skills since Form One. Therefore, they were best placed to comment on the entire instruction process. The target population comprised 980 respondents drawn from 45 secondary schools in Eldoret East District.

The sampling techniques used for the study were stratified random sampling technique, purposive sampling technique and simple random technique. Schools were selected using stratified random sampling technique. The basis of stratification was school type (boys, girls and mixed schools). Forty-five (45) of the target secondary schools were sampled for the study. Therefore, 15 schools formed the sample for this study. The study purposively sampled fifteen (15) heads of humanities department from the fifteen sampled schools. Simple random sampling was used to select 3 teachers in each of the selected schools to fill in the questionnaire, making a total of forty five (45) teachers of LSE. While simple random sampling technique was used to select sixteen (16) students in each of the sample schools to fill in the questionnaires. A total of two hundred and forty (240) students from the selected schools participated in the study. The instruments used to collect data were the questionnaires and interview schedule. The questionnaires were the most convenient tool for collecting data because they are easier to administer because each item was followed by alternative answers. They are also easier to analyse since they are in an immediate useable form and finally, they are economical to use in terms of time and money. After data collection, responses from all items were cross-checked to facilitate coding and processing for analysis using statistical Programme for Social Sciences (SPSS v.13.5) computer package. Statistical analyses of data were done by inferential statistic (Chi-square) (χ^2) test, descriptive statistics employing the measures of central tendencies, frequency distributions and cross tabulations. The research yielded both qualitative and quantitative data. Qualitative data was analysed using content analysis based on analysis of meanings and implications emanating from respondents information.

RESULTS

The objective of the study was to determine the instructional resources used by teachers in teaching life skills. The findings were as presented in Table 1.

Table 1. Responses from Teachers on the Instructional Resources

Teaching materials	Available		Not available		Totals	
	No	%	No	%	No	%
Teachers reference books	41	(91)	4	(9)	45	(100)
Student textbooks	42	(93)	3	(7)	45	(100)
Charts	25	(56)	20	(44)	45	(100)
Teacher made handouts	26	(58)	19	(42)	45	(100)
Revision materials	12	(27)	33	(73)	45	(100)
Supplementary books	10	(22)	35	(73)	45	(100)
Radio	11	(24)	34	(76)	45	(100)
Television	10	(22)	35	(78)	45	(100)
Videotapes	3	(7)	42	(93)	45	(100)
Film	00	(00)	45	(100)	45	(100)
Tape recorders	11	(24)	34	(76)	45	(100)
Photographs	01	(2)	44	(98)	45	(100)

The percentage of teachers of LSE who were using teacher reference books in facilitating the process of teaching and learning was 41(91%). Those who were using students' textbooks were 42(93%). Charts were used by 25(56%) of teachers, while teacher made handouts were used by 26(58%) of the teachers. None of the sampled teachers had used film and photographs as instructional resources. The other audio-visual aids were used by very few teachers as indicated in the table. Teachers of LSE indicated that they preferred using teachers and students textbooks. The students textbook could enable them accomplish reading assignments presented to them by their teachers on their own. This concurs with the findings of Koross (2009) who notes that instructional resources could make discovered facts glued firmly to the memory of the students. When teachers are provided with relevant and adequate teaching materials, they become more effective, confident and productive. Visking (2002) holds the same sentiments when he states that it would be meaningless to teach a subject, without producing appropriate teaching and learning materials.

Ratio of Life Skills Textbook to Students in Schools

The study also investigated the ratio of textbooks to students in schools. To determine this, the teachers were asked to fill in the questionnaire on the ratio of life skills text books to students. The ratio of students' text books were as summarized in Table 2 below.

Table 2. Ratio of Life Skills Education Textbooks to Students

Ratio	Number of schools	Percentage
1:1	1	6.7%
1:2	2	13.3%
1:3	2	13.3%
1:4	10	67.7%
Total	15	100.0%

Having established that the textbooks were available, the researcher went ahead to find out how the students shared the available textbooks. Table 2 shows that the ratio of textbooks to students differed from school to school. In one school out of the 15 schools the textbook ratio was 1:1 meaning that each student had a textbook to use. In 2 schools out of 15 schools the ratio was 1:2. In 2 other schools out of 15 schools the ratio was 1:3 while in 10 schools out of 15 schools the ratio was 1:4.

From this data, it can be seen that it is only 3 schools that have a good ratio of either 1:1 or 1:2. With such ratios students are able to read the books several times and also do their assignment on time. The ratio of 1:3 to 1:4 inhibits proper learning because students cannot do their assignments effectively. It indicates that books are available but not adequate. Results have also shown that an increase in number of textbooks has a sizeable impact on the student achievement and that where possible the ratio should be 1:1 (Musoma and Nasongo, 2009).

