

Gender Factors in Implementation of Life Skills Education in Secondary Schools in Nairobi, Kenya

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Abstract

This study explored the gender factors facing implementation of Life Skills Education in Secondary Schools in Nairobi East District, Nairobi County, Kenya. Data was analysed in the light of Bandura's (1977) social learning theory integrated with Pearson's (2002) Theory on gender relations. The study employed a descriptive research design whose sample comprised of PDE office. Both quantitative and qualitative data was collected using a structured questionnaire, observation, interviews and Focus Group Discussions. Findings indicate that there are gender limitations in selecting life skills' teachers in schools and those life skills was mainly taught by female teachers. Teachers indicated that they were uncomfortable teaching sensitive topics to students of the opposite sex and that the syllabus was not fully covered. The majority of female students did not like sharing their problems with boys and preferred girls. This suggests gender specific barriers in the teaching of life skills in schools. In addition, findings revealed that principals of schools did not facilitate teachers' attendance of seminars and workshops to enhance their skills. The study recommends gender-responsive teaching of life skills.

Keywords: Gender; Challenges; Implementation; Life skills; Education; Adolescents; Nairobi; Kenya

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