

## Abstract

According to Kafu (2006), a society's educational system dictates its destiny. The study set out to determine the effects of teacher training on implementation of Life Skills Education in public secondary schools in Mwala Sub- County; Machakos County, Kenya. The research employed a descriptive survey approach, gathering data through interviews with dean of studies and surveys with students and school administrators. Out of a total of seventy-one public secondary schools, twenty-two (or thirty percent) were chosen. In the study, the researcher utilized both probability and non-probability sampling strategies. In order to assess the quantitative data that was gathered, SPSS version 22.0 was utilized. Standard deviations, percentages, and pie charts were used to depict the data. The majority of teachers do not have degrees or certifications related to teaching students practical life skills, the study found. Apart from that, the study proved that educating teachers is positively correlated with incorporating Life Skills Education into public secondary schools ( $r(20) = 0.779, p < 0.05$ ). It follows that the LSE curriculum cannot be effectively implemented without sufficient teacher training. The study concluded that teachers could perform a better job of teaching life skills if they had better training