Adequacy of the Available Life Skills Textbooks

The study investigated the adequacy of life skills textbooks. The teachers were asked to fill in the questionnaire, to which they responded as shown on Table 3 below.

Table 3. Responses from teachers on the adequacy of life skills textbooks

Statement	Response	Frequency	Percentage
Adequacy of the available textbooks	Adequate	10	22%
	Inadequate	35	78%
Total		45	100%

Textbooks are some of the most important factors in students' learning; therefore, the availability, adequacy and use of the relevant learning resources tend to have a great impact on the teaching of life skills education. To determine the adequacy of the available textbooks; teachers' opinions were sought. The obtained data presented on Table 3 shows that 10(22%) of the teachers indicated that the available textbooks were adequate while 35(78%) of the teachers indicated that these textbooks were not adequate in terms of numbers. From the foregoing results, it was evident that the textbooks in most schools were available but not adequate for the teaching of life skills education.

DISCUSSION

The availability of teaching materials has long been recognized by educationist as one of the most important correlates of school achievement. The study sought to find out the type of instructional resources that are used to teach life skills education. Teachers were asked to indicate whether the stated resources were available or not available in their schools. Table 1 shows that 41(91%) of the teachers stated that teacher reference books were available while 4(9%) indicated that teacher reference books were not available. Table 2 shows that the ratio of textbooks to students differed from school to school. In one school, out of the 15 schools the textbook ratio was 1:1 meaning that each student had a textbook to use. In 2 schools, out of 15 schools the ratio was 1:3 while in 10 schools, out of 15 schools, the ratio was 1:4.

To determine the adequacy of the available textbooks, teachers' opinions were sought. The obtained data presented on Table 3 shows that 10(22%) of the teachers indicated that the available textbooks were adequate while 35(78%) of the teachers indicated that these textbooks were not adequate in terms of numbers. The data indicates that students textbooks

were the most available and used materials for the teaching of life skills education. The available textbook was the recommended book entitled life skills for secondary school students by KIE. Teacher reference books were also available and most of these were guidebooks. Revision materials were not available in most schools and the highest number of the HODs interviewed cited the cost of the materials as what limits them. The highest number of them also attested that revision materials were not available in the market since life skills had not been examined in the national examination. Supplementary books on life skills were not available and this was contributed by the fact that most of the schools sampled did not have libraries.

From the data on student ratio, it can be seen that it is only 3 schools that have a good ratio of either 1:1 or 1:2, with such ratios students are able to read the books several times and also do their assignments on time. From the foregoing results, it was evident that the textbooks in most schools were available but not adequate for the teaching of life skills education. The results on the audio-visual resources indicate that, majority of the teachers do not use other teaching resources apart from the earlier mentioned textbooks. From the list, one can argue that the resources available were those media that are easily obtainable, relatively cheap in cost and easy to operate. The availability of teaching materials has long been recognized by educationists as one of the most important correlates of school achievement. For effective teaching in a subject to take place various resources are required. Koross (2009) is of the opinion that, the use of instructional resources would make discovered facts glued firmly to the memory of the students. When teachers are provided with the relevant and adequate teaching materials, they become more effective, confident and productive. Visking (2002) holds the same sentiments when he stated that it would be meaningless to teach a subject, without producing appropriate teaching and learning materials. The results have also shown that an increase in number of textbooks has a sizeable impact on the student achievement and that where possible the ratio should be 1:1 (Musoma & Nasongo, 2009).

Apart from the textbooks, the teachers should also use audio-visual resources. Situma (2009) adds that when students act to see, touch or feel and hear from those audio-visual resources they tend to permanently remember. Lulei (2009) concludes that visual illustrations arouse interest, stimulate imagination, and raise questions, discussion and a desire to find out more or solve some problems. Thus the use of these resources makes the teachers' work to be easy and promote effective teaching and learning. Lack of these resources limits students' activity and participation thus rendering them passive. It is against this background that the study proposes a combination of audio-visual and textbooks in the teaching and learning of life skills.

Conclusion and Recommendation

The study established that textbooks are the most available and used materials for teaching life skills education. The textbooks in most schools sampled were available but not adequate. The results on audio-visual resources indicate that majority of the teachers do not use other teaching resources apart from the

earlier mentioned textbooks. It is clear that secondary schools are ill-equipped with instructional resources for effective teaching and learning of life skills education. From the study, it is recommended that the government should establish a clear policy on provision of resources and allocation of funds for effective teaching and learning of life skills. School managers should capture in their budget the provision of teaching and learning materials. They should also avail sufficient and appropriate teaching and learning resources (radios, audiotapes, video tapes, television, video recorders and life shows) besides ensuring adequate provision of LSE textbooks in the ratio of 1:1. Instructional resources to be used by teachers of LSE should be those that ensure participation of students in lessons as opposed to those that render them passive.

